



青年發展基金
The Youth Foundation



青年發展基金
The Youth Foundation

年度報告 *Annual Report*

2019-2020



使命宣言

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，提昇青少年的生命素質，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

受疫情影響，今年青年發展培訓有限公司(YDT)代表青年發展基金(YF)與內地合作夥伴簽署的培訓合作夥伴關係合約，所舉辦的一些項目也遇到挑戰。但在內地各合作夥伴的積極運作下，各項目靈活變通，將危機化為轉機。

四川的北川中學「W.I.S.E.青年生命培育項目」和「生命創路咖啡室」；與四川師範大學合辦的「四川師範大學青少年生命教育與生涯規劃行動研究中心」培訓；以及與四川大學華西醫院合辦的「家庭精神康復」項目，都取得良好效果。參與者在身心等方面都經歷成長和醫治。待疫情平復後，YDT會加緊與上海及四川的合作夥伴共商日後研究及培訓的項目。

除了上述合作夥伴之外，我們還與上海華東師範大學（簡稱「華師大」）合作超過20年。由於疫情影響，過去一年的「生命教育及生涯規劃」培訓由上海本地的合作夥伴承擔。明年適逢「華師大」建校70周年，YDT團隊亦被邀請參加慶典，共商日後的合作內容。

到2020年12月，會長將正式退休，未來將以義務榮譽會長的身份繼續參與青年發展基金的工作，構思未來，共商研究及培訓項目的拓展方向。

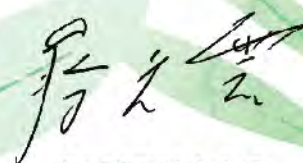
會長對交棒充滿信心，因為董事會及同事團隊一直不斷培訓新人，合力承擔各個項目的策劃及推動。令人鼓舞的是在上海及四川的合作夥伴也一直在培育接班人。

青年發展基金的財務十分穩健，在此向各個支持的基金、機構及各位個人捐獻者表達誠意的感謝！

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

Due to the pandemic, our partners in the Mainland who have signed contracts of partnership in training with the Youth Development and Training Co., Ltd. (YDT), on behalf of the Youth Foundation (YF), have encountered challenges with some of their projects. However, the valiant effort of our Mainland partners, coupled with flexibility in project programming, have turned the crisis into opportunities.

"W.I.S.E." in Beichuan Middle School and "Coffee Connect" in Sichuan, "Sichuan Normal University Youth Life Education and Career Development Action Research Center" in partnership with Sichuan Normal University, and the "Supported Family Project" co-organized with West China Hospital of Sichuan University have all achieved good results. Participants experienced growth and healing both physically and mentally. After the pandemic subsides, YDT will step up discussions with partners in Shanghai and Sichuan on future research and training projects.

In addition to the aforementioned partners, we have also worked with Shanghai East China Normal University (ECNC) for more than 20 years. Due to the pandemic, the "Life Education and Career Development" training during the past year was solely undertaken by our local partner in Shanghai. Next year will mark the 70th anniversary of the founding of ECNC, and the YDT team has been invited to participate in the celebration and discuss the particulars of future cooperation.

Our president will officially retire in December 2020. He will continue to participate in the work of the Youth Foundation as the "Honorary President", helping to conceive the future direction and development of research and training projects.

The president has full confidence in the transition process because the board of directors and the team of colleagues have been constantly training the next generation of leaders to undertake the planning and promotion of various projects. It is especially encouraging that our partners in Shanghai and Sichuan have also been nurturing successors.

The financial outlook of The Youth Foundation is very stable and healthy. I would like to express my sincere gratitude to the foundations, institutions and individual donors who have supported us!

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 Our 歷程 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

資助上海華東師範大學成立「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

開始資助「夢·行動」北川中學畢業生群體

Began to sponsor 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

開始資助「生命創路咖啡室」

Began to sponsor "Coffee Connect"

6/2018

資助北川中學畢業生群體 - 願望彩虹·十年彙聚

Sponsored 10th Anniversary memorized activity "Rainbow Hope" of Beichuan High School Alumni Community

10/2018

開始資助「四川師範大學青少年生命教育及生涯規劃行動研究中心」

Began to sponsor Commenced "Sichuan Normal University Youth Life Education and Career Development Action Research Centre"



董事會成員

Board of Directors

2019 - 2020

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Chairman

黃啟民先生
Mr. WONG Kai Man

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Vice Chairman

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郭偉強先生 [任期至2019年12月31日]
Mr. KWOK Wai Keung [until 31 December 2019]

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李美瑜女士
Ms. LEE Mi Yu Elizabeth

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Rev. Dr. LEUNG Ka Lun

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蘇權良先生
Mr. SO Kuen Leung (Kenneth)

孫德基先生 [任期由2020年1月1日開始]
Mr. SUN David Tak Kei [from 1st January 2020]

曾秀華女士 [任期至2019年12月31日]
Ms. TSANG Sou Wah (Elsa) [until 31 December 2019]

黃子欣博士
Dr. WONG Chi Yun Allan



素質訓練營學生參與團建活動，體會團隊協作
Quality training - students participated in group activities



親子活動現場
Parent-child activity



如何幫助孩子康復解答疑難
FAQs on how to walk with your children
in their recovery journey

資助1項目

四川師範大學青少年
生命教育及



生涯規劃行動研究中心

Sichuan Normal University Youth Life Education
and Career Development Action Research Centre



四川師範大學青少年生命教育及生涯規劃行動研究中心

Sichuan Normal University Youth Life Education and Career Development Action Research Centre



受助項目回顧 Sponsored Project Review



為持續在四川地區推動生命教育的培育工作，四川師範大學（下稱「川師」）在青年發展基金的支持下，於2018年11月正式成立四川師範大學青少年生命教育及生涯規劃行動研究中心（下稱「研究中心」）。希望通過「研究中心」凝聚本地教育、心理及社工等專業人才，共同研發適合四川地區的生命教育及生涯規劃的培育模式，透過實際的培訓及調研，制定可行的培育方案。

To continue promoting the cultivation of life education in Sichuan, Sichuan Normal University (hereafter referred to as "SNU"), along with the support of the Youth Foundation, formally established the Sichuan Normal University Youth Life Education and Career Development Action Research Center in November 2018 (hereafter referred to as the "Research Center"). It is our desire that through the "Research Center", local education, psychology, and social work professionals will gather to jointly develop a training model suitable for life education and career development in Sichuan. Through training and research, a practical training program can be formulated.



項目計劃概要 Project Summary



本項目為期三年。「研究中心」首年的工作，以匯聚專才，培育師資為主。透過舉辦不同類型的大型培訓，建立校長、老師及學生對生命教育的概念。踏入第二年，「研究中心」聚焦探討適合大學生的培育模式及方案。

計劃重點培育大學生心理委員，他們是班級的領袖，以自願的性質協助老師服務班裡的同學。培育以日營方式進行，上、下學期各舉辦一次為期兩天的營會。以培育大學生的領袖素質、提升抗逆力、思考人生價值及意義等為重點。除此以外，「研究中心」仍持續通過生涯規劃師培訓、心理素質訓練營等，探討適合廣泛大學生的各類培育模式及方案。

The project is scheduled to last for three years. During the first year, the "Research Center" worked mainly on recruiting professionals and cultivating teachers. Through conducting different types of large-scale training, the concept of life education is established for principals, teachers and students. Entering the second year, the "Research Center" focused on exploring training models and programs suitable for university students. The project emphasized training for university students' psychological committees, which are groups of class leaders who assist teachers in serving classmates on a voluntary basis. The training was carried out in a day camp format. One two-day camp was held during each of the first and second semesters. Each day camp focused on developing university students' leadership qualities, improving their resilience, and guiding them to think about the value and meaning of life. In addition, the "Research Center" continued to conduct career development practitioner certification trainings, mental quality training camp, etc., to explore various training models and programs suitable for all university students.

由於疫情的影響，四川地區大、中、小學都無法在春節假期後如常回校上課。「研究中心」的各項主要工作也無法按計劃進行。疫情期間，大部份的教學轉移到網上平台。過去，以互動教學為主的心理素質訓練營，每班限制在30人內，每學期約15個班。但改為網上授課後，受惠學生人數大大增加至7,600人。這樣的改變亦為培育模式開辟了一條新的思路。



我們的故事 Our Stories



很多大學生認為生涯規劃是幫助他們找工作，教導他們寫好簡歷，做好面試準備等技能。「研究中心」提供的培育方案，讓學生明白生涯規劃應以自我認識為起點，並在大學階段尋索、思考及準備自己未來要走的路向。不但如此，生涯規劃更需放置在人生規劃的框架下考量，懂得生命的有限性，才能曉得如何為自己選擇過有意義的人生。

Many college students think that career planning only entails assistance for finding a job, lessons on how to write a good resume, and advice on how to prepare for interviews. The training program provided by the "Research Center" helps students understand that career planning should start from self-knowledge. Throughout their university career, students need to be exploring, thinking about, and preparing for the path that they will take in the future. In addition, career planning should be considered within the framework of life planning. Only by understanding the temporal nature of life can you know how to choose a meaningful life for yourself.

Due to the impact of the pandemic, universities, high schools, and primary schools in Sichuan were unable to welcome back students after the Lunar New Year holiday. The main tasks of the "Research Center" could not be carried out as planned. During the pandemic, most teaching was transferred to online platforms. In the past, the mental quality training camp was conducted in-person using an interactive teaching model, and less than 30 students could be accepted per class, with about 15 classes per semester. However, after switching to online teaching, the number of students who could benefit from this training increased to 7,600. Such a change also opened up new ways of thinking for the training model.



心理委員日營 學生作為獨一無二的
個體被欣賞時的會心笑容
Mental Health Committee Day Camp -
the smile from students who are appreciated
as unique individuals



葉麗華 四川師範大學 大二學生

當我兩次遇到這些老師們，我想我是幸福的、幸運的。活動的開展形式是我作為一個大山深處走出來的孩子沒有見過的。開放、活潑的氛圍，讓我在活動過程中擁有參與感、歸屬感。

我參加了心理委員日營，在「美好人生」活動中經歷了我沒有想過的一生：出生家財萬貫，但以此交換的，是我身患絕症；在找到幸福伴侶之後，伴侶也身患絕症，於是我辭去工作準備安享剩下的時日，卻沒有想到，一場車禍結束了我的生命。當我作為靈魂在人間遊歷，羨慕又無奈！

原本在大學焦灼、疲於奔命的自己逐漸慢下來，開始對自己平靜安寧的生活產生了新的思考：我為什麼不慢下來，去欣賞日常生活的愉快和美好，為什麼非要等到老了或者失去一切才去做？

對死亡的思考，讓我想更好地活著。
向死而生，我要忠於做一個積極的悲觀主義者。

第二次遇上是在生涯規劃師培訓。在「幸福人生CV表」活動中，我經歷了考研失敗，本科畢業找工作失敗，努力

過完10年生活再回頭看時，活動的過程如同驚雷一般刺激著我，讓我不由得思考：

1. 規劃失敗之後，我該如何應對連接：

考研失敗、找工作失敗，並且沒有匹配的職業能力，這放到現實生活中無疑是一段黑暗煎熬的歲月。我選擇接納生活給的一切但是不會沉溺於此！在接下來的時間裏，要發展一個可以解決溫飽的技能愛好，陪自己度過未來幽暗的歲月。

2. 聚焦行動才能更好地探索：

我意識到聚焦對於探索自己的力量，意識到自己的價值觀和性格對於未來發展的影響，我決心要堅持自己內心熱愛的東西。在聚焦的過程中，我想澄清問題是最重要的，只有明確了需求和問題的根本，才能更準確地在當下做出取捨，更好地進行接下來的規劃和行動。

感謝這些活動的開展，也感謝老師們在活動中給予的鼓勵和力量，因為你們，我知道人生還有那麼多可愛的事情值得關注；因為你們，我明白不虛此行的意義，更深切體會到，成長路上，互相給予力量是多麼有魅力的事情。

I met these teachers twice and I felt blessed and lucky. The format of the activity is something I have never experienced as a child who grew up in the depths of a mountain. The open and lively atmosphere kept me engaged and gave me a sense of belonging during the activity.

I participated in the Psychology Committee Day Camp and role-played a life scenario I hadn't thought about previously during the "It's a Wonderful Life" activity: I was born with wealth, but became terminally ill; after finding a happy partner, the partner also suffered terminal illness, so I quit my job and prepared to enjoy our remaining time together, but unexpectedly a car accident ended my life. When I traveled through the world as a spirit, I was envious and helpless!

In the past I have felt anxious and exhausted in school, but I gradually slowed down, and started to think about a more tranquil and peaceful way of living: Why don't I slow down to appreciate the joy and beauty of daily life, and why do I have to wait until I get old or lose everything?

Thinking about death makes me want to live better. To live under the shadow of death, I pledge to be a positive pessimist.

The second time we met was during the career planning coach training. In the "Happy Life CV Form" activity, I role-played a life scenario involving failure of the postgraduate entrance examination and failure to find a job after graduation. When I looked back after 10 years of hard work, the process of the activity struck me like a bolt of lightning, and I had no choice but to consider:

1. After a plan fails, how should I move on:

Failure of the postgraduate entrance examination, failure to find a job, and lack of meaningful professional abilities undoubtedly can usher in a dark and tormenting period in real life. I choose to accept everything that life has to offer but will not indulge in it! From here on out, I should develop a skill/hobby that can solve the problem of food and clothing, and carry me through the dark years to come.

2. Focused action to explore better:

I realized the importance that exploring my own strengths, values, and personality will have on my future development. I am determined to stick to what I love in my heart. In the process of focusing, I think clarifying questions are the most important. Only by clarifying the needs and the roots of the problem can we make more accurate choices at the moment, and be better able to make plans and actions for what will come up next.

I am thankful for the availability of these activities, and for the teachers for their encouragement and empowerment during the activities. Because of you, I realized there are so many lovely things in life that are worthy of my attention; because of you, I understand the meaning of a worthwhile endeavor, and I have a deeper understanding that on the path of growth, mutual empowerment is such an attractive concept.



心理委員日營 - 推選組內最熱心助人的組員

Psychology Committee Day Camp - select the most enthusiastic and helpful member in the group



四川師範大學附屬實驗小學生涯規劃工作坊 - 學生展示活動作品
Sichuan Normal University Affiliated Experimental School -
career planning workshop - students show their artworks

YOUTH



素質訓練營 - 大合照
Quality Training Camp - group photo



沒有選擇當學校老師，李靜加入服務地震災民。十多年過去，自己也進入人生另一階段。然而，因著「研究中心」服務的開展，李靜發現她服務青少年的初心不但沒有減退，反而再次被挑旺，更堅定繼續往前走。

Instead of choosing to be a school teacher, Li Jing joined the earthquake victims service project. More than ten years later, she has entered another stage of her life; With the development of the "Research Center"s services, Li Jing found that her original intent of serving young people has not diminished; instead, the fire has been reignited and she is determined to continue moving forward.

項目統籌 李靜

時間過得很快，迄今為止，我在服務地震災民已經11個年頭了。這11年期間發生了很多變化，不管是我個人的，工作的還是外在環境的。蔡醫生曾經說過：我是收穫最大的人，因為我從開始的單身到現在組建了家庭，有了可愛的兒子。當然，除了家庭，在工作中，我也在一點點進步。

剛加入服務時，是在災後的服務專案中擔任行政、培訓助理的工作。在此期間，我們定期去災區工作點入戶訪談，開展培訓。在接觸居民的過程中，我看到了他們在災難之後的「苦」和「難」，也看到了面對「苦」和「難」時的抗逆力，彼此的陪伴讓我們和他們建立了很深的情感。同時，也接觸和認識了很多做青少年工作的志願者同行。聽他們的分享，看他們的工作，跟著去災區實踐，和他們建立了很好的友誼，也在他們的影響下逐漸地對青少年的工作有了認識和瞭解，產生了濃厚的興趣，開始思考可以在這個領域做些什麼。但是隨著服務的開展，也出現了很多困惑和疑問。不管是學校的孩子還是我的兒子，我都期待有更多的方法可以更好地幫助他們，和他們一起成長。

因此，我向機構申請，期待將主要的精力放在一線的活動設計和帶領上，希望通過接觸更多的青少年，深入去瞭解他們，感受他們的痛點。

剛開始作為助理培訓師時，參加了「活出精彩」課程，去成都西蜀實驗學校，成都市第五十七中學上課，去成都七中八一學校，成都七中萬達學校等先導學校觀課，從不同的視角去看待和認識青少年，看到課程對他們潤物細無聲的影響，看到他們的改變。慢慢地，也開始和大學生互動，在心理委員日營、心理素質訓練營等培訓中去觀察，瞭解他們，學習和他們一起成長，看待生活的環境，共同去做自己的生涯規劃。在這過程中，雖然因為理論知識，實踐經驗的不足，我也經歷兜兜轉轉，起起伏伏，進步的時候信心滿滿，遇到阻礙的時候又產生自我懷疑；但無論怎樣，我越來越堅定，我喜歡做青少年的工作，我們的課程、陪伴會帶給彼此成長，也期待著今後有更多的機會和他們互動，得到關注。因為你們，我明白不虛此行的意義，更深切體會到成長路上，互相給予力量是多麼有魅力的事情。

Time flies. I have been serving earthquake victims for 11 years. A lot of changes have taken place during the 11 years, personally and within the work and external environments. Dr. Choi once commented that I was the one who has gained the most. I was single 11 years ago and now I have a family and a precious son. Of course, in addition to family, I have also made a little progress at work.

When I first joined the service, I worked as an administrative and training assistant for the post-disaster service project. We regularly traveled to the disaster-stricken sites to visit the residents and to conduct training. While working with the residents, I saw their pain and difficulties after the disaster, but also saw their resilience in the face of pain and difficulties. Keeping each other company helped us build a very strong relationship. At the same time, I also met and got to know many volunteers who work with youth. Listening to their sharing, watching them work, and following them to the disaster area helped establish our friendships. Under their influence, I gradually gained the knowledge and understanding of youth work and developed a strong interest in it. I also started to think about what I can do in the field. As the service project developed, many concerns and questions also appeared. I envision a lot of ways to better help the school children (including my own son) and to grow with them.

Therefore, I applied to the organization to allow me to focus on the design and leadership of front-line activities. I hope that through contact with more young people, I can get to know them in depth and be more empathetic to their pain.

When I first started as an assistant trainer, I taught the "Live Out the Wonder" course at Chengdu Xishu Experimental School, Chengdu No. 57 High School, and did observations at pilot schools like Chengdu No. 7 Ba Yi School and Chengdu Wanda High School. I was able to work with and get to know young people from different perspectives. I saw how the course quietly influenced the students and I saw changed lives. Gradually, I also started to interact with university students. Participating in different training courses like the Psychology Committee Day Camp and Mental Quality Training Camp, I began to understand them better through observation. We learned and grew together, and we went through our career planning together. Due to the lack of the oretical knowledge and practical experience, I had to take a lot of detours, and experienced a lot of ups and downs. I was full of confidence when there was progress, and I was filled with self-doubt when there were obstacles. But through it all, I became more and more confident that working with young people is what I enjoy doing. The training and companionship we provide will bring growth to each other's lives, and I look forward to having even more opportunities to interact with these young people in the future.

四川師範大學附屬實驗小學生涯規劃工作坊 - 學生集體展示畫作

Sichuan Normal University Affiliated Experimental School - career planning workshop - Students show their paintings





舉辦大學生領導力課程

今年開展的心理素質訓練營以培育學生領導力為研究目標，參與者都是學生團體骨幹成員，共**26**人。課程共10節，每週上課1.5小時。

Organize leadership courses for university students

The Mental Quality Training Camp (launched this year) aims to cultivate student leadership. Participants are all key members of the student body, totally **26** people. There are 10 sessions in total, 1.5 hours of class per week.



舉辦心理委員日營

參加學生來自獅子山及成龍兩個校區，代表不同學院的心理委員。日營共2場，每場為期2天，共**76**位學生及**42**位志願者參加。營前培訓2場，志願者**23**人參加。

Organize Psychology Committee Day Camp

Participating students came from the Shizishan and Chenglong campuses, representing psychological committees from different colleges. There were 2 day camps, each lasting 2 days, with **76** students and **42** volunteers participating. Two pre-camp training sessions were attended by **23** volunteers.



新辦網上生命教育課程

針對疫情期間學生的心理需要，舉辦了兩期生命教育課程，共**7,600**人參加。每期課程共10節，每節1小時。

New online life education courses

In response to the psychological needs of students during the pandemic, two life education courses were held, with a total of **7,600** participants. There were 10 sessions in each course, and each session lasted 1 hour.



開展小學生生涯規劃工作坊

疫情影響小六學生初中派位情況，過去由成績決定的方法改為抽籤決定，此轉變令一些小六學生大受打擊。我們藉此機會開展小六學生生涯規劃工作坊，幫助學生明白未來的發展不在於就讀哪所學校，重要是發展自己的優勢所在。參加工作坊的學生共**400**位。

Conducting the primary school life and career planning workshop

The pandemic has affected the allocation of primary six students to middle schools. The method of determination by grades was changed to a lottery-based system. Some primary sixth students were negatively affected by this change. We took this opportunity to carry out a life and career planning workshop for primary six students to help them understand that their future does not rely solely on which school they attend but rather on how well they develop their strengths. A total of **400** students participated in the workshop.



成立成都青少年志願者群

匯聚了本地有心志服務青少年群體的志願者共**45**人，為他們提供了兩期培訓，期望未來他們能加入我們的服務行列。

Establishment of Chengdu Youth Volunteer Group

Brought together a total of **45** local volunteers who are committed to serving the youth community, and two training sessions were provided for them. We hope that they can join our service in the future.



活動匯報 Our activities



時間 Date	培訓類別 Training categories	參與人數 No. of participants
2019.08.30	骨幹團隊培訓 - 「川師」老師及研究生 Core members training – “SNU” teachers and graduate students	15人 people
2019.09.21	成都青少年志願者群 Chengdu Youth volunteer group	
	第一次培訓 1 st training session	21人 people
2019.11.09	第二次培訓 2 nd training session	20人 people
2019.10.31 2019.11.2-3	心理委員日營 - 志願者培訓 Psychology Committee Day Camp – volunteer training	23人 people
2019.11.2-3 2019.11.23-24	「川師」班級心理委員日營 “SNU” Psychology Committee Day Camp	學生 students 76人 people 志願者 volunteers 42人 people
2019.12.10	大學生心理素質訓練營 - 主題：打造自己成為卓越領袖 University Students Mental Quality Training Camp – theme: Equip Yourself to be an Outstanding Leader (共10週，每週1.5小時) (10 weeks, 1.5 hrs per week)	260人 people 志願者 volunteer 5人 people
2019.12.17	職業生涯規劃師沙龍：「川師」學生 Career and life planning salon: “SNU” students	13人 people
	「川師」大學生網上生命教育課程 “SNU” Online life education class	
2020.3.16 - 4.8	第一期 (共10節課) 1 st session (10 lessons)	學生 students 3,700人 people
2020.4.15 - 5.11	第二期 (共10節課) 2 nd session (10 lessons)	學生 students 3,900人 people
2020.05.20 - 21	四川師範大學附屬實驗小學生涯規劃工作坊 SNU Affiliated Experimental School life and Career Planning Workshop	
	小學六年級學生 Primary 6 students	400人 people
2020.05.17	志願者培訓 volunteer training	4人 people



我們的夥伴 Our Partners



四川師範大學 Sichuan Normal University



恩泉基金會 Fountain of Grace Foundation



世界傳道會/那打素基金 CWM/Nethersole Fund



零加壹教育諮詢(成都)有限公司
Caring One Education Consultation Co Ltd



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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



志願者體驗活動設計與帶領
開心投入地體驗自己設計的活動
Volunteers experiential activities's design and Leading
happily involved in their activities of design

資助2項目

四川 W.I.S.E.

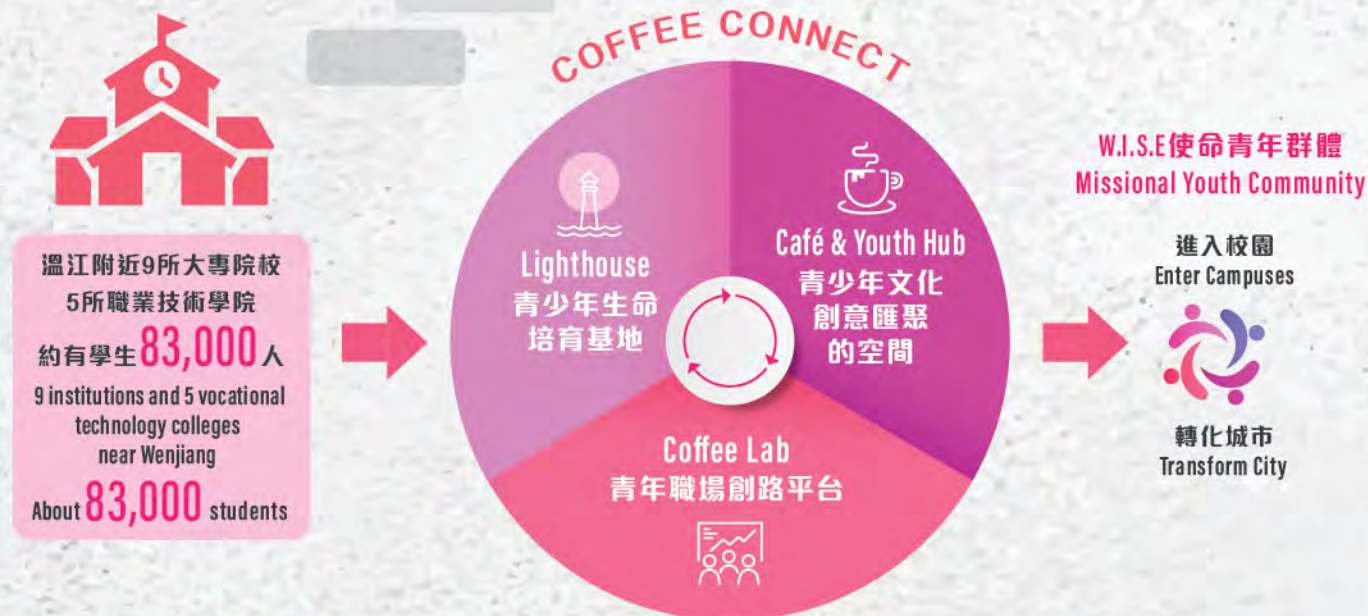


& Coffee Connect

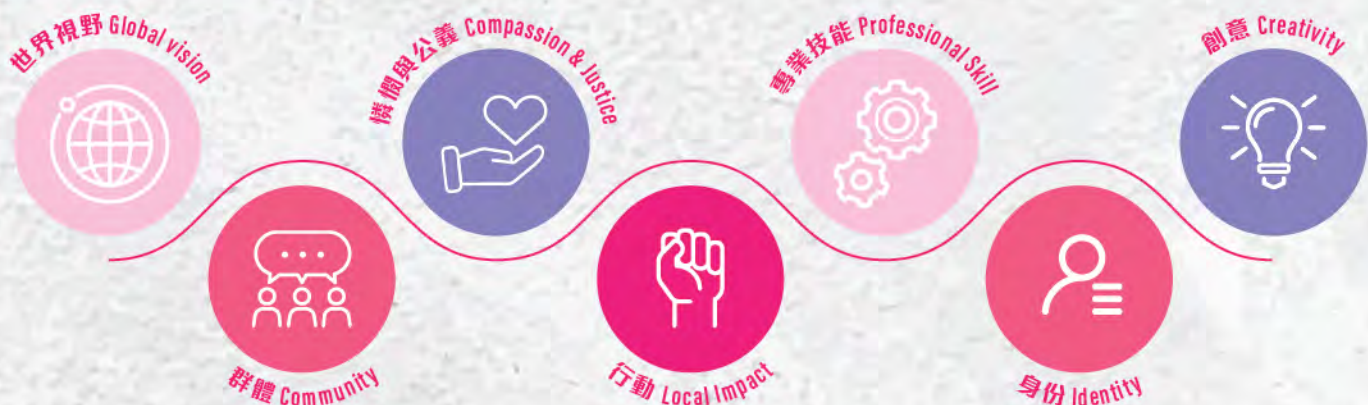
青年生命培育項目

生命創路咖啡室





W.I.S.E 青年群體



受助項目回顧 Sponsored Projects Review



本項目源於2008年四川北川中學震後心靈項目的延展。進入第九年的發展，為回應當地青年人在成長中的需要及城市發展過程中帶來的挑戰，團隊以成都溫江為匯聚點，建立COFFEE CONNECT 咖啡室作為平台，面對大學城校園約10萬名學生，建立一個匯聚年輕人，培育生命素質的空間和平台，並且借助咖啡室的營運，創想一個嶄新的青少年服務模式。

經過四年的嘗試，本地團隊逐漸承擔主要的內容。從咖啡營運，生命培育到轉化實踐，通過咖啡室連結近800位年輕人，開展文化創意活動，提供創路平台，建立青年文化空間，持續開拓本地化可持續的青年工作。

W.I.S.E Youth Leadership Training Program is an extension of the mental health restoration projects undertaken for Beichuan High School after the 2008 Sichuan earthquake. We are entering the 9th year of operations. In order to respond to

the growing needs of local young people and the challenges introduced by the urban development process, the team used Chengdu Wenjiang as the meeting point and established the Coffee Connect as a platform to serve approximately a hundred thousand students at the university campus. The coffee shop provides a space and platform to gather young people, to cultivate their quality of life, and to create a brand-new youth service model through the operational activities of the cafe.

After four years of operations, the local team has gradually assumed the main responsibilities of the project. Through the coffee shop operations, life nurturing activities, and transformation practice, the coffee shop has connected nearly 800 young people, hosted creative cultural activities, provided a platform for path finding, established a youth cultural space, and continued to develop localized and sustainable youth services.



項目計劃概要 Project Summary



在過去的一年中，項目計劃營運和事工發展兩方面持續推進。以咖啡室為平台，通過文化創意、生命教育、職業創路等方面開拓本地可持續的經營模式，具體分為以下內容：

Café & Youth Hub - 青少年文化創意匯聚的空間

建立青少年個人安靜及群體相聚的空間，匯聚不同青少年於當中閱讀、學習、分享。Café & Youth Hub 內提供圖書、視像、創意實踐空間，透過不同媒體開拓青少年視野及思維，並建立連結和真誠分享的文化。

Light House - 青少年生命培育基地

以咖啡室為服務基地，對於社區內的職校學生，提供各類遊戲體驗活動及個人成長、生命質素培養，進一步培育青少年，成為擁有W.I.S.E信念的青年群體，作他們的成長嚮導。

Coffee Lab - 青年職場創路平台

以W.I.S.E信念，培育有生命、有靈魂的青年咖啡師，讓面對就業困難的青年透過個人成長的職業培訓課程，從專業裝備中再思生涯規劃，而咖啡室則成為青年人創路實踐的現場。

開拓本地青年工作的經營模式

透過探索結合咖啡室及咖啡學校的經營模式，嘗試以咖啡商業模式經營(Coffee Business Model)建立可持續的服務發展模式，更加貼近本地文化及資源，打造富有本地特色的青年空間。

During the past year, the project has continued to advance in both operational and ministry development. Using the coffee shop as a platform, we developed a local sustainable business model offering creative cultural activities, life education, and career pathfinding. The project consists of the following areas:

Café & Youth Hub — A meeting place to host creative cultural activities for young people

Establish a space for young people to enjoy solitary quiet time and group gatherings, and gather different young people to read, learn, and share. Provide books, videos, and creative practice spaces in the Café & Youth Hub to expand young people's horizons and thinking, and establish a culture of connection and sincere sharing.

Light House — Youth Life Nurturing Base

Using the coffee shop as a service base, provide vocational school students in the community with various game-based life experience activities to nurture personal growth and quality of life. Serving as mentors, help to cultivate these young people into a community with W.I.S.E beliefs.

Coffee Lab — Youth Career Path Finding Platform

Based on the core values of W.I.S.E, cultivate young baristas who have vitality and soul. For young people facing employment difficulties, provide vocational training courses that also foster personal growth. Lead young people to rethink their life and career planning by equipping them vocationally. The Cafe becomes a place that they can put their career pathfinding practice into action.

Develop a business model for local youth work

Through exploring the operational model of combining coffee shop and coffee lab, attempt to establish a sustainable service development model based on the Coffee Business Model. This model strives to be consistent with local culture and resources, creating a space for young people with local characteristics.

網絡直播現場
Life Webcast





過去半年，家住在附近，因疫情影響無法返校的邱同學每天都來咖啡室，他說「在家沒法學習，當旁邊有家人的時候，自律性就會降低，當時就想在外面看書會好一點。」就這樣，邱同學幾乎每天都來點一杯飲品，安安靜靜地學習整個下午。

接觸的機會多了，也慢慢地熟悉起來。「我覺得來 COFFEE CONNECT，感覺店員都蠻熱情的，很用心介紹每一款飲品，有一次給我推薦手沖咖啡的時候，算是我對新事物的探索，這種消費的體驗是不一樣的！當我們去速食餐飲的時候，其實沒有很多交流，付錢、快速打包然後離開，對咖啡的認知可能僅限於提神。我覺得來到這裡不僅是能有一杯飲品，也可以有所學習和交流，慢慢也能打破人與人之間的疏離。」疫情期間，脫離原來的生活軌道和方式，面對社交隔

離的挑戰，每個人都面對著從未有過的壓力。通過一杯小小的咖啡，這位年輕人逐漸和我們熟悉起來，也常常來幫忙拍攝我們的產品照和活動照。在這些過程中建立信任和安全感，咖啡室也成為他在這個特殊時期的一個歇息的空間，更敞開自己，與我們分享一些生活中的困惑，讓我們更能走進他的生活，支持他，陪伴他走過一段路。

學校恢復上課後，邱同學也返回學校。但是每次回家，他都會專門抽時間來咖啡室坐坐，說來看看我們，順便分享在學習和生活上的事情。有人傾聽、支持和鼓勵，並且在探索事物的過程中一起經歷和學習，這是邱同學從未有過的經驗。也正是這樣真實的連結，讓 COFFEE CONNECT 不單單是他眼中的一個消費的場所，更是一個有連結的，有信任的歸屬。

Student Qiu: Postgraduate of Southwest Jiaotong University

For the past six months, Qiu, who lives nearby and was unable to return to school due to the pandemic, visited the coffee shop almost every day. He said, "I can't study at home. My self-discipline goes out the window when there are family members nearby. I think it's better to study outside of the house." Because of that, Qiu would come by almost every day, order a drink, and study quietly throughout the afternoon.

With more opportunities to connect, we gradually become well-acquainted. "The workers at Coffee Connect are quite friendly. They carefully introduce each drink to me. When they recommended hand-brewed coffee for the first time, I felt like I was exploring something new. This is such a different consumer experience! When we eat at fast food restaurants, there is not a lot of communication. We pay, grab our order quickly, and leave. Our knowledge of coffee may be limited to the fact that it gives you energy. However, coming here, not only are you going to have a drink, but you also learn and communicate. Slowly, the barriers between people are broken."

During the pandemic, everyone was faced with unprecedented pressures. We were sidetracked from our normal way of life and had to handle the challenge of social isolation. Through a small cup of coffee, we gradually became familiar with this young man, and he often came by to help take photos of our products and events. During these interactions, trust and a sense of security developed. The coffee shop became a resting space for him in this special time. By opening himself up more, and sharing with us some of his ups and downs in life, he allowed us to walk into his life and support and accompany him on this journey.

After classes resumed, Qiu returned to school. But every time he comes home, he will make time to visit the coffee shop to see us, and to share with us about his life and his studies. To have a network of people that listens, supports, encourages, explores together, and learns together is an experience that Qiu has never had before. It is this kind of true connection that makes Coffee Connect not only a consumer establishment in his eyes, but also a place that offers a sense of connection and belonging for Qiu.

在做咖啡學徒之前，春妹剛剛結束一份在河北一個製鞋工廠流水線的工作。大專畢業五年來，春妹的工作經歷坎坷，做過工廠的流水線工人，做過景區收銀員，開過挖掘機，甚至有一年的時間，因為在工作中受挫不願與人接觸，一直待在大山深處的家裡，種地、砍柴，用辛苦的勞動填補內心的迷失。

剛剛開始學徒生活的時候，春妹面對很大的挑戰：長期流水線的工作讓她不知道該怎樣融入和與人溝通。與團隊溝通的時候經常有情緒，接待客人的時候也無法鼓起勇氣開口。當我們和她聊天的時候，她說「能不與人對話我就選擇不說話，我會刻意去逃避溝通這件事。以前的工作經歷我都選擇不與人溝通的工作，哪怕進工廠。之前在一個商場做過手工老師，太痛苦了，老闆逼我要銷售課程，那些孩子一點也不聽話，我說什麼他們都不聽。」當問到「雖然你沒有把你的需要說出來，但是你的情緒已經表達出來了。」的時候，她也陷入了沉思，「我就是有的時候控制不住自己的情緒，有的時候因為一句話或者一個動作可能就很生氣，很生氣的時候我就更加不想說話了，有的時候我也不知道是因為什麼。」我們鼓勵春妹更多關注自己的狀態，並勇敢表達出來，不管是好的還是不好的，都可以按照自己的心意客觀表達，也在與客人溝通方面為她提供了更多技巧。

在接下來的日子裡，我們看到春妹的成長，很少有情緒，接待客人的過程中也更加順暢，能夠主動介紹和提供幫助。在學徒生活進入第五個月，春妹已經能夠掌握吧台和廚房的流程，獨立完成接待和出品，而且主動安排咖啡室內的產品進出貨品。有時候還會看到她主動去給其他的學徒講解咖啡的技巧。

「在這五個月裡，我學到了很多咖啡的知識和技巧。當我了解更多的時候，我就能有信心去跟別人介紹和推薦。」聽到春妹的分享，我們相信她不僅在咖啡和工作技能上有進步，更通過咖啡找到打開封閉自我世界的門，重新融入社會。



春妹協助顧客手沖體驗

Chunmei assists customers with hand-brew experience

手沖體驗活動

Hand-brew experience activity



Before becoming a coffee apprentice, Chunmei had just left her assembly line job at a shoe factory in Hebei. In the five years since she graduated from junior college, Chunmei's work experience has been bumpy. She has been an assembly line worker in a factory, a cashier in a scenic spot, and an excavator operator. For a year, she had been frustrated at work and was reluctant to have contact with people. At home in the depths of the mountains, she farmed and chopped wood, filling her inner sense of loss with manual labor.

When she first started her life as an apprentice, Chunmei faced a big challenge: the prolonged experience of assembly line work made her unsure of how to fit in and communicate with people. She often became emotional when communicating with the team, and she was afraid to speak with customers. When we chatted with her, she said, "I would choose not to talk to people if I did not have to. I try my hardest to avoid communication. In my previous job, I would choose work that did not require talking to others, even if I had to work in a factory. I used to be a handicraft teacher in a shopping mall, and it was a painful experience. The boss forced me to teach courses, but the kids were disobedient, and they wouldn't listen to what I said." When Chunmei was told, "Although you don't verbalize your needs, your emotion tells it all," she fell into deep thought, "Sometimes I just can't control my

emotions, and a simple sentence or action may make me very angry. When I am angry, I want to avoid talking even more. Sometimes I don't know why." We encouraged Chunmei to pay more attention to her state of mind and express her feelings bravely. Whether they are good or bad, she just needs to state them objectively. We also provided her with more techniques for communicating with guests.

Gradually, we observed Chunmei's growth. She had very few emotional outbursts, and her contact with customers was much smoother. She even took the initiative to introduce our products and provide help to customers. By the fifth month of her apprenticeship, Chunmei has mastered the process of the bar and kitchen and was able to independently complete reception and production. She actively manages the products coming in and out of the coffee shop. Sometimes she even takes the initiative to explain coffee skills to other apprentices.

"During the past five months, I have learned a lot of coffee knowledge and skills. As I learn more, I am more confident in introducing and recommending coffee to others." Hearing Chunmei's sharing, we believe that she has not only improved in her coffee and work skills, but through coffee she found and opened a door to the world that had been closed, allowing her to reintegrate into society.



成果 Our accomplishments



COFFEE CONNECT已經踏入第四年。由於疫情影響，本年中團隊除了努力持續營運外，更關注青年人在成長中的需要，根據實際情況開拓新的服務方向和方式。

完善營運模式，提升營運能力

過去一年中，在營運方面不斷摸索和完善，努力提升團隊的咖啡技術和營運能力。期間，團隊嘗試推出簡便套餐，開展新的咖啡活動，開通線上外賣服務，根據季節推出新的飲品，穩定餐品的出品品質，改善空間佈置，提升空間的使用率等等。現已發展穩定的營運能力，吸引了穩定的顧客群體，使咖啡室成為更多人知曉的空間。

COFFEE CONNECT has entered its fourth year of operations. In addition to working hard to maintain operations in the midst of the pandemic this year, the team has paid special attention to the needs of young people for their growth, and to developing new directions and service methods to adapt to the impacts of the pandemic.



Improve the business model and enhance operational capabilities

During the past year, we have constantly explored ways to improve our operation and the team's coffee technology and operational capabilities. The team worked to launch a simple set menu, develop new coffee activities, open online take-away services, introduce new seasonal drinks, stabilize the quality of meals, improve space layout and decor, increase space utilization, etc. The team has now developed a stable operating capacity, attracting a stable customer base and making the coffee shop a more well-known space.

持續建立青年群體，啟發青年人回饋關懷

北川中學畢業生群體計劃已經持續發展8年，群體建立了身份和歸屬感，也參與不同的服務。本年中，團隊持續推進群體的建立和更新，協助北川中學畢業生策劃回饋北川中學的服務，彙聚參與初中營會的高一學生，籌備高三Home Coming晚會，從策劃到執行，與年輕人一同進入現場服務母校。

嘗試開展線上服務，打破社交隔離的局限

受疫情影響，內地長期處於社交隔離狀態，網絡教學模式下，學生無法返校，脫離原來的生活軌道和方式，面臨人際和情緒方面的挑戰。為此，團隊開始嘗試開展線上服務，建立服務受眾的交流群，通過每日一話題討論開啟線上連結，同時開啟線上解憂郵箱、連結實驗室、人物故事、線上「五四青年節」等活動，拉近與青年人的距離，打破社交隔離的局限，啟發年輕人思考疫情下的生活狀態，支持年輕人面對挑戰，尋求更有意義和價值的行動。

嘗試凝聚及服務不同的社區群體

疫情期間，由於封校等措施，COFFEE CONNECT的線下活動受到影響。作為一個社區咖啡室，我們亦發現了其他群體的需求：附近居住的家庭、歸國或因疫情無法離開的留學生，都需要一個交流、支援的空間。為此，我們用更加開放的態度去凝聚這些群體，開展咖啡體驗活動、親子創意活動等，讓COFFEE CONNECT成為更多人共用的空間。

持續完善青年創路培養

持續完善青年咖啡學徒的培養體系，為有需要的青年人提供咖啡培訓及生涯規劃訓練，從技能、工作能力、人際溝通、自我成長等方面培育青年人的職業質素，探索職業的可能性，為將來更專業的職業發展提供起步平台。

味覺測試
Sensory test



Continue to build a youth group and inspire young people to give back and care

The Beichuan High School Alumni Association has been in operation continuously for 8 years. The group has established an identity and a sense of belonging, and it has also participated in different service projects. During the year, the team continued to promote community development and renewal, assisting Beichuan High School graduates with plans to give back to Beichuan High School, organizing a reunion for high school freshmen who participated in the middle school camp, and preparing for the high school senior Homecoming party. From planning to execution, we serve the alma mater on-site together with the young people.

Develop online services to break the limitations of social isolation

The pandemic has caused the Mainland to stay in a state of social isolation for a long time. Under the online teaching model, students' normal way of life has been disrupted. Because they are unable to return to school, students face interpersonal and emotional challenges. To this end, the team began to develop online resources for students. Communication groups were established to serve the audience. Online links were opened for daily discussions. Sadnessless Mailbox, Connect Lab, character stories, online "May Fourth Youth Day" and other activities were carried out to bring young people closer together and break the barriers of social isolation. We also aimed to inspire young people to reflect on their lives under the pandemic and supported them in seeking more meaningful and valuable actions to combat the challenges they face.

Unite and serve different community groups

During the pandemic, COFFEE CONNECT offline activities were affected due to measures such as school closures. As a community cafe, we have also discovered the needs of other groups: families living nearby and returning students/overseas students unable to leave due to the pandemic all need a space for communication and support. To this end, we used a more open-minded attitude to unify these groups. We sponsored coffee experience activities, parent-child creative activities, etc., to make Coffee Connect a shared space for more people.

Continue to improve youth entrepreneurship training

Continue to improve the training system for young coffee apprentices; provide coffee training and career planning training for young people in need; cultivate young people's professional quality in terms of skills, work abilities, interpersonal communication, and personal growth; help young people explore career possibilities; provide a starting platform for further professional career development in the future.



活動匯報 Our activities



時間 Date	活動名稱 Activity Name	活動地點 Activity Venue	參與人數 No. of participants
咖啡店營運建議 Cafe operations' advice			
2019.11.07	新品試吃項目小組 New product tasting	COFFEE CONNECT	10
2019.11.21	誠意嘗新新品推廣活動 New products promotion activities	COFFEE CONNECT	29
2020.03.09	開啟線上外賣 Open online takeaway	COFFEE CONNECT	—
2020.04.15	推出春季飲品 Launch of spring drinks	COFFEE CONNECT	—
2020.06.04	推出夏季飲品 Launch of summer drinks	COFFEE CONNECT	—

Café & Youth Hub – 文化創意匯聚的空間 A meeting place for creative cultural activities			
2020.05.04	青年節·請連結活動 Youth Festival – online activities	COFFEE CONNECT	開展8場線上活動，平均每場持續參與30人，視頻瀏覽最高達到6,000人次。兩天線下參與人數共50人。 Eight online events were held, with an average of 30 participants per event and a maximum of 6,000 video views. The total number of participants offline for 2 days was 50.
2020.08.02	親子創意手工坊 Parent-child creative art studio	COFFEE CONNECT	12

Light House – 青少年生命培育基地 Youth Life Nurturing Base			
2019.01.04	北川中學初中預備營重聚 Beichuan High School orientation camp reunion	北川中學 Beichuan High School	45
2020.02.29	開啟線上解憂郵箱 Launch Sadnessless Mailbox	線上 Online	3
2020.03-04	開啟線上「宅啟動」話題活動 online topical discussion	線上 Online	160
2020.04-08	線上人物分享3篇 Online character sharing	微信公眾號 WeChat	閱讀人次達到1,000人+ over 1,000 viewers
2020.05.15	Home Coming高三加油晚會 (已在一月籌備，由於疫情取消改為送信活動) Planned in January, changed to a mailing activity due to the pandemic	北川中學 Beichuan High School	13位大學生志願者，送出1,200封鼓勵信 13 university student volunteers, sent out 1,200 encouragement letters

Coffee School – 青年職場創路平台 Youth Career Path Finding Platform			
2019-2020	咖啡學徒培養 Barista apprentice training	COFFEE CONNECT	3
2020.04-05	開啟「咖啡小白」線上分享 Launch "Coffee Newbie" online sharing	微信公眾號 Wechat	閱讀達200人次 200 viewers
2020.06.20	手沖入門體驗 Hand-brew basic experience	COFFEE CONNECT	6
2020.08.17-18	與咖啡相遇的奇妙之旅 The wonderful journey meeting coffee	COFFEE CONNECT	9



我們的夥伴 Our Partners



北川中學畢業生群體 Beichuan High School Alumni Association



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



四川夢行動餐飲管理有限公司 Sichuan Dream in Action Catering Management Limited



曾濤 – 本地青年設計師 ACE健身教練 Zengtao – local youth designer ACE coach



北川中學 Beichuan High School



炬點咖啡 TORCH COFFEE

資助3項目

家庭 Family 庭



家庭精神康復項目

Supported Family Project



家庭精神康復項目服務架構

Structure of the Supported Family Project



受助項目回顧 Sponsored Project Review

在青年發展基金支持下的「家庭精神康復項目」已踏入第二年，在疫情下充滿挑戰和機會。今年的研究發現，在「翱翔天空復學」項目下，加上家長心理教育小組的課程，對精神康復的學生的自我效能、自尊感和自我選擇都有明顯幫助，特別在學生的「自我選擇」上進步格外明顯。

The second year of the "Supported Family Program" was full of challenges and opportunities due to the pandemic. Based on our recent research, it was found that adding parenting classes to our "SOAR Back-To-School" program increased the self-efficacy, self-esteem, and self-determination of our rehabilitating students. Significant improvement was especially observed among the students in the area of self-determination.



項目計劃概要 Project Summary

2020年初，因為突發新型冠狀病毒病疫情影響下，所有原定計劃的研究小組和家庭小組都被迫擱置。但同工積極轉變思路，從2月初開始開展線上服務。疫情期間，我們通過精神障礙康復微信群持續為康復者及家屬提供及時的康復疑難解答，開展線上小組幫助家屬及康復者及時認識疾病，緩解因疫情和精神疾病帶來的焦慮



與擔心；同時我們還通過邀約投稿的方式邀請家屬和康復者參與微信公眾號活動，分享康復經驗等。疫情對於項目來說既是挑戰也是契機，線上小組的嘗試以及公眾號投稿受到了很多家長和康復者的好評，這也為後期建立線上服務模式開闢了一條探索之路，將服務推到更需要的人群。

Due to COVID-19, all of the originally planned research and family groups were forced to stop. However, our colleagues actively switched gears and started to explore different forms of on-line services. Since February, we have provided timely answers to our patients and families regarding rehabilitation services through our official WeChat account. We provided continuous rehabilitation information, services, and support groups to relieve the anxiety and worry of the parents. We also invited students and parents to write articles sharing about their journeys of recovery. COVID-19 was both a challenge and an opportunity for the project. Our new services have been well received by many parents. This has opened up a path for exploring future online services to serve an even larger audience.

一位學生家長

2020年8月27日下午，聽到廣播裡「重慶站到了」，一覺醒來。

列車平穩前行，窗外餘輝斜照。孩子還在熟睡。一切都是平靜的。

腦海裡浮現出今天結業典禮的樣子——老師們的愛寫在臉上，裝在眼神裡，藏在笑容中，無私又偉大，不是媽媽勝似媽媽。在孩子們的分享環節，她們眼眶裡滲透著淚水。活動設計太暖心，每一個環節都有特別的意義，深深地打動著我，淚水忍不住在眼眶裡打轉。

結業證書頒發時，我既驚喜又感動，這是對每一個孩子的肯定，給孩子輸入能量。同學們的分享也觸動人心，他們真誠表達了自己的想法和感受，我覺得他們是勇敢的、了不起的。記得一個孩子，平時那麼膽小又怯弱，他的分享讓我心疼又為他高興，沒想到他內心比看起來更有能量。詹老師舉著相機，滿臉笑容，時而後仰，時而下蹲，恨不得把每一個孩子、每一位家長的一舉一動都裝進相框裡。火火老師充滿激情的狀態，眼神放光，對家長和孩子真是用心良苦。還有太多太多的畫面……

一個月來，我鼓勵著孩子：

「上完今天的課，我們就堅持三週了」；

「上完今天的課，還有兩天就全部結束了。明天這個時候我們應該在家裡品嚐美食了」；

「你今天應該有點累了，先休息一下」；
「偶爾遲到也沒關係，別太擔心。」

……

就這樣慢慢地堅持著，量變影響質變。我孩子感嘆：「雖然我生病了，但我覺得我們一家人在一起很幸福，這種生活太愜意了吧！」

他從眼神黯淡無光到開懷大笑；從不願運動到一股勁騎8公里的自行車；從喜歡喝可樂到喝氣泡水等無糖飲料；從不願來到只遲過一分鐘；從做20個到50個的仰臥起坐；從之前放學後就不想動到後來放學後還能學習一個小時的乒乓球……這些點點滴滴都是參加復學項目後的變化。我喜歡發現孩子的進步，即時給予表揚。

帶著滿滿的收穫，離開了「翱翔天空」，但我會一輩子記得這裡。

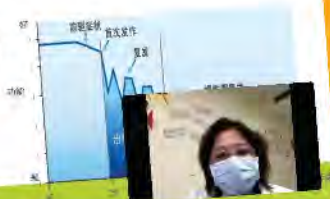
當然，未來的路，也很漫長。但我有信心陪孩子走得更遠。因為「翱翔天空」，給了我希望和幫助，給我們注入了能量。這是我們改變和學習的最好時機，是變危機為契機的好時機。我們一路堅持治療和學習，就是在做一件很有意義的事情。

家長小組 - 鄧紅貴 網上解答疑難
Family group - FAQs in online mental rehabilitation by DENG Hong

1/81 到底得了什麼病？

為什麼有時候醫生的診斷不一樣？

- ◆ 症狀學診斷，不能代表疾病的機制，症狀不典型的時候，診斷可能有不同的看法。
- ◆ 疾病診斷與用藥的關係。
- ◆ 治療可能先於診斷。



詳情

評價

推薦

精神障礙康復中常見的疑問

124次播放 - 2人參與直播



復學項目家長課-精神障礙康...

1人訂閱

微信群互動解答疑難
FAQs in Wechat group

@復學項目史老師，謝謝分享！

@復學項目史老師 謝謝，收藏了

Feb 18, 2020 1:25 PM

什麼美食都有，可以和家人一起嘗試哦

Feb 18, 2020 1:53 PM

@復學項目史老師 謝謝您對孩子們的愛

Parent's sharing: I have faith to walk with my son through life's future journey

Afternoon on August 28th: The broadcast announcement "We have arrived at Chongqing Station" woke me up from a nap.

The train moved smoothly. It was nearly dusk, with soft golden rays shining through the windows. My child was sound asleep, and all was peaceful.

The scenes from today's "SOAR Back-To-School" program graduation ceremony flashed back in my mind – the affection expressed by dear faces, caring glances, as well as loving smiles from my child's teachers, selfless and dignified. Can I compare this love to a mother's love? Yet it is greater and more profound. During the students' sharing session, tears silently filled the teachers' eyes. The design of the activities was so thoughtful, and each part had a special meaning, which deeply touched my heart. I couldn't hold back tears in my eyes.

I was both surprised and touched as the graduation certificates were being distributed. This was an affirmation to each student, instilling in them energy and confidence. The students' sharing was also uplifting, and their thoughts and feelings were sincerely expressed. It struck me that they are such courageous and incredible young people.

I remembered one child, whose message was a cherished treasure and delight to me. His demeanour was so timid and mild, yet his inner-self was much stronger than his outward appearance. Ms. Zhan was holding a camera, with the warmest of smiles, moving backward and downward from time to time, so as to preserve every precious moment of each student and parent within the photo frame. Ms. Huohuo was full of passion. With her shining eyes, she has served the parents and students so faithfully. And there were so many other touching moments...

Over the past month, I have been encouraging my child, "After today's session, we have made it through three weeks";

"After today, there are only two days to go before we finish. Same time tomorrow we'll be enjoying delicious food at home";

"You look a little tired today, why don't you rest first";

"It's not a big deal to be late occasionally, no worries..."



家長講座 - 壓力管理
Parents Talk - Stress Management

And so we hung on slowly, with quantitative changes accumulating into qualitative changes. "Although I'm sick, I feel happy when my family sticks together. This is too lovely," my child exclaimed.

He changed from a gloomy, dim-eyed child to a young person with joy and laughter; from an aversion towards sports to cycling eight-kilometers for exercise; from reliance on Coca-Cola to drinking other sugar-free beverage like sparkling water; from reluctance to attend class to unwillingness to miss even one minute; from 20 to 50 sit-ups; from a sedentary lifestyle after school to one-hour ping-pong sessions every day... These little details are a witness to his transformation after the Program. I enjoy discovering his progress and giving timely praise.

I'll remember this place for the rest of my life. Carrying all the blessings we received here, we left the "SOAR Back-To-School" classroom, but this place will remain in my memory forever.

Sure, the journey ahead may be arduous. But I have faith to walk far with my child into the future. "SOAR Back-To-School" program provided me with hope and professional assistance, and endowed my family with energy and enthusiasm. This is the best opportunity for us to change and learn, and to turn the crisis into an opportunity. We persisted through therapy and study, which was remarkable in itself.



成果 Our accomplishments



家庭項目在過去一年裡按照計劃開展了相關服務：

The family project has carried out the following related services as planned in the past year:



家長心理健康教育小組

開展了**46**場家長小組，其中包括**4**次線上小組，約**910**人次參加；從家長的回應中發現，項目對家長和學生都能給到積極支持和改變的作用。

Parent mental health education group

46 meetings of parenting groups were conducted, including **4** online sessions, with about **910** participants. Based on the feedback from parents, we found that the project provided positive support and change for both parents and students.



家屬大型創意活動

進行了**4**次大型活動，**167**人參與；

Large-scale creative activities for family members

four large-scale events were conducted with 167 participants;



家屬大型活動 - 生涯規劃工作坊
Family activity - career planning workshop



線上平台 - 微信公眾號平台

發佈了**100**篇文章，平台關注人數增加了**1,000**名左右，文章點擊率超過**18,000**次；

Online platform-WeChat public account platform

100 articles were released, and about **1,000** followers were added to the account. **18,000+** hits;



研究方面

發現家長小組對精神康復學生的「自我決定」能力有大大提升。

Research

it was found that the parents' group has greatly improved the abilities of the mental rehabilitation students in the area of self-determination.



線上小組的嘗試以及公眾號投稿受到了很多家長和康復者的好評，為後期建立線上服務模式，開闢了一條探索之路。

Online small groups and official account submissions have been well received by many parents, and it opened up a new method of providing services to reach more families in need.



活動匯報 Our activities



時間 Date	活動名稱 Activity Name	地點 Venue	對象及參加人數 Type and no. of participants
2019.08.22	家屬大型活動：多家庭歷奇輔導 Family activity : multi-family adventure counseling	成都青羊區殘聯四樓 4/F, Disabled Persons' Federation of Qingyang District, Chengdu	以復學為目標的精神康復患者及其家屬 Mental illness patients with an aim to rehabilitate patients and their families 參加人數 Participants : 22人
2019.10.17	家屬大型活動：戶外秋遊 Family activity : outing	成都青龍湖 Qinglong Lake, Chengdu	以復學為目標的精神康復患者及其家屬 Mental illness patients with an aim to rehabilitate patients and their families 參加人數 Participants : 25人
2019.10.17	家屬大型活動：聖誕遊園活動 Family activity : Christmas Gathering	成都青羊區殘聯四樓 4/F, Disabled Persons' Federation of Qingyang District, Chengdu	以復學為目標的精神康復患者及其家屬 Mental illness patients with an aim to rehabilitate patients and their families 參加人數 Participants : 36人
2019.10.26	家屬大型活動：生涯規劃 Family activity : career planning	成都青羊區殘聯四樓 4/F, Disabled Persons' Federation of Qingyang District, Chengdu	以復學為目標的精神康復患者及其家屬 Mental illness patients with an aim to rehabilitate patients and their families 參加人數 Participants : 84人



精神運動康復培訓
Mental rehabilitation exercise training



如何幫助孩子康復解答疑難
FAQs on how to walk with your children in their recovery journey

Supported



時間 Date	活動名稱 Activity Name	地點 Venue	對象及參加人數 Type and no. of participants
2019.07.01- 2020.06.30	家長小組：共3期・15期-17期 Family Group : 15th -17th Phase 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 How to walk with your children in their recovery journey by Prof. ZHANG Shu Sen 3. 認識精神疾病 - 張樹森 Understanding Mental Illness by Prof. ZHANG Shu Sen 4. 溝通 - 高金英, 史向梅 Communication by KO Kam Ying, SHI Xiang Mei 5. 衝突 - 高金英, 史向梅 Conflict by KO Kam Ying, SHI Xiang Mei 6. 抗逆力 - 詹群偉 Resilience by ZHAN Wei Qun 7. 壓力管理 - 詹群偉 Stress Management by ZHAN Wei Qun	成都青羊區殘聯四樓 4/F, Disabled Persons' Federation of Qingyang District, Chengdu	以復學為目標的精神康復患者及其家屬 Mental illness patients with an aim to rehabilitate patients and their families 參加人數 Participants : 330人
2020.03.27- 2020.05.26	線上家長小組 Family Group Online : 1. 精神康復常見疑問 - 鄧紅 FAQs in mental rehabilitation by Prof. DENG Hong 2. 如何陪伴孩子康復 - 張樹森 How to walk with your children in their recovery journey by Prof. ZHANG Shu Sen	Online (CC talk)	以復學為目標的精神康復患者及其家屬 Mental illness patients with an aim to rehabilitate patients and their families 參加人數 Participants : 584人

家屬大型活動-迎新年遊園會
Family activity - welcome gathering



時間 Date	活動名稱 Activity Name	地點 Venue	對象及參加人數 Type and no. of participants
2019.07 - 2020.06 -	微信公眾號 WeChat Official Accounts	成都希望之光 WeChat Official Accounts	以復學為目標的精神康復患者及其家屬以及公眾人士 Rehabilitation patients, families, project co-workers, and the public 發佈文章 Participants : 99人
2019.09 - 10 3 次 times	培訓：多家庭心理健康教育小組 Training : Multi-family mental health education group	華西醫院七樓 7/F, West China Hospital, Sichuan University	華西護士、精神科醫生、家庭、復學項目工作人員 Nurses from West China Hospital, psychiatrists, families, and project co-workers 參加人數 Participants : 60人
2019.11.28	志願者培訓 Volunteer Training	成都青羊區殘聯四樓 4/F, Disabled Persons' Federation of Qingyang District, Chengdu	復學項目志願者老師及項目老師 Rehabilitation project volunteers and project teachers 參加人數 Participants : 10人
2020.01.13	培訓：精神運動康復 Training : Psychomotor rehabilitation	成都青羊區殘聯四樓 4/F, Disabled Persons' Federation of Qingyang District, Chengdu	華西護士、精神科醫生、家庭、復學項目工作人員 Nurses from West China Hospital, psychiatrists, families, and project co-workers 參加人數 Participants : 16人
2020.01.18	培訓：自衛術 - 圓弧壓點防禦入門 Training : Self-defense-introduction to arc pressure point defense	Coffee Connect 成都溫江 Wenjiang District Chengdu	華西護士、精神科醫生、家庭、復學項目工作人員 Nurses from West China Hospital, psychiatrists, families, and project co-workers 參加人數 Participants : 19人



督導
Supervision



自衛術培訓
Self-defense training

我們的夥伴 Our Partners

陳玉麟醫生 Dr. CHEN Yuk-Lun Ronald

世界傳道會那打素基金 CWM/Nethersole Fund

鄧紅教授 Prof. DENG Hong

成都市青羊區殘疾人聯合會 Disabled Persons' Federation of Qingyang District, Chengdu

「希望之光」康復中心 HOPE Rehabilitation Center

四川大學華西醫院 West China Hospital, Sichuan University



財務摘要 Highlights

本財務摘要摘自青年發展基金截至2020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 2020. 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

		2019-20		2018-19	
		港元 HK\$		港元 HK\$	
收入	Income				
奉獻	Donations ⁽¹⁾	3,500,933	52%	744,881	11%
項目贊助 ⁽¹⁾	Project Sponsorship ⁽¹⁾	3,013,232	45%	6,086,406	88%
活動收入	Fee Income	78	0%	24,177	0%
其他收入	Miscellaneous Income	228,324	3%	43,539	1%
總收入	Total Income	6,742,567	100%	6,899,003	100%
支出	Expenditure				
人力資源費用	Human Resources Expense	1,424,696	31%	3,649,571	47%
項目及行政費用	Project and Administrative Expenses	3,153,180	69%	4,158,810	53%
贊助	Sponsorship Granted	-	n.a.	-	n.a.
折舊	Depreciation	-	n.a.	5,348	0%
總支出	Total Expenditure	4,577,876	100%	7,813,729	100%
全年盈餘/(不敷)	Surplus / (Deficit) for the year	2,164,691		(914,726)	
總全面收入/(支出)	Total Comprehensive Expense	2,164,691		(914,726)	

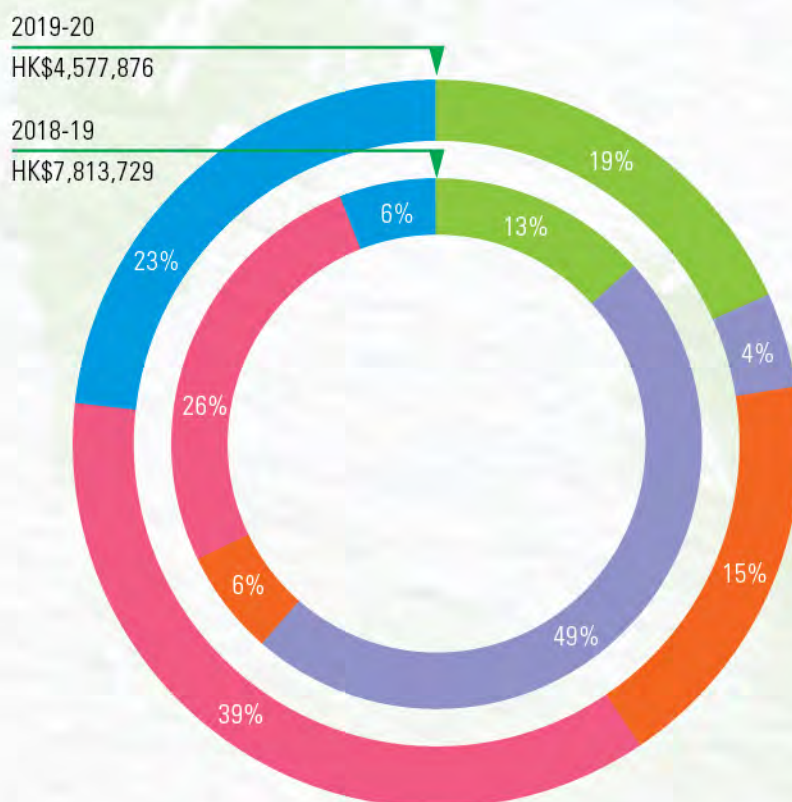
備註Note:

(1) 本年度項目贊助包括由遞延收益撥出之贊助共689,910港元(2018-19: 776,594港元)。

Project sponsorship for the year included HK\$689,910 sponsorship recognized from the deferred income (2018-19: HK\$776,594).

各資助項目支出 Expenditure by Project

- 四川師範大學青少年生命教育及生涯規劃行動研究中心
Sichuan Normal University 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
- 家庭精神康復項目
Supported Family Project
- 其他項目及贊助⁽¹⁾
Other Projects and Sponsorship⁽¹⁾
- 一般運作
General



備註 Note:

(1) 其他項目及贊助包括 Other Projects and Sponsorship :

2018-19年度生命教育及生涯規劃政策研究、培訓及實踐先導計劃 (已完成) 2018-19 Life Education Project (completed)

2018-19年度內地青少年編碼成長項目 (已完成) 2018-19 Youth Coding & Mentoring Project in the Mainland (completed)

2019-20年度華東師範大學項目贊助 Sponsorship for East China Normal University

資產負債表 Balance Sheet

(截至2020年6月30日, as at 30 June 2020)

		2020 港元 HK\$	2019 港元 HK\$
非流動資產	Non-Current Assets	-	-
流動資產 ⁽¹⁾	Current Assets ⁽¹⁾	5,052,152	2,993,105
流動負債 ⁽²⁾	Current Liabilities ⁽²⁾	454,245	559,889
流動資產淨值	Net Current Assets	<u>4,597,907</u>	<u>2,433,216</u>
資產淨值	Net Assets	<u>4,597,907</u>	<u>2,433,216</u>
累積盈餘	Accumulated Surplus	<u>4,597,907</u>	<u>2,433,216</u>

備註 Note:

(1) 本年度流動資產包括銀行存款及現金4,838,943港元(2019:2,575,806港元)。

Current assets for the year included HK\$4,838,943 bank balances and cash (2019: HK\$2,575,806).

(2) 本年度流動負債包括遞延收入426,546港元(2019:382,748港元)。

Current liabilities for the year included HK\$426,546 deferred income (2019: HK\$382,748).



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