



YOUTH GLOBAL NETWORK
青年全球網絡



青年全球網絡
Youth Global Network
年度報告
Annual Report

2020-2021

我們的使命

Our Mission

建立使命青年群體

匯聚、裝備及動員青年人與青年工作者，成為具全球視野的使命群體；實踐行公義、好憐憫、在本地發揮影響力。

Making a Missional Youth Community

Gather, equip and mobilise youth and youth workers to become a missional community with global perspective to deliver acts of justice and mercy with local impact.



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主席及聯席會長的話

一個名字有何意義？

「人生中每個高低起伏加起來就是我的一切嗎？再一次提醒我，讓我認清我是誰，因我需要知道。」這些歌詞出自 Lauren Daigle 所寫的《祢說》，這首非常受歡迎的基督教詩歌觸動了無數青年人，說的正是個人身份的主題。

當「青年全球網絡」在中文名字及標誌上，都脫離「突破」的影子，辦公室亦進駐我們城市的中心，她在重塑自己的身份。然而，當我們向未曾聽過「青年全球網絡」這名字的學校、合作夥伴及朋友介紹我們機構的時候，卻常常遇上尷尬時刻，最後還是要透過跟「突破」的連繫來幫助說明。

在歷年來的所有事工中，我們一直跟所服侍的青年人強調身份的重要。尋索真我、天賦、召命、身份是我們的工作核心。在這年報裏，你會讀到阿穎和阿翹怎樣透過「咖啡與生命事工」發現自己要成為咖啡師甚至創業的呼召。在歷史悠久且多元化的錦田社區中，你能聽到義工阿成藉籃球事工跟實習教練阿健一起影響青年人的故事；阿健五歲時被啟發要成為一位籃球教練，即使在他嚴重受傷後仍然矢志追求這一身份。在「數碼成長創路計劃」裏，Candice和Allan起初只為滿足大學的實習計劃而加入，卻在為計劃設計課程時找到愛和喜樂。另一邊廂，參與了「青年全球發展基金」轄下的「衝浪|職人|同行」計劃的醫學生Heather和社工學生Rebecca，也因此更積極尋找人生的方向、呼召和使命。

以上所有的生命故事，都在激勵我們服侍青年人。但若將這些服侍青年人的計劃和事工加起來，就等於我們這機構嗎？我們跟這城市的眾多青少年機構有甚麼不一樣？像「青年全球網絡」這種不突出，也不合乎優秀品牌形象的名字，我們該說我們是誰？

當摩西領受神的呼召，要回埃及並帶領受苦的希伯來同胞進入應許之地；神認識摩西的名字，而摩西卻反問神的名。在出埃及記33章12-17節，摩西為他的百姓向神提出請求，希望得到蒙恩的憑證，使他們從地上的萬民分別出來。神答應了摩西的請求，並應許會親自同去。然後，神一再向摩西強調：「我按你的名認識你。」

當蔡元雲醫生從「青年全球網絡」的領導角色中退下來並交棒給我們，我們進入了另一個時代，一個充滿動蕩、不確定、並瞬息萬變的時代。在未來的日子，我們將會製定品牌與事工的整合，但更重要的是，甚願我們繼續緊貼神尋求祂的恩惠與同在，免得我們走迷和忘記；願我們常常被提醒我們是誰及我們被召要成為甚麼。

董事會主席



陳立業先生

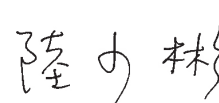
青年全球網絡聯席會長



曾育彪博士



蔡暉明博士



陸少彬先生

From the Chairman and the Co-presidents

What is in a name?

“Am I more than just the sum of every high and every low? Remind me once again just who I am because I need to know.” Words from the immensely popular Christian song, “You Say,” written by Lauren Daigle, touches the heart of many youths. It is all about one’s identity.

As Youth Global Network sheds its last vestige of Breakthrough, in its logo and Chinese name, and moves into the centre of our city, it seeks to renew its identity. There have been more than a few embarrassing moments when we introduced our organisation to schools, partners, and friends who have not heard of the name, Youth Global Network – we would have to link our existence to connections with Breakthrough.

In all our ministries throughout the years, we have always emphasised the importance of identity to the youth we serve. Finding one’s true self, talents, calling, and identity is central to what we do. In this Annual Report, you shall read about how in the Coffee and Life Ministry, Wing and Kiu found their calling and identity in becoming coffee baristas and entrepreneurs. In the historically rich and socially diverse community at Kam Tin, you shall hear the story of Ah Sing who volunteers among the youth and impact them in the Basketball Ministry along with the trainee coach, Ken. The latter was inspired at age five to be a basketball coach and was undeterred to pursue that identity even after a serious injury. In our Project C – Creative Coding for Change, Candice and Allan were only looking for a university internship with us but found love and joy in designing the curriculum for the project. At the same time, medical student, Heather, and social work student, Rebecca, in the Mentorship Surfing Programme under the Endowment for Youth Global Development, consciously sought direction, calling, and mission in life.

All these life stories are inspiring to us as we serve these youths. But does that mean our organisation is just a sum of what we do in these youth projects and ministries? Are we any different from many other youth organisations in this city? With a generic name such as Youth Global Network that does not stand out and does not cater to good branding, who do we say we are?

When Moses was called by God to return to Egypt and lead his suffering fellow Hebrew to the Promised Land, God knew him by name even as he asked for the name of God. In Exodus 33: 12-17, Moses asked God for a special favour for his people so that they would be distinguished from all other peoples on earth. God granted him that favour and promised that His presence will go with them. Then God emphasised to Moses that “I know you by name.”

As Dr. Choi retires from leading Youth Global Network and passes the baton to us, we enter into another era, one that is turbulent, uncertain, and fast-changing. In the coming years, we shall strategise on branding with ministry development and alignment. But more importantly, we shall continue to stay close to God and seek His favour and presence; and lest we wander and forget, may we be reminded of who we are and what we are called to be.

Chairman of the Board

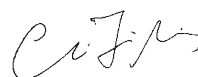


Mr. Lambert Chan

Co-presidents of Youth Global Network



Dr. Bill Tsang



Dr. Jonathan Choi



Mr. Ben Luk

咖啡與生命事工

Coffee and Life Ministry



年度事工概要

Annual Ministry Highlights

Alternative 咖啡學校成立之目的是為年輕人提供咖啡上的專業培訓，並同時提供生命素質與品格的培育。Alternative 咖啡室不單在城市的中心為社區提供一個飲咖啡和與好友共聚的空間，亦為咖啡學校培訓的年輕人提供實習場景。過去一年香港仍然受到疫情的影響，但我們的咖啡團隊發揮了創意和抗逆力，不單能夠令咖啡室維持收支平衡，咖啡學校所培訓的學生更是比去年大幅增加。由我們培訓出來的年輕咖啡師更開始嘗試創業的計劃，在錦田開展了為期九個月的「社區實驗計劃」，用咖啡和文化創意活動連結社區。

The purpose of Alternative Coffee Lab is to provide young people with professional training in coffee, and at the same time cultivate and enrich their quality of life and character. The Alternative Café not only provides a venue in the centre of the city for the community to enjoy a cup of coffee and catch up with friends, it is also an internship site for young people trained in our Coffee Lab. In the past year, Hong Kong was still affected by the pandemic, but our coffee team wielded much creativity and resilience. Not only did the coffee shop maintain a balanced book, the number of students trained by the Coffee Lab also increased unabated, it was substantially higher than that of last year. The young baristas we trained even started to try their own entrepreneurial plans, and launched a nine-month "Community Experimental Project" in Kam Tin to connect the people in the community with coffee and creative cultural activities.

為年輕人建立身份的咖啡學校

Alternative咖啡學校的主要培訓對象是未能適應主流升學制度的年輕人，當他們在「學術身份」(Academic Identity)上迷失的時候，我們的咖啡課程會為他們提供一個新的身份——「準專業咖啡師」(圖1)。每個有志成為專業咖啡師的年輕人，必須接受兩個重點培訓：

1. 專業能力培訓：包括沖泡咖啡的知識、技能和經驗；
2. 專業身份培訓：包括專業咖啡師的使命、專業的操守和專業水平。透過建立咖啡師這「準專業身份」(Pre-Professional Identity)，學生的學習動機和投入程度大大提昇，從而能有效地建立他們的價值觀 (Value) 和歸屬感 (Belongingness)。

我們的經驗發現，被主流教育制度視為「失敗者」和「問題」的學生，往往充滿活力和創意，並且很有實踐和冒險精神。我們的課程設計參考了自我主導理論 (self-authorship theory) 從而建立自我身份 (註1)。透過專業的咖啡師、青年工作者和臨床心理學家的培訓與同行，這些「問題」年輕人，重新認識自己的性格和發現自己的優點，逐步建立自信，成為自己生命故事的作者。

註1 Note 1:

Baxter Magolda, M. (2001). Making their own way: narratives for transforming higher education to promote self-authorship. Sterling, VA: Stylus.

A coffee school that builds identity for young people

Alternative Coffee Lab mainly trains young people who have trouble adapting to the mainstream education system. Our coffee course provides them with a new identity of “Pre-professional barista” (Figure 1) when they are lost in their search for “Academic identity”. Every young person who aspires to become a professional barista must receive two key training:

1. Professional competence training which includes the knowledge, skills and experience of brewing coffee;
2. Professional Identity training that covers the mission, ethics and professionalism of a barista. The pursuit of the barista “Pre-professional Identity” greatly enhances the students’ motivation to learn and their commitment level. This in turn effectively establishes their personal value and belongingness.

Our experience tells us that students who are regarded as “losers” and “problems” in the mainstream education system are often full of vitality and creativity, and are very practical and adventurous. Our curriculum is designed to build self-identity using the self-authorship theory (Note 1). Through training and mentoring by professional baristas, youth workers and clinical psychologists, these “problem” young people get a new understanding of their own personalities and discover their own strengths. As they gradually build up their self-confidence, they become the authors of their own life stories.



圖一 Figure 1

成為「自己故事自己寫」的專業咖啡師，共分四個階段(圖二) The four stages in becoming a self-authored professional barista (Figure 2)



圖二 Figure 2

1 「拜師學藝」階段：在初學階段，學生剛剛建立準專業咖啡師的身份，往往會完全接收老師或實習導師的教導，包括掌握專業的知識和技巧，並且認識專業咖啡師背後的價值觀和使命。在此階段有兩個重要的因素，第一是要有好的師傅，不單傳授知識，更傳遞價值，成為學生的榜樣；第二是有學習的群體，研究發現在此階段若有志同道合的同學，組成不同的學習小組，對學生投入和認同準專業咖啡師的身份大有幫助。

Apprenticeship (Following formulas) stage: In this initial stage, students have just established the status of a pre-professional barista, and often would follow closely the instructions of the teacher or trainer in regards to mastering professional knowledge and skills, and understanding the values and mission behind professional baristas. At this stage, there are two important factors for success. The first is to have a good teacher, who not only imparts knowledge, but more importantly, passes on values and acts as a role model for students; second is to have a cohort of learners. Research indicates that if there is a community of like-minded students who will learn together by forming study groups, it will be very helpful in developing the commitment and identity of being a barista-in-training.

2 「自我探索與操練」階段：學生已經確認了自己要投身這專業，並努力地去鍛煉和提昇自己的能力。學生開始受到外在環境的因素和別人期望的影響，同時亦開始建立自己內在的信念和價值觀。學生不會再不假思索地照單全收，而是開始帶著獨立思考和批判的精神，去尋找屬於自己的道路和方向。在這階段我們的學生已經完成了在Alternative咖啡室的實習並考獲國際認可的專業咖啡資格。大部分學生也會「下山」去選擇當專業咖啡師的路，有些學生會重拾學習的動機繼續升學，亦有一些學生受聘成為Alternative咖啡室的專業咖啡師。

Self-learning and exploration (Cross roads) stage: Students have confirmed their choice of the profession and are working hard to train and be equipped. Students begin to be influenced by external factors and expectations of others, and at the same time they begin to establish their own internal beliefs and values. Students will no longer unconditionally accept what the teacher teaches, they will begin to find their own path and direction with independent thinking and judgement. At this stage, our students have completed their internships in the Alternative Café and passed the internationally recognised professional coffee certification. Most of the students will leave the nest and start the journey of being professional baristas. Some students will pick up from where they left off in their studies and go on for further education. Some will be hired to become professional baristas in our Alternative Café.

3

「自己故事自己寫」階段：畢業後選擇踏上專業咖啡師之路的年輕人，會繼續探索和實踐。過程雖然會經歷迷失、犯錯，但也會經歷成功的喜悅和實踐帶來的自信。學生會越來越認識自己的強處和弱點，內在的信念也越來越清晰。他們已經預備好成為能夠獨當一面的專業人士，並且可以建立自己的風格，編寫自己的人生故事。

Self-authorship stage: Young people who choose to embark on the road of professional barista after graduation will continue to explore and put what they learn into practice. Of course, they will experience distractions and make mistakes in the process, but they will also experience the joy of success and the self-confidence brought by practice. Students will become more aware of their own strengths and weaknesses, and their inner beliefs will become clearer. They are ready to become professionals who can be on their own, and can establish their own style and write their own life story.

4

「確認信念、實踐使命」階段：學生開始能夠認定自己的內在信念，並且能夠整合自己多重的身份 (multiple identities)，有意義地以自己的才能去與他人結連，正面地影響他人和社會。每個人都有不同的身份，而每個身份都有其不同的責任和價值觀，因此往往會帶來角色的衝突。在這階段的任務就是要找到一個平衡點，既不會忘記初心、違背理想，亦不會變得脫離現實、孤芳自賞。

Confirmation of beliefs and fulfilment of mission (Internal foundations) stage: Students begin to recognize their own inner beliefs. They can integrate their different identities, and meaningfully connect with others with their talent, thus positively affecting other people and society. Everyone assumes multiple identities, and each identity has its own unique responsibilities and values, and this often brings about conflict of roles. The task at this stage is to find a balance - neither forgetting your original aspirations and beliefs, nor becoming divorced from reality and arrogant.





社區實驗計劃： Count.down 咖啡室

為了讓我們培訓的年輕咖啡師可以體驗「自己故事自己寫」的經歷，我們選擇了兩位對咖啡充滿熱情和創業精神的咖啡畢業生參與為期九個月的「社區實驗計劃」。阿穎與阿翹是小學的同學，亦是居住在長洲的鄰居。這兩位年輕人對學習咖啡的熱誠和決心表現在不怕由長洲到錦田上課的長途跋涉，並往往是最早到達和最遲離開咖啡學校的。這兩位剛剛二十歲出頭的年輕人，已經是有一至兩年工作經驗的專業咖啡師。

透過咖啡學校的「社區實驗計劃」，他們於錦田匯動青年館實踐創業的夢想，在這社區咖啡室建立自己的社區咖啡服務，學習服務和連結社區的不同人士。除了提供優質的意式咖啡和手沖精品咖啡外，他們充分表現了新一代的創意和多元性，連結了不同的年輕藝術工作者和音樂人，以文化和藝術的媒介去接觸社區的不同人士。他們曾經舉辦了咖啡渣畫的工作坊，讓參加者既可享受咖啡的風味，亦同時能發揮創意將廢品再用，以沖泡了的咖啡渣為材料去畫畫，既能提倡環保亦可與社區連結。阿穎與阿翹是音樂人，他

Community Experimental Project: Count.down Café

To enable the young baristas we trained to experience how to “Self-authored”, we selected two entrepreneurial graduates who are very passionate about coffee to participate in the nine-month “Community Experimental Project”. Wing and Kiu were classmates in elementary school and are now neighbours living in Cheung Chau. The two young people’s enthusiasm for coffee can be seen from the fact that they are not afraid to travel long distances from Cheung Chau to Kam Tin to take coffee courses, and they are often the first ones to arrive and the last ones to leave the Coffee Lab. These two young people in their early twenties are already professional baristas with two years of work experience.

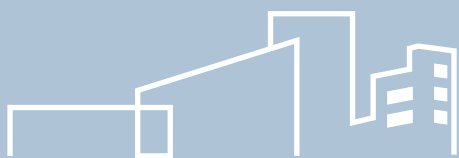
Through the “Community Experimental Project” of the Coffee Lab, they realised their entrepreneurial dreams in the Kam Tin Glocal Youth Hub where they established their own community coffee service inside this community cafe, and learned to serve and connect different people from the community. In addition to providing high-quality espresso coffee and hand brewed specialty coffee, they fully demonstrate the creativity and diversity of the new generation, gathering different young artists and musicians, and through the medium of culture and art reach out to different people in the community. They once held a coffee ground painting workshop. The participants got to enjoy some flavourful coffee, and at the same time they used their creativity to recycle the brewed coffee grounds into materials for an art project. Through this activity, they promoted environmental awareness and reached out to the community at the same time. Wing and Kiu are also musicians, and they invited other young musicians to hold two concerts in the community experimental

們亦邀請了一些年輕音樂人於這個社區實驗咖啡室舉辦了兩場音樂會，他們演唱了精心挑選對他們成長有特別意義的歌曲，還唱了自己創作的歌曲。這不單是一場音樂會，更是一次能夠聽到年輕一代心底話和吶喊的機會，充滿了青春的印記、對生命的認真和對這城市深厚的感情！這九個月成為了兩位年輕創業的咖啡師寶貴的實戰經驗，他們經歷了設計自己的品牌、媒體的報導與肯定、網上兩極的評語、隊工溝通的考驗、疫情嚴重的打擊等等，他們都能夠積極地面對每一個大大小小的挑戰。

Count.down 咖啡室不單成為了錦田年輕人流連忘返的社區空間，更成為了區外年輕的文化創意工作者聚集的地方。兩位年輕咖啡師真的能夠編寫自己的故事，為錦田這個充滿歷史和多元文化的社區添了一份年輕的色彩！阿穎與阿翹也更加確認專業咖啡師的身份和使命，並且正在籌備於長洲開創自己的咖啡室，不是一般的提供優質咖啡的地方，而是能夠匯聚志同道合的人來一起為社區記錄故事、增添色彩的社區空間！

café. They not only carefully selected songs that are of special significance to their growth into adulthood, but also songs they composed themselves. This is not just a concert, but a time to hear the heartfelt words and cries of the younger generation, full of youthfulness, their fervor for life and deep affection for this city! These nine months have become a valuable practical experience for our two young entrepreneurial baristas. They have gone through designing their own brand, media exposure and affirmation, extreme online comments, the challenge of communication among team members, and the severe blow of the pandemic etc., they have optimistically faced each challenge, big or small.

The Count.down café has not only become a space where young people in the Kam Tin community like to linger, but also a gathering place for young cultural and creative workers outside the district. The two young baristas can really write their own stories, adding a youthful touch to the historical and multicultural community of Kam Tin! Wing and Kiu have confirmed their mission and identity as professional baristas. They are preparing to open their own coffee shop in Cheung Chau. It will not be just any ordinary high-quality coffee shop, but a community space where like-minded people can gather together to write stories for the community, and to bring beauty and excitement to the community!



專業認證 Professional Certification

380 位學生考獲精品咖啡協會 (SCA) 認證的各類專業咖啡師證書，包括：
380 students passed various professional coffee barista certificates accredited by the Specialty Coffee Association (SCA), including:



高級沖煮咖啡證書
Brewing Professional certificate



中級沖煮咖啡證書
Brewing Intermediate certificate



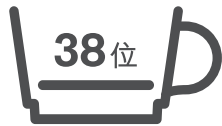
初級沖煮咖啡證書
Brewing Foundation certificate



高級咖啡感官證書
Sensory Skill Professional certificate



中級咖啡感官證書
Sensory Skill Intermediate certificate



初級咖啡感官證書
Sensory Skill Foundation certificate



中級咖啡師證書
Barista Skill Intermediate certificate



初級咖啡師證書
Barista Skill Foundation certificate

督導實習 Practical Learning

12 位學生在 Alternative Café 有實習的機會，由專業的咖啡師和青年工作者提供督導。

12 students have internship opportunities at Alternative Café, supervised by professional baristas and youth workers.

群體結連 Community Connection

咖啡學校成立4年以來，已經培訓了超過600個學生獲取精品咖啡協會 (SCA) 認證的各類專業咖啡師證書。我們為曾受訓的學生提供持續學習的平台，定期舉行杯測 (Cupping) 和咖啡與生命的工作坊。

Since its establishment 4 years ago, the Coffee Lab has trained more than 600 students to obtain various professional barista certificates offered by the Specialty Coffee Association (SCA). We will provide a continuing education platform for trained students, and regularly hold cupping and coffee and life workshops

永續營商 Sustainable Business

Alternative Café 在過去一年已服務超過 72,000 人次，並且達到收支平衡。

Alternative Café has served more than 72,000 visits in the past year and has reached a balanced income and expenditure level.

轉化生命 Life Transformation

我們透過咖啡學校、Alternative Café 的生命教育平台去推廣和教育如何透過咖啡連結和建立自己的生命。舉辦了15次咖啡與生命講座和工作坊，服務超過1,000人。

We use the life education platform of Coffee Lab and Alternative Café to promote and educate young people on how to connect and build their own lives through coffee. Held 15 coffee and life lectures and workshops, serving more than 1,000 people.



我們的夥伴 Our Partners

Bolaven Farms
炬點咖啡
Torch Coffee
半路咖啡
Halfway Coffee

嗎哪事工
Manna Café & Ministry
觀潮浸信會
Kwun Tong Swatow Baptist Church
Well Hub Café



前瞻 Looking Forward

在未來的一年，我們的咖啡事工會邁向更全面的發展，我們會開設自己的咖啡烘焙工場，一方面會供應自己咖啡室的咖啡豆，另一方面亦會努力推廣我們所烘焙的精品咖啡豆給不同的人士，讓更多人能夠認識並支持公平貿易和直接貿易的咖啡豆，讓咖啡農能夠得到更合理的價格和有永續發展的機會。

In the coming year, our coffee ministry will move towards an even more comprehensive development. We will open our own coffee roastery lab. We will supply coffee beans to our own coffee shop, while also diligently promote the specialty coffee beans we roast to other people. We hope that more people will recognise and support fair trade and direct trade coffee beans, so that coffee farmers can get more reasonable prices and have opportunities for sustainable development.



錦田項目

Kam Tin Project



年度事工概要

Annual Ministry Highlights

社會運動、疫情反覆、加上幾位同工離職，使得錦田事工進入新里程，也更要回應時代的需要。感恩在上述風浪中，我們仍然站立得穩，很多意想不到的機遇隨之而來。事工發展的深度繼續提升，我們與服侍群體的距離也進一步拉近。

籃球事工方面，在球場因疫情關閉的日子，我們仍每週一兩次與核心球員於網上鍛煉體能及開小組，繼續鞏固在體能、個人、品格和使命的發展。同時，中學「籃球火」計劃得到校方認同，我們繼續用籃球走進校園，服侍一班有特殊學習需要及抗逆力有待提升的學生。

社區方面，我們繼續持守「社區再生」的核心概念。文化館在社區扮演相當重要的角色，既是孩子成長和學習的地方，也是家長和年輕人歇息的地方。日間開放時，給街坊一杯涼水，彼此交流生命故事；晚間搖身一變，成為了生命小組的基地，讓年輕人感受一個被愛的群體。

In the midst of social movements, volatile epidemic situation and the departure of staff, Kam Tin Project entered into a new chapter with a greater calling to respond to the needs of this era. Though facing many challenges, we are blessed to be able to stand firm with exploring unexpected opportunities. As the depth of the project development kept improving, our relationships with target groups grew closer.

For the basketball ministry, we still managed to conduct online physical training and group gatherings with key members twice a week when the courts were closed due to the pandemic, which enabled the development of fitness, personal, character and mission. Meanwhile, "Basketball Passion" program was recognised by secondary schools. We continued to enter campus with basketball and serve students with special education needs and low resilience.

For the community, we continued to uphold the concept of "Community regeneration"; the Cultural Hub played a very important role, it is a place for children to grow and learn, and a place for parents and young people to relax. During the day time, it is a place for the neighbourhood to gather and exchange their life stories; in the night time, it becomes the base of life groups, which offers loving and caring environment to the youth.

錦田社區再生

Kam Tin Community Regeneration



建立資源共享平台
Establishing Resource
Sharing Platform

錦田匯動文化館成為區內重點公共空間，提供「益下家」咖啡，並招募義工服侍社區

To provide "pay-it-forward" coffee at Kam Tin Global Cultural Hub; and recruit volunteers to serve the community



增強競爭力和社會資本
Enhancing Competitiveness &
Social Capital

舉辦青少年咖啡師專業訓練，家長和老師工作坊

To organise professional young barista training, parent and teacher workshops



回應弱勢社群需要
Responding to the Needs of
the Disadvantaged

提供免費功課輔導和品格籃球訓練

To provide free homework tuition services and character-building basketball training



建立歸屬感和凝聚力
Building up Sense of Belonging &
Community Empowerment

舉辦錦田文化導賞遊和社區凝聚活動

To hold Kam Tin cultural tours and community activities



培育有使命感的青年群體
Equipping a Missional Youth Community

凝聚及培育青少年去認識、發現和探索自己潛能，並用行動服務錦田社區

To gather and nurture young people to understand and explore their potential, and serve Kam Tin Community with action.

我們的故事

Our Stories

擁抱傷患的籃球教練

傷患從來都是運動員最大的敵人，但克服傷患卻能塑造品格特質。以下是籃球事工實習教練「阿健」(化名) 的故事。

2020年1月，阿健在一場元朗區男子甲組學界16強比賽中嚴重受傷，送院後證實阿基里斯腱斷裂。當時我們認識阿健只有約4個月，但已看出他是一個樂觀的大男孩，沒有垂頭喪氣。不過幾個月後他便要考DSE，受傷令排山倒海的中六生活突然停頓，使他有點不知所措。

阿健性格好動，自覺不是讀書的材料，但他喜歡體育，希望到台灣的大學進修。受傷令他錯過了體育課的考試，DSE的成績也未能達到入學要求，他頓時覺得非常迷惘，不知前路如何。

我們跟阿健一直保持聯絡，他跟我們分享自己的掙扎，不知讀完體育可以做什麼工作，覺得做體育相關工作在香港不能賺錢，又認為自己受傷限制了活動能力。另一方面他也考慮是否先工作，一年後再嘗試到台灣升學。

於是我們約他傾談，嘗試整理他的人生經驗，協助他尋找自己的志向和興趣，鼓勵他向自己的夢想進發。原來他在五歲時，表哥很有愛心和耐心地教他打籃球，成了他的啟蒙導師。以往在中學籃球隊訓練時，他都非常主動協助新

A Basketball Coach who embraced his injury

Injury is the biggest enemy of athletes but overcoming injury can help molding character. Below is the story of Ken (alias), a trainee coach of basketball ministry.

In January 2020, Ken suffered serious injury in round of 16 match of Yuen Long District Men's Grade A Basketball Competition, it is diagnosed that he suffered an Achilles tendon rupture. At that time, we only met Ken for around 4 months, but we already knew that he is an optimistic young man as he never showed a sign of frustration. However, he was a bit overwhelmed as DSE exam was approaching in few months and his busy Form 6 life came to a halt due to the injury.

Ken is an active person and he considers himself not a good student, but he loves physical education and he hopes to continue his higher education in Universities in Taiwan; however, he missed the PE exam because of his injury, his DSE results could not meet enrollment requirements. He was so lost as he had no clues about his future.

We kept in touch with Ken and he shared his struggles with us. He did not know what career path he could choose after he completed the course of Physical Education, as



加入的球員，教導他們不明白的地方，也協助傳遞教練的信息。我們從中發現，阿健有教導的恩賜，非常有耐性，而且感染力強，有著做教練的特質。他憶述，年少時，被表哥的生命影響生命。他現在也希望運用自己的專長和恩賜，用籃球接觸年青人，繼續用生命影響生命。

2020年9月，他開始在大專修讀《體育管理先修課程》，我們同時聘請他和另一年輕人成為機構的實習教練。這一年他努力克服傷患之餘，用心協助教導籃球訓練，還會定期接受生命分享課程，一起同行成為有生命力的籃球教練。

傷患雖然是運動員最大的敵人，無法估計而又無可避免，但我們會鼓勵擁抱它，因為它是其中一個塑造品格的元素。最近籃球班學生的家長跟我們分享：「大隻哥哥」好有心機教小朋友，好照顧佢地，十分欣賞大隻哥哥啊！」阿健正朝著夢想走出一大步！向著召命的冠冕進發！



he thought he could not make money by working in sport related fields, and he was concerned that his mobility would be limited due to the injury. On the other hand, he was also considering to work for a year before going to Taiwan for further study.

So we met him to talk, in order to organise his life experience, help him to find his goal and interest, and encourage him to pursue his dream. It was found that his cousin was his mentor in basketball, he taught Ken to play basketball with love and patience when he was five. From our conversation, we realised that Ken has a gift of teaching, he is patient and infectious, which are great qualities of being a coach. He memorised that his life was influenced by his cousin, and now he also wanted to reach out to the youth through basketball with his expertise and blessings, using his life influences another.

In September 2020, he started to study “Sport Management Preparatory Course” in higher education institution, we employed him and another young man to be trainee coach in our organisation. He spent this year to overcome his injury, assist in basketball training wholeheartedly, and attend life sharing course regularly, he eventually became a basketball coach with vitality.

Although injury is the biggest enemy of athletes, it is unpredictable and unavoidable, however, we would encourage others to embrace it as it is one of the elements that mold character. Recently, a parent of basketball class student shared with us that “ ‘Hunky brother’ teaches children with great patience, he takes good care of them, I really appreciate him! ” Ken is stepping forward to his dream and marching to the crown of his calling!

我們的故事

Our Stories

錦田義工：阿成的故事

我們的事工離不開諸多志願者的支持。阿成(化名)加入我們的義工團隊已有4年，用熱忱和專長陪伴錦田的年輕人成長。

阿成是個不多說話、比較沉靜的人，他心思細密，做事有耐性。儘管不是精英運動員出身，但他對籃球滿腔熱情，加上年輕時有被教練啟發的正面經歷，他格外希望以自身的經驗去教導年輕人。

有一次，他在小組裡分享到，父親在他小時過身了，他成長於被遺棄和缺乏愛的環境下。此外他還經歷了婚姻挫折，伴侶的不信任，他直言人生走到最低點，迷失中不知如何再相信別人。

感恩上帝在他年輕時的心裡播下了希望的種子，以及在人生不同的階段都讓他遇到同行和給予他生命力的人，一步一步走出人生陰霾。不同群體給予他愛與關懷，令他感受到被愛和信任。阿成也想在志願工作者，把這份生命力、愛和希望傳遞給錦田的年輕人。

2017年暑假我們到台灣進行籃球交流訓練營，阿成隨團擔任助教，也擔任了球員的生命教練。無論在訓練還是比賽中，他都細心和耐性地個別指導球員，由於有部份球員是第一次出國，他像「哥哥」一樣照顧他們。在一次訓練中，我們的球員受傷，他第一時間幫忙處理傷勢，並無微不至地關心那個球員，情景叫人動容。

阿成現時主要在錦田項目擔任籃球訓練助教。他跟年輕人有講有笑，亦師亦友一樣。他閒時也會參加年青人開組，一起討論生命和信仰的話題。

最近阿成工作崗位轉換，需要通宵輪班工作。疲憊下有想過暫停擔任義工服務。但他發現這些年與年輕人的生命互相影響，看著大家成長並經歷生命上的改變，他便難以放下義工工作。希望阿成的這份堅持能感染更多的人加入義工團隊！



Story of Kam Tin's volunteer : Ah Sing

Support from our many volunteers is an integral part of our ministry. Ah Sing (pseudonym) has been a member of our volunteer team for 4 years, and has enthusiastically mentored the young people in Kam Tin with his expertise.

Ah Sing is a quiet person of few words. He is patient and meticulous in what he does. Although he is not an elite athlete, he is passionate about basketball. At a young age, Ah Sing had a positive experience of being inspired by his coaches, and this instilled in him a desire to teach young people based on his own experience.

He once shared in our small group that his father passed away when he was young, and he grew up feeling abandoned and unloved. In addition, he also experienced marital problems. His partner's distrust left him totally lost and at the lowest point in his life. He didn't know how to trust others again.

Praise God for planting the seeds of hope early on in Ah Sing's heart, and allowing him to meet peers and mentors who supported and motivated him during different stages of his life. Step by step, he was guided out of the despair of life. Different groups loved and cared for him, making him feel cherished and trusted. Ah Sing wants to be a volunteer worker and pass this same vitality, love, and hope to the young people in Kam Tin.

In the summer of 2017, Ah Sing traveled with us to Taiwan for a basketball exchange training camp, serving as an assistant coach and as the players' life coach. Whether in training or during competition, he carefully and patiently guided each individual player. For some players, it was their first overseas trip. Ah Sing took care of them like "brothers." During one of the training sessions, a player was injured. He helped treat the injury immediately and cared for that player in every possible way; it was a very touching scene.

Ah Sing is currently an assistant basketball coach at Kam Tin Ministry. He talks and laughs with the young people, and he is both a teacher and a friend. In his spare time, he also participates in the young people's small group to discuss topics of life and faith.

Recently, Ah Sing changed jobs and needs to work night shifts. He considered suspending his volunteer service because he is often very tired after a long night of work. However, having witnessed the growth and changes in the young people's lives during his interactions with them over the years, he finds it very difficult to let go of his volunteer work. I hope Ah Sing's persistence can inspire more people to join the volunteer team!

1

益下家社區咖啡室

Pay-it-Forward Community Café

全年人次共1,458人，平均每月有162人次(由於疫情，2020年8月、12月及2021年1月沒有開放)。

1,458 visits throughout the year, with an average of 162 visits per month (The café was closed in August and December 2020 and January 2021 due to pandemic).

3

熱血籃球事工 Passion Basketball Ministry

2隊社區籃球隊「錦田熱血」：每星期各有一次籃球訓練(男子隊：高中至大專；女子隊：小六至大專)，透過籃球訓練學習良好品格和團隊精神，共40名球員。

2 Community Basketball Team "Kam Tin Passion": Organise basketball training once a week (Men's team: High school to Higher education; Women's team: Primary 6 to High education), aiming to teach members good characteristics and team spirit through basketball training.

小學籃球班：於錦田區內開辦每星期一次品格籃球訓練班，除了讓學生從小培養運動興趣，還會透過遊戲及訓練學習良好品格和團隊精神，共有20名學生(由於疫情，只有通德學校開設籃球班)。

Basketball class for Primary students :

Conduct Character basketball training session in Kam Tin once a week, the training sessions aimed at growing students' interest in sport from young age, teaching them about good characteristics and team spirit through games and trainings. The total number of students is 20 (we only organised basketball class in Tung Tak Primary School due to pandemic).

籃球火計劃：為一間中學(明愛元朗陳震夏中學)舉辦了15次籃球訓練+運動心理課程及1次品格籃球訓練日營，共35名低抗逆力的學生參加。

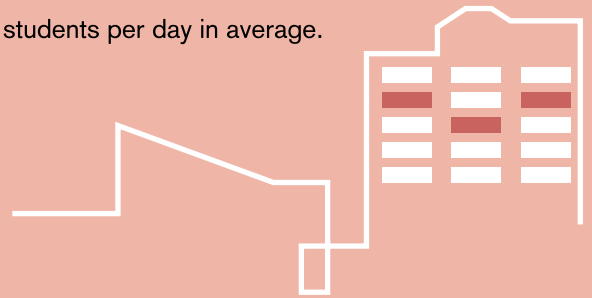
Basketball Passion Program: Organised 15 basketball training and sport psychology classes and 1 character basketball training day camp for one secondary school (Caritas Yuen Long Chan Chun Ha Secondary School), 35 students with low resilience participated in the program.

2

功課輔導 Homework tutoring

平均每天有15-20名學生。

15-20 students per day in average.



暑假小學籃球訓練班：通德學校開設暑假籃球訓練班，共30名學生。

Summer Basketball Training Class for Primary School Students: Organised summer basketball training class in Tung Tak School, 30 students joined the class.

生命小組：為以下群體(使命青年、社區籃球隊男隊員、社區籃球隊女隊員)建立生命小組，透過不同活動(愛筵、單車遊、野外歷奇、體能訓練、社區探索等)作生命分享及建立，共30人。

Life Group: Developed Life Groups for different groups (Youth with Mission, Community Basketball Men's Team and Community Basketball Women's Team), the aim of Life Groups was to share and develop lives through organising different activities (Love Feast, Cycling trips, Outdoor Adventure, Physical Trainings and Community Exploring tours etc.).

電影放映欣賞：邀請社區籃球隊隊員一起欣賞《狂舞派3》電影，共20人。

Film screening: Invite community basketball team members to watch "The Way We Keep Dancing", 20 members attended the event.

4

凝聚社區活動 Social Cohesion Activities

全年舉辦了30次凝聚社區活動，共接觸1,000人。

Organised 30 social cohesion activities in a year, reaching out to 1,000 people in total.

1 回應弱勢群體 Responding to vulnerable communities

電影放映欣賞《狂舞派3》

Film screening "The Way We Keep Dancing"

錦田社區籃球隊訓練

Training of Kam Tin Community Basketball Team

小學籃球訓練班/ 暑期訓練班

Basketball training class for primary students/
Summer training class

生命小組

Life group

一對一補習班

One to one tutor class

文化館興趣活動 (網上體能訓練、結他班、暑期籃球班)

Recreational activities in Cultural Hub (online physical training, guitar class and summer basketball class)

文化館興趣活動 (網上體能訓練、結他班、暑期籃球班)

Recreational activities in Cultural Hub (online physical training, guitar class and summer basketball class)



3 增強競爭力和社會資本 Increase competitiveness and Social Capital

「我係咖啡師」專業咖啡培訓

"I am barista" Professional coffee barista training

與中學合辦「咖啡與生命」咖啡培訓活動

Co-organising "Coffee and Life" coffee training activities with secondary schools

籃球助教實習計劃

Basketball assistant coach trainee program

熱血籃球生命訓練營

Passion basketball life training camp

中學籃球火計劃 (籃球訓練+運動心理課程)

Basketball Passion program for secondary school students (Basketball training + Sport psychology class)

中學籃球火訓練日營

Basketball Passion training day camp for secondary school students

2 建立共享平台 Stablishing shared platform

益下家社區咖啡室

Pay-it-Forward Community Café

社區圖書館

Community Library



4 建立歸屬感和凝聚力 Developing sense of belonging and cohesion

錦田文化導賞遊和工作坊 (提供予不同年輕人、小學、中學、大學及教會團體)

Kam Tin Cultural Tour and Workshop (Provide to different youth groups, primary schools, secondary schools, universities and church groups)

與不同學校、團體舉辦籃球友誼賽

Organising friendly matches with different schools and organisations

錦田熱血生命小組

(愛筵、體能訓練、加操、生命分享、網上活動)

Kam Tin Passion Life Group

(Love Feast, Physical training, additional training, life sharing and online activities)

使命青年生命小組 (愛筵、單車遊、社區探索、生命分享、網上活動)

Missional Youth Life Group (Love Feast, Cycling trip, Community exploring tour, life sharing and online activities)

籃球義工教練小組

Basketball volunteer coach training group



我們的夥伴 Our Partners

錦田鄉事委員會
Kam Tin Rural Committee

通德學校
Tung Tak School

錦田公立蒙養學校
Kam Tin Mung Yeung Public School

聖公會聖約瑟小學
S.K.H. S. Joseph's Primary School

明愛元朗陳震夏中學
Caritas Yuen Long Chan Chun Ha Secondary School

東華三院馬振玉紀念中學
TWGHs C Y Ma Memorial College

樂言社青年動畫學堂
Act Plus Education Foundation Ltd

神召會元朗錦光堂
Yuen Long Kam Kwong Church

基督教尼泊爾錦光堂
Kam Kwong Nepal Christian Church

錦光元朗綜合社區服務中心
Kam Kwong Integrated Community Service Center — Yuen Long

城市睦福團契
The Urban Peacemaker Evangelistic Fellowship Ltd

Bolaven Farms

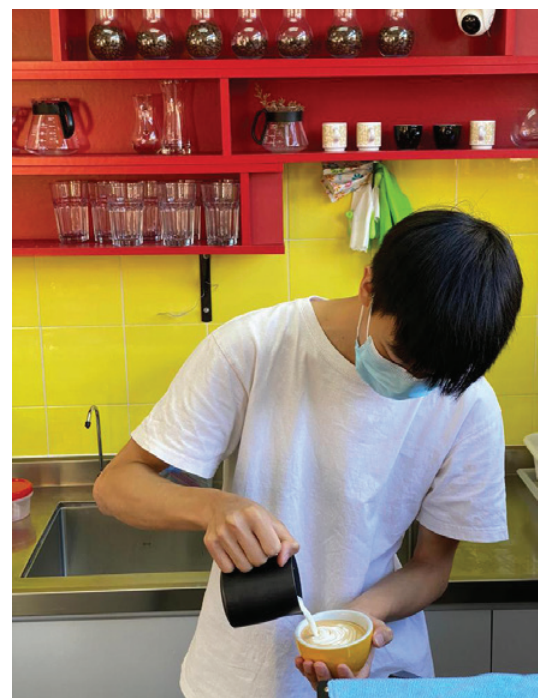
青年使命團
YWAM (Youth With a Mission)



前瞻 Looking Forward

未來一年，我們會堅守「錦田社區再生」的概念，繼續培育有使命感的青年群體，回饋社區，並深化與現時已經結聯的年輕人的關係。現時籃球事工已開始了實習教練計劃，將會延續並培訓更多有志成為有技術和有生命的籃球教練。另外亦會展開培訓「益下家咖啡」店長計劃，培訓有志成為咖啡師的年輕人。

In the coming year, we will continue to cultivate youth community with a sense of mission and contribute to the community by upholding the concept of "Kam Tin Community Regeneration". Currently, we are running coach training program for basketball ministry, and we will continue to train more young people to be skillful and passionate basketball coaches. Also, for "pay-it-forward" Community Café, we will start a shop manager training program which aims at training young people who want to become barista.



數碼成長創路計劃

Project C - Creative Coding for Change



年度事工概要

Annual Ministry Highlights

在過去的一年中，我們除了在學校持續展開項目，也在新冠疫情期間調整了網上課程和在網上實施的師友同行計劃，並繼續開發編程培訓軟件 *youCodia* (友程果)。從2019年9月至2021年6月，我們推出了 *youCodia* (友程果)，與香港大學教育應用資訊科技發展研究中心 (CITE) 合作，在以實證研究為本的編「社」人生計劃這新項目下，在7所香港學校展開了編程課程和師友同行計劃。我們還為合作學校的老師提供整年的啟導服務和持續的支持。該項目共為1,414名學生，266名導師和37名老師及助教提供了服務。

此外，我們與香港大學及香港理工大學的研究人員保持策略合作、進行研究和課程評估。在課程和軟件開發方面，我們開發了中二級和中三級的「新手機應用程式開發庫」課程。中二級第1單元和第2單元2.0版本除了具備以往內容豐富的編程課程外，還附設多款有趣的編程互動遊戲，讓學生在遊戲活動中學習，同時亦增加了編程應用的教材，讓老師可因應學生的需要，編制合適的內容。

In the past year, besides continuous project deployment in schools, we have adapted our curriculum for online classes and the mentoring programme for online implementation under the coronavirus pandemic. We have also continued the development of the coding education software *youCodia*. From September 2019 to June 2021, we have launched *youCodia*, deployed the coding curriculum and mentoring programme in 7 HK schools under the new research-based “Coding for Community” project in collaboration with the University of Hong Kong Centre for Information Technology Education (CITE). We have also provided teacher facilitation and continuous support to collaborating school teachers throughout the year. We have served a total of 1,414 students, 266 mentors and 37 teachers and teaching assistance under the programme.

Besides, we have maintained a strategic collaboration with researchers at the University of Hong Kong and Hong Kong Polytechnic University to conduct research and programme evaluation. In terms of curriculum and software development, we have developed the “New Mobile App

中三級第3單元優化了七個必修課和六個選修課。此外，*youCodia*（友程果）軟件還增強了數據庫組件。

一個重要的亮點是我們已獲創新及科技局-創科生活基金（FBL）的資助，用於開發教師控制台，這是有效採用和教授*youCodia*（友程果）的重要特徵。

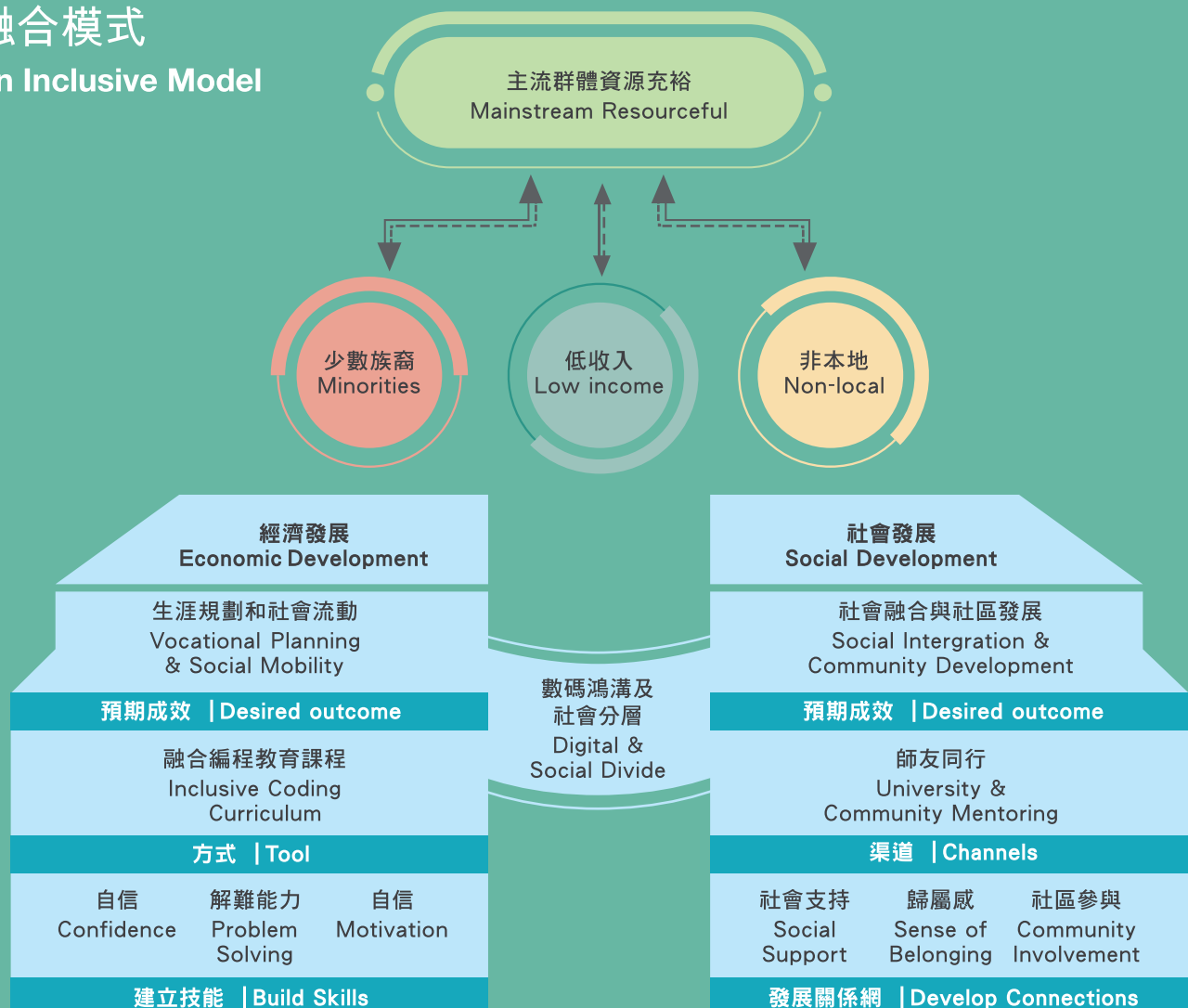


Development” curriculum for Form 2 and Form 3 students. In addition to the programming courses with rich content in the past, the Form 2 Unit 1 Basic Programming curriculum (5 lessons) and the Unit 2 (version 2.0) also include a variety of interesting programming interactive games in the course, allowing students to learn in game activities. At the same time, it has also added programming application textbooks so that teachers can adjust and develop appropriate teaching materials according to the needs of students.

There are seven compulsory courses and six elective courses which have been improved in the Form 3 Unit 3. In addition, the database components in *youCodia* software have been enhanced.

A major highlight is that we have received funding from the Innovation and Technology Fund for Better Living (FBL) of Innovation and Technology Bureau for the development of the teacher console, which is an important feature of the effective adoption and teaching of *youCodia*.

融合模式 An Inclusive Model



我們的故事

Our Stories

讓我們每一位青少年感受到你的愛吧——實習生 Candice

我是香港科技大學電子工程三年級的學生。

借實習的機會，我在2021年六月份加入了Project C這個大家庭進行為期三個月的工作。這次實習工作讓我學習了很多不同的技能。例如，剪輯視頻，設計工作，編排課程教學教材等等。我在Project C的工作主要負責設計 *youCodia* 的課程教材。我希望可以通過自己的一份力量，讓大家喜歡我們的教學課程，在學習的時候不再感覺枯燥乏味。實習期間，我不僅學習到全新領域的工作，還運用自己的技能和知識幫助了這個項目。和Project C的同事一起工作了一段時間後，我愛上了這裏。因為我的同事們都很耐心友善地教導我。這就是「生命影響生命」的真諦吧。

Project C的使命是為弱勢青少年提供發展多種教育和就業途徑的另類方法，透過創意編碼及社區師友同行計劃，幫助他們獲得更多科技類教育和就業的機會並加強與社會的融合。我覺得能夠在這裏工作是非常有意義的。我非常感恩可以與Project C的同工共處這段時光。我祝願Project C繼續茁壯成長！

Let every young people feel your love- Intern Candice

I am a third-year student of electronic engineering at the Hong Kong University of Science and Technology.

Taking the opportunity of an internship, I joined the huge family of Project C in June 2021 for a three-month work. This internship provided me with the opportunity to acquire a variety of skills. For example, video editing, design work, course teaching material preparation, and so on. My primary responsibility in Project C is to develop educational materials for *youCodia*. I was hoping that more people will like our curriculum through playing my part in the team. I would not only gain new skills and information, but also be able to apply my knowledge and talents to help with this project. After working with my colleagues from Project C for a while, I fell in love with this place. Because my colleagues are very patient and kind to teach me. This is the essence of "life affects life".

The mission of Project C is to provide an alternative for the disadvantaged youth with a variety of education and employment channels, through creative coding and community mentorship programme, to help them obtain more technology education, employment opportunities and strengthen their integration with society. I think it is very meaningful to be able to work here. I am very grateful that I can spend this time with my colleagues in Project C. I wish the development of Project C will grow steadily.



前路-不應被名利主宰

—— 實習生 Allan

「我覺得Project C不只是著緊你的工作技能，更看重個人生命價值和意義。」這是我從一位Project C編碼學生的對話中聽到的，也是我在Project C實習時最深刻的印象。雖然即將畢業，但自己對工作方向仍絲毫沒有頭緒，同時又想試試在教育界發展，於是毅然決定申請Project C的STEM教育推廣助理。獲安排在Project C實習後，我主要負責跟進STEM課程，利用剪輯影片，設計簡報以及改編教程來推廣項目。

在Project C實習既令我驚喜同時也有不少收穫。同事和上司並沒有因為我是實習生、新來的，而不信任我或不把工作交給我做。相反他們不停鼓勵我嘗試新技能，上司甚至會親自教導我們學習使用AI等軟件功能，這令我十分驚訝，因為一般公司不會讓新人有這麼多的機會嘗試。

最令我大眼開界的，是Project C為實習生和課程學生提供的多元化活動體驗和職業啟導。工作方向和人生目標大概是最令現時年輕人感到迷茫的事。然而Project C的活動體驗卻令我有機會認識自己，知道工作目標，甚至意識到人生的意義並不只是純粹賺錢，爭權力。有一位資深同工領袖曾分享：「工作，是應該要做開心快樂的事。」其實，Project C的不少領袖和同工都有出色的技能，如果在其他界別發展，肯定能名利雙收。但他們卻決定在Project C工作，服侍年輕人。他們為在Project C的服侍感到開心，有感動去提攜年輕人。上司以及同事的以身作則，令我開始反思自己的生涯規劃，不應只被名利吸引。以前找工作我首先看薪酬，但我現在發現，工作不應只為了金錢，還要做讓自己感到開心快樂的事。

「生命影響生命」大概是最有說服力的例子。實習期雖短，但我卻開始深深反思及認清生命意義，更好地規劃自己的未來。



Life – is more than being wealthy and famous - Intern Allan

“I think Project C is not only focusing on your working skills but also focusing on the meaning and value of life.” This is captured from a conversation with a student studying programming in Project C, and also my deepest impression throughout my entire internship. Though graduating from University soon, I am still unsure about my career path, at the same time I wish to have a trial in the education industry, so I decided to apply for an internship at Project C. After being arranged for an internship in Project C, I have been assigned to promote STEM curriculum by using video, PowerPoint and modifying the current curriculum.

Working in Project C was not only a surprise but also a lot of gains in terms of growth. Despite being an intern in Project C, I had numerous working opportunities, at the same time, my supervisor and colleagues encouraged me to keep learning new skills by allocating different tasks to me, my supervisor even teach us to use different software such as AI personally. I was surprised by the openness and encouragement, for usually a company would not open up so many opportunities for a newbie.

I was most impressed with the numerous diversified life lessons and career talks provided for interns and students in Project C. Work direction, life goals, probably are some of the most confusing things among the youth at this time and age. Fortunately, the experience of the activities organised by Project C gave me a chance to get to know myself better, recognising the meaning or the goal of life is more than earning money or fighting for power. Once, there was a senior co-worker leader shared: ‘Work is doing what you find happy and joyful’ many Project C leaders and co-workers have many outstanding skills, if they develop the skills in other sections, they will become wealthy and famous, but they chose to work in Project C to serve the youth, the major reason is that they are devoted to help the youth grows, and most importantly, they enjoy serving the youth. They set an excellent example for me that working is not simply striving for money and power. During this internship, I started to reflect on my career path, which should not be simply focused on salary, but also about something in which I can find happiness and joy.

“life affects life”, probably is the most convincing illustration. The internship period is short, but finding the meaning of life is going to be a long-life lesson. “Keep learning, Keep understanding the meaning of life.”



成果

Our accomplishments

1

學校編程項目

Deployment of coding programs in schools

編程課程和在線課程 — 共服務1,414名中學生，共400節，340課時

Coding lessons plus online sessions – Served 1,414 middle school students, 400 sessions, 340 hrs

教師啟導服務工作坊 — 共服務37名教師及助教，1個培訓課程，3課時

Teacher facilitation training – Served 37 teachers and teaching assistance, 1 training session, 3 hours

2

師友同行計劃

Deployment of mentoring programmes

招募、資訊和培訓工作坊

共服務266名社區友師 - 39次，共78個小時

Recruitment, information, and training sessions

Served 266 community mentors, 39 times, total of 78 hrs

師友同行計劃服務及在線活動

共服務1,004名中學生，52場，共156服務課時

Mentoring service sessions plus online activities

Served 1,004 middle school students, 52 sessions, 156 session hours

3

軟件平台的設計和開發

Software platform design and development

youCodia 平台添加了額外的功能

Additional features for “*youCodia*” platform-teacher’s console

- 繁瑣且耗時的任務從教師手中解放出來
Release teachers from trivial and time consuming task.
- 該平台與最新的學習管理系統集成，以增強教學和學習體驗
The platform integrates with the latest learning management systems to enhance both the teaching and learning experience.
- 該平台在系統中捕捉學生的行為並應用機器學習來幫助教師了解他/她的學生的學習風格
The platform captures students’ behavior in the system and applies machine learning to help teachers understand students’ learning style.
- 它可以幫助教師應用適當的教學方法，使學生更好地學習
Help teachers to apply the appropriate teaching method to enable students to learn better.

4

課程設計及發展 Curriculum design and development

我們編寫了中二和中三級進階手機應用程式開發課程3.0
We have enhanced our Advanced Mobile App curriculum to version 3.0 for Form 2 & 3 students

增設了大量有趣的編程活動
Added a large number of interesting programming activities

透過充滿互動性的遊戲學習
Interactive games to engage students

提升學生的學習動機和主動性
Motivate students to learn

進行了教師對課程的需求評估
Conducted teacher's need assessment

已完成七所學校的教師評估
Completed need assessment for 7 secondary schools

蒐集重要資料及數據，有效及準確地強化教程
Collected important information and data, and strengthened the tutorials effectively and accurately.

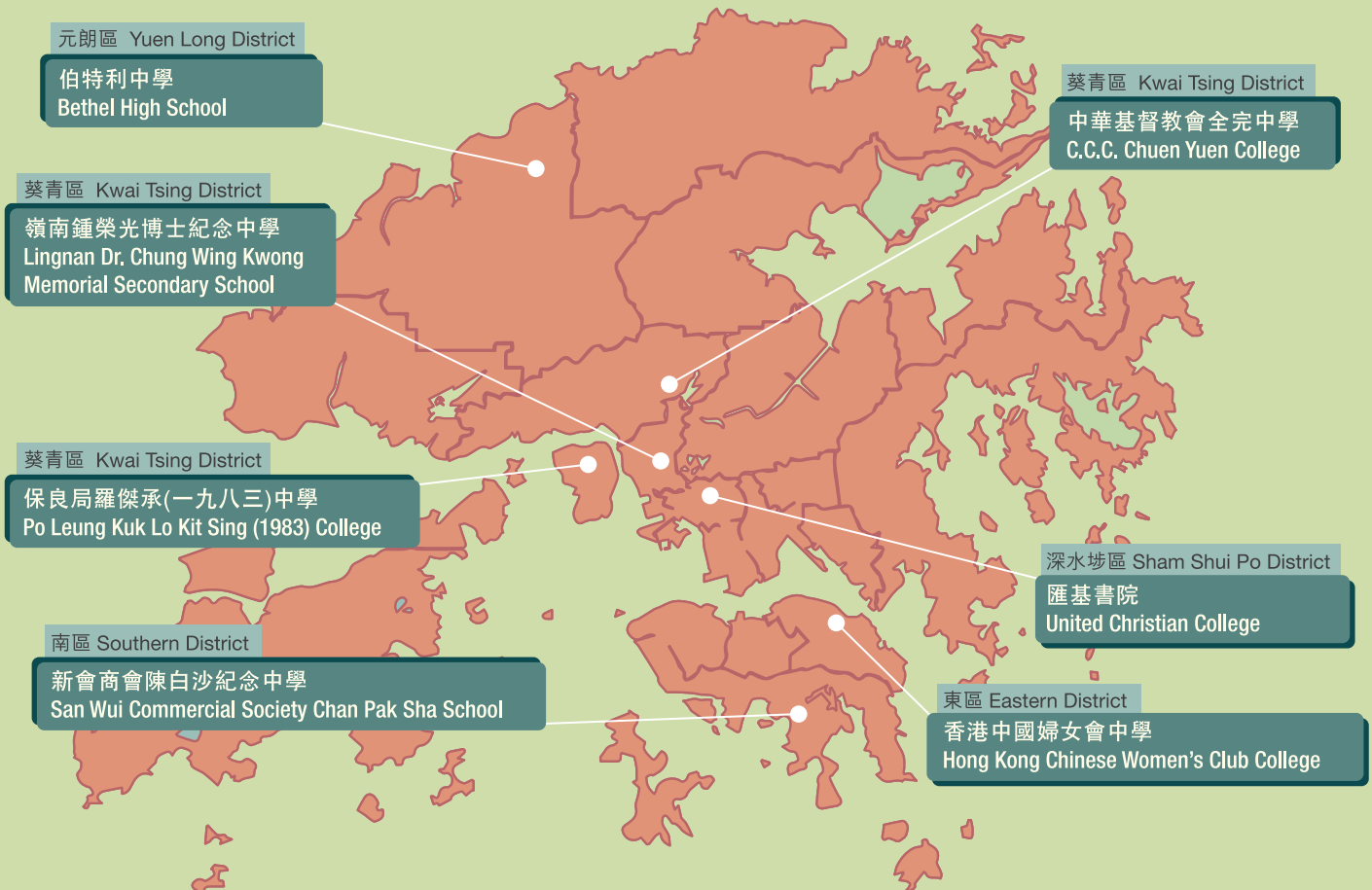
推出YouTube 平台 — youCodia Fun
Launched YouTube channel - youCodia Fun

製作及上載接近100段有關應用程式組件及遊戲編程的網上教學短片
Produced and uploaded nearly 100 online teaching videos about application components and game programming.

讓學生在家中也能學習及享受編程樂趣，從而增加自學能力、自信及滿足感
Allow students to learn and enjoy programming at home, thereby increasing self-learning ability, self-confidence and satisfaction.

在2020-2021學年，我們服務了7所香港中學。

In the school year of 2020-2021, we have served 7 secondary schools in Hong Kong



活動匯報

Our Activities

1 團隊建立
Team Building



2 設計思維工作坊
Design Thinking Workshop



3 原型設計
Prototype Design



4 興趣探索
Interest Exploration





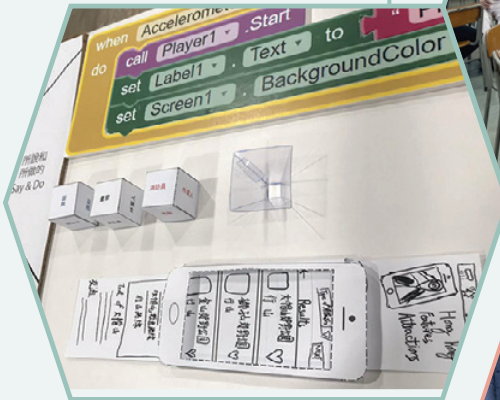
總結及慶祝
Conclusion & Celebration

5



創意編程課堂
Creative Coding Class

6



課外課程
Extra Curriculum Class

7



2021 創意編程比賽
Creative Coding Competition 2021

8



Funders/Donors (disclosable)

鑫達(德貞)基金有限公司
Zindart (De Zhen) Foundation

李韶家庭基金
Lee Shiu Family Foundation

黃石庸慈善基金
Wong Shek Yung Charitable Foundation

創新及科技局-創科生活基金(FBL)
The Innovation and Technology Fund for Better Living
(FBL) of Innovation and Technology Bureau



University Partners

香港大學

University of Hong Kong

- 電機電子工程系
Department of Electrical and Electronic Engineering
- 教育應用資訊科技發展研究中心
Centre for Information Technology In Education (CITE)

香港理工大學

Hong Kong Polytechnic University

- 香港理工大學應用社會科學系
Hong Kong Polytechnic University Department of Applied Social Sciences

Other Partners

香港輔導教師協會
Hong Kong Association of Careers Masters &
Guidance Masters Limited

半山區扶輪社
Rotary Club of Mid-Level

香港四邑商工總會陳南昌紀念中學校友會
The HKSYP&IA Chan Nam Chong Memorial
College Alumni Club

基督教宣道會深恩堂
C&MA Bountiful Grace Church

基督教主恩會
Grace Community Church



前瞻 Looking Forward

在未來的一年，我們將繼續開發和改善 *youCodia*（友程果）軟件的用戶介面和用戶體驗及完善其數據庫組件、課程編寫工具和幫助系統。另外，我們將推出中二及中三課程4.0並加入網上自學教材。有趣的編程活動和教材，由生活中的衣、食、住、行，至到社區需要，甚至世界所關心的議題（例如：環保與編程，提高環保意識等）都能緊緊聯繫。把「編程生活化」的理念呈現出來。

In the coming year, we will continue to develop and improve the user interface and user experience of the *youCodia* software. Enhance the *youCodia* database component, lesson authoring tools and help systems. Moreover, we will release curriculum 4.0 to Form 2 and Form 3 students with the implementation of online self-study materials. Through the interesting programming activities and teaching materials from our daily lives to the needs of the society and global issues such as environmental awareness and protection, this is the concept of “practical programming”.

青年全球發展基金

Endowment for Youth Global Development



年度事工概要

Annual Ministry Highlights

鑑於全球疫情影響，我們去年的事工重點從海外轉移到香港本地：

在新冠病例較低的11月，我們協辦了每兩年一次的歷時3天2夜的青年培訓會議。由於檢疫限制，我們只提供了80個名額，但獲得滿額報名。參與者表現出對學習、成長和服務的熱情超出我們的預期。

為期兩年的新導師計劃已經啟動，本計劃專為有志在海外全職生活和工作的本地青年專業人士量身定制。經過嚴格的面試和篩選，60名本地青年專業人士入圍，並與海外有著相似專業背景的導師配對。

我們與難民事工小組(RMG)和難民關注網絡(RCN)合作，為要改善難民和尋求庇護者(RAS)的福利，助其擺脫貧困。這包括與政府聯絡，為難民和尋求庇護者(RAS)提供免費的 COVID 疫苗接種。撰寫新聞稿以宣傳我們在租金歧視方面的調查。我們共同組織了世界難民日活動。這是我們自去年以來第二次以混合模式運行，以便讓更多人同時在線參與。

我們舉辦了 CArtREFugee 明信片設計比賽，包括小學、中學和公開組，以提高公眾對難民和尋求庇護者(RAS)的認識。

In light of the global pandemics, ministry focus was shifted from overseas to local Hong Kong last year:

We co-hosted a biannual 3-day-2-night youth training conference when local COVID cases were low in November. Due to quarantine restriction, only 80 seats can be offered and were all taken. The degree of the passion to learn, grow and serve as demonstrated by the participants was beyond our expectation.

A new two-year mentorship programme tailor-made for local young professionals who plan to live and work full-time overseas has been launched. After strict interview and screening, sixty local young professionals were shortlisted and matched with mentors from similar professional backgrounds in overseas settings.

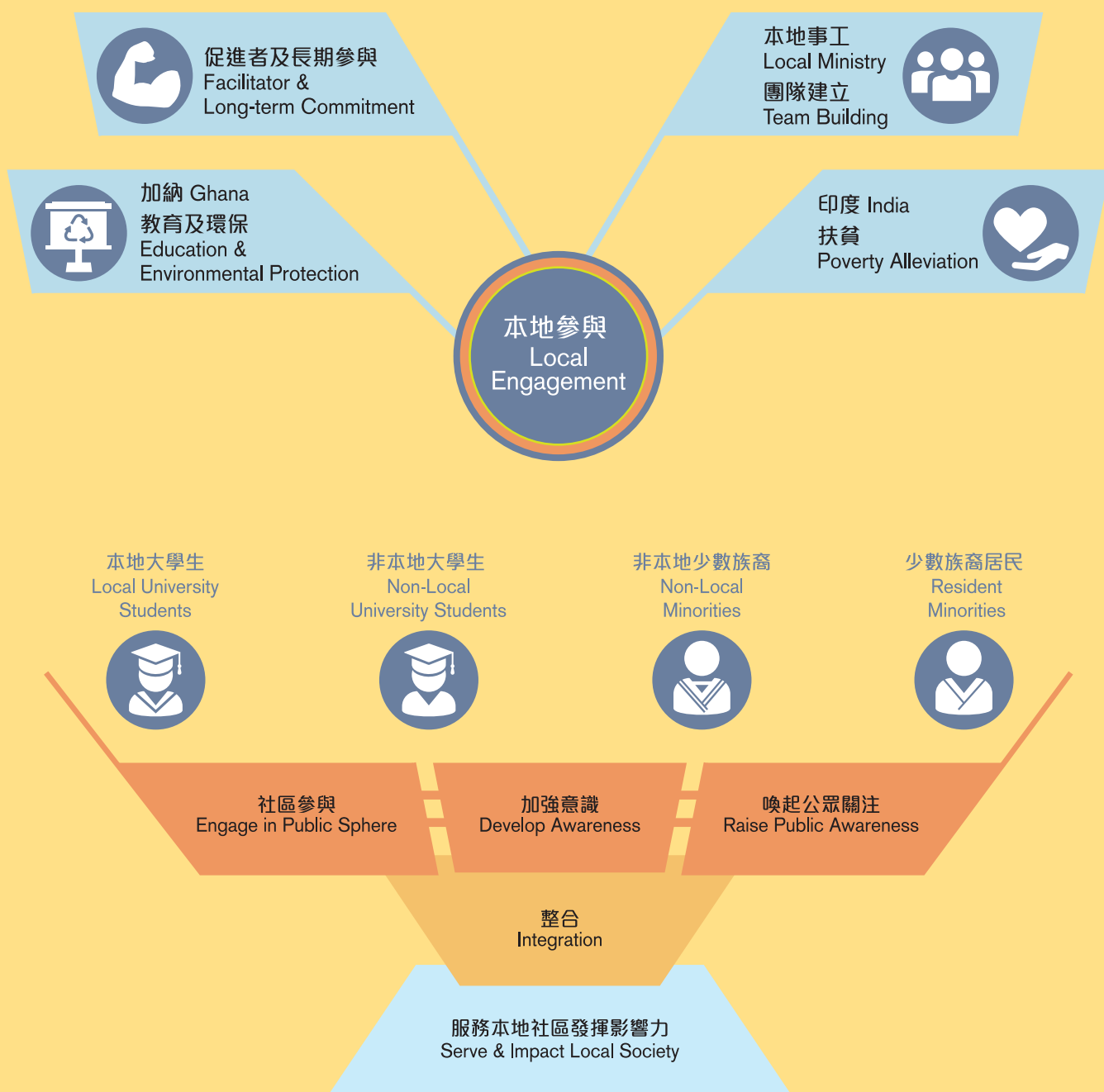
We worked together with Refugee Ministry Group (RMG) and Refugee Concern Network (RCN) to improve welfare for the refugees and the asylum seekers (RAS) to uplift them from living in destitution. This include liaising with the government to provide free COVID vaccination to RAS. Press releases to publicise our survey in rental discrimination. We co-organised World Refugee Day Event. This is our second time since last year to run it in hybrid mode to enable more to join online concurrently.

We've organised a new CArtREFugee postcard design competition which involved primary school, secondary school and open divisions to reach out and raise awareness of RAS among the general public.

融合模式

An Inclusive Model

憐憫和公義 Compassion & Justice



我們的故事

Our Stories

「衝浪 | 職人 | 同行」計劃

— Heather Lam

作為一名基督徒醫學生，我一直在想，作為一名醫生，上帝對我的呼召是什麼。在最初幾年的學習中，我萌發了成為一名前線醫生的尚顯粗糙的想法。因此，「衝浪 | 職人 | 同行」計劃在我看來是一個寶貴的機會，可以進一步探索使命，特別是在醫療領域，並與志同道合的夥伴建立關係，服務有需要的人。

自去年啟動計劃以來，我們小組每兩個月在線會面一次，因為我們的導師都居住在海外。儘管個人日程安排緊密，時區也有差異，我們還是設法在每次會議上召集所有人，並把握了討論和分享的時間。我們輪流提出自己感興趣的話題，例如，在日常工作生活的嘈雜中辨別呼召，分享生命故事，然後交流我們的想法和感受。在日常生活中，我們也在禱告中不斷彼此互相支持。

與導師和其他學員的接觸，不僅加深了我對從職場到跨文化服務等不同形式的前線工作的認識，還拓寬了我對師徒關係的看法；在我尋找更明確的方向時，他們的經歷和故事也是持續的靈感和鼓勵來源。

對我來說，我們的聯結包括師徒關係和團契關係。在當今這個被疾病、戰爭和絕望所折磨的世界中，願我們堅持把上帝作為我們的最終希望，「彼此相顧，激發愛心，勉勵行善，不可停止聚會」（希伯來書10：24-25）並且「行善不可喪志」（加拉太書6：9）。我們能彼此相遇，共同前行，真的是一種祝福。

Mentorship Surfing Programme

- Heather Lam

As a Christian and a medical student, I have always wondered what God's calling is for me as a doctor in the future. The idea of becoming a frontier doctor emerged during the first few years of study, yet it remained a very crude one. The Mentorship Surfing Programme hence appeared to me as a valuable opportunity to explore further into mission, particularly in the medical field, and to forge relationships with buddies who share the same vision to serve people in need.

Since the commencement of the mentorship programme last year, our group has been regularly meeting every two months online, as our mentors are residing overseas. Despite tight personal schedules and time zone differences, we managed to gather every person at every meeting, and optimised the time we had for discussion and sharing. We took turns to initiate topics that interested us, for instance, the discernment of calling among the noises in our daily endeavors, and life-story sharing, followed by an exchange of our thoughts and feelings. We also continuously uplift each other in prayer in our daily lives.

The encounter with my mentors and other mentees has not only enhanced my understanding on the different forms of frontier work, from workplace service to cross-cultural services, or broadened my perspectives on mentorship; their experiences and stories are also an ongoing source of inspiration and encouragement while I seek for a clearer direction.

To me, our connection encompasses both mentorship and fellowship. In today's world plagued by diseases, war and despair, may we keep holding on to God being our ultimate hope, "spur one another on toward love and good deeds, not giving up meeting together" (Hebrews 10:24-25, NIV) and "not become weary in doing good" (Galatians 6:9, NIV). It is truly a blessing to have our paths crossed, and to press on with our journeys ahead together.



我們的故事

Our Stories

「衝浪 | 職人 | 同行」計劃

— Rebecca Ho

身為一個就讀社會工作學系的學生，參加「衝浪 | 職人 | 同行」計劃讓我受益良多。有關計劃按參加者的興趣劃分為不同範疇，我慶幸被分派到社關組，使我在學科專業上能有所成長。通過導師以及其他參加者的分享，讓我看見社會及世界上不同人士的需要。

社關組內多元的社會服務經驗分享，不單擴闊了我的眼界，令我認識到其他群體的價值觀及社會不同階層的需要。大家藉著分享自己在本地及海外經驗，更能交流對不同社會問題的想法，並探索如何從不同的層面去參與推動社會發展和協助弱勢社群。

我們的Mentors有著豐富的社會服務經驗，他們從不吝嗇與我們分享他們在不同機構的工作和經驗。計劃中形形色式的分享與交流都讓我學習到如何去關心社會及敏銳不同社群的需要，更幫助我進深去認識自己和思考普世價值。計劃彌補了我學科上的不足，鼓勵及推動我畢業後成為一個有使命感的社工。

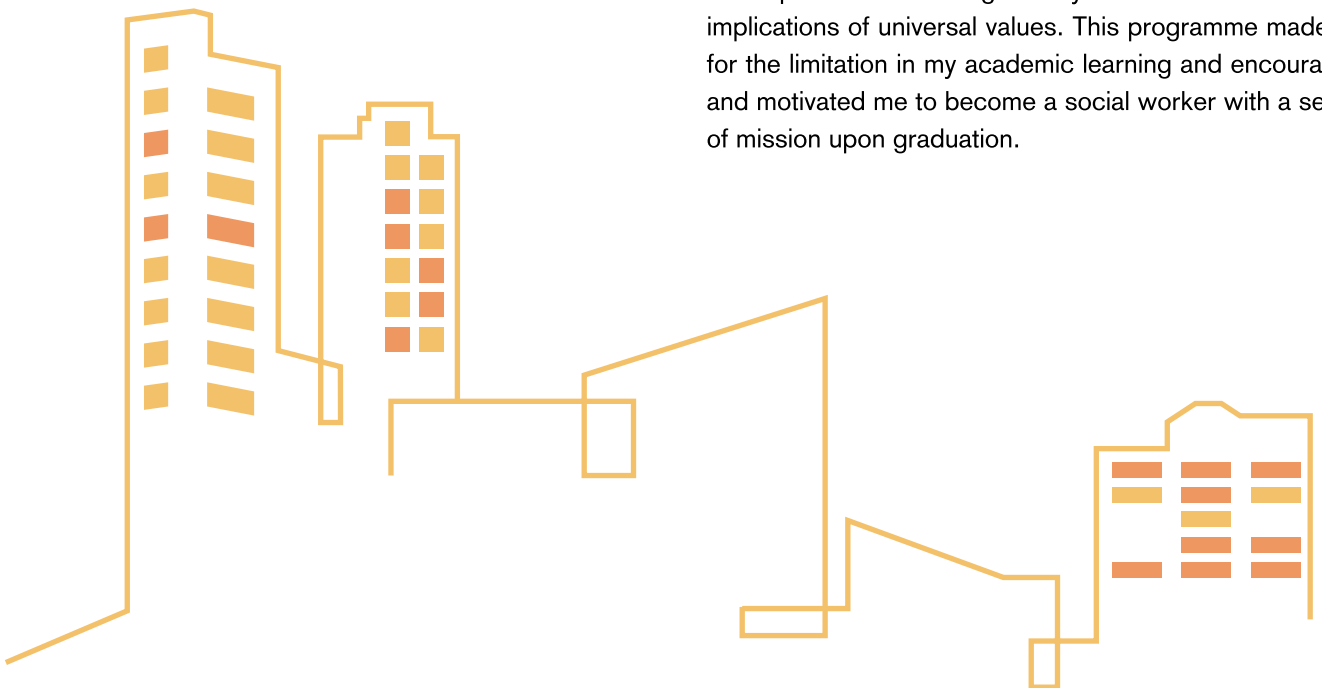
Mentorship Surfing Programme

- Rebecca Ho

As a student majoring in Social Work, I have benefited a lot from participating in the Mentorship Surfing Programme. Participants are assigned to different groups according to their interest. I was fortunate to be assigned to the social concern group, which has enabled me to grow in my professional study. Through the sharing of Mentors and other Mentees, I can see the needs of different people in society and the world.

My horizons are broadened after listening to the experience of those who have volunteered before. I come to know the value system of other communities and the needs of people from different social strata. By sharing their local and overseas volunteer experience, not only was there an exchange of thoughts about social issues, we also got to explore how we could participate in promoting social development and in assisting disadvantaged groups at an individual level.

Our Mentors have extensive experience in social services, and they didn't hesitate to share with us their work and experience in different organisations. The various forms of exchange in the programme have allowed me to learn how to care for and be sensitive to the needs of different communities in society, and also help me gain a deeper understanding of myself and reflect on the implications of universal values. This programme made up for the limitation in my academic learning and encouraged and motivated me to become a social worker with a sense of mission upon graduation.





成果

Our accomplishments

1

聯合舉辦YMDT青年培訓會議，80名青年參會。

Co-hosted YMDT youth training conference with 80 youth participants.

2

推出為期兩年的「衝浪 | 職人 | 同行」計劃，共服務60名年輕專業人士。

Launched Mentorship Surfing Programme, a two-year programme serving 60 young professionals.

3

共同舉辦世界難民日活動，共100人參加。

Co-organised World Refugee Day Event with 100 participants.

4

組織CArtREFugee明信片設計大賽，主題為「與難民和尋求庇護者一起站在希望中」。優勝者的作品來自小學、中學和公開組，並在不同地點展出。

Organised CArtREFugee Postcard Design Competition, with the theme Standing Together in Hope with Refugee and Asylum Seekers. Winner's works from primary school, secondary school and open divisions are selected and exhibited in various locations.

5

成功安排關注難民網絡(RCN)和香港基督教協進會(HKCC)與保安局和社會福利署舉辦會議，討論難民和尋求庇護者(RAS)的福利和法律問題。

Successfully setup a meeting with the Security Bureau and the Social Welfare Department for Refugee Concern Network and Hong Kong Christian Council to discuss the welfare and legal concerns of refugee and the asylum seekers (RAS).

6

與香港基督教協進會(HKCC)合辦前線青年工作交流會，15人參加。

Co-organised a frontier exchange meeting for frontier youth workers under the Hong Kong Christian Council, with 15 participants.

7

與香港01、有線新聞、時代論壇及南華早報共同舉辦「少數族裔及尋求庇護者房屋租住研究」，並發表新聞稿。

Co-organised a Survey on "Experiences of Ethnic Minorities & Asylum Seekers in Private Accommodation Rental", and a press release which was later reported by HK01, Cable News, Christian Times and SCMP.



活動匯報

Our Activities



- 1 少數族裔、難民及尋求庇護者房屋租住研究新聞發布會，2020年10月5日，基督教協進大樓
Rental Discrimination Research press briefing, Oct 5, 2020, Christian Ecumenical Building
- 2 前線青年工作者交流會，2020年11月12日，信義會頌恩堂
Frontier exchange meeting for youth workers, Nov 12, 2020, Praise Lutheran Church
- 3 YMDT大會，2020年11月20-22日，突破青年村，混合模式
YMDT Conference, Nov 20-22, 2020, Breakthrough Youth Village, Hybrid mode
- 4 2020-2022「衝浪|職人|同行」計劃，2020年12月28日，在線
Mentorship Surfing Programme 2020 – 2022 Orientation, Dec 28, 2020, Online
- 5 「衝浪|職人|同行」計劃2020—2022第一期，2021年1月，混合模式
Mentorship Surfing Programme 2020 – 2022 First session, Jan, 2021, Hybrid
- 6 2020—2022年「衝浪|職人|同行」計劃第二期，2021年3月，混合模式
Mentorship Surfing Programme 2020 – 2022 Second session, Mar, 2021, Hybrid
- 7 YMDT 後續支持聚會，2021年4月24日，HKACM
YMDT Follow-up Support Gathering, Apr 24, 2021, HKACM
- 8 YMDT 後續支持聚會，2021年5月15日，HKACM
YMDT Follow-up Support Gathering, May 15, 2021, HKACM
- 9 「衝浪|職人|同行」計劃2020-2022第三屆，2021年5月，混合模式
Mentorship Surfing Programme 2020 – 2022 Third session, May, 2021, Hybrid
- 10 世界難民日活動暨CArtREfugee設計大賽頒獎典禮，2021年6月19日，中華基督教會灣仔堂
World Refugee Day Event and CArtREfugee Postcard Design Competition Award Presentation, Jun 19, 2021, The Church of Christ in China Wan Chai Church

Overseas Partner Organisations

Kokrobitey Institute

New Life College, Ghana

Shekinah Clinic

Karunya Trust

Navjeevan Centre

St. Catherine of Siena School & Orphanage

CCT Group of Ministries

Local Partner Organisations & Networks

難民事工小組(RMG)

Hong Kong Refugee Ministry Group

- 14間教會 / 基督教機構

- 14 Churches / Christian organizations

關注難民網絡 (RCN)

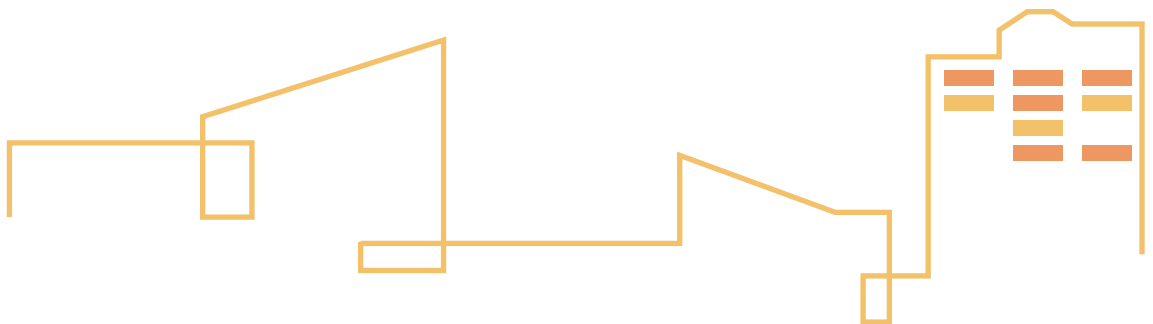
Hong Kong Refugee Concern Network

- 16間非政府組織 / 非營利組織

- 16 NGOs/ Non-profit organizations

香港基督教協進會社會公義與民生關注委員會

Hong Kong Christian Councils Justice and Social Concern Committee





 前瞻
Looking Forward

為本地青少年搭建專責服務少數民族的新平台。
Build a new platform for local youths to serve ethnic minority
on task-force basis.



青年全球網絡有限公司董事會成員

Youth Global Network Limited Board of Directors (2020.07.01-2021.06.30)

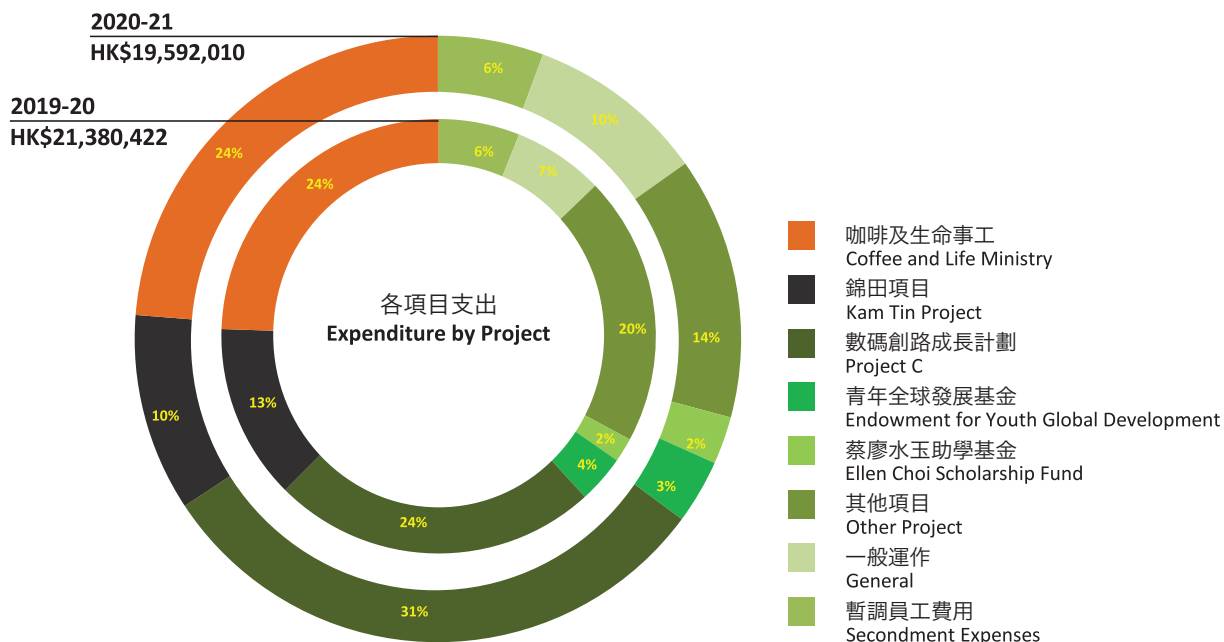
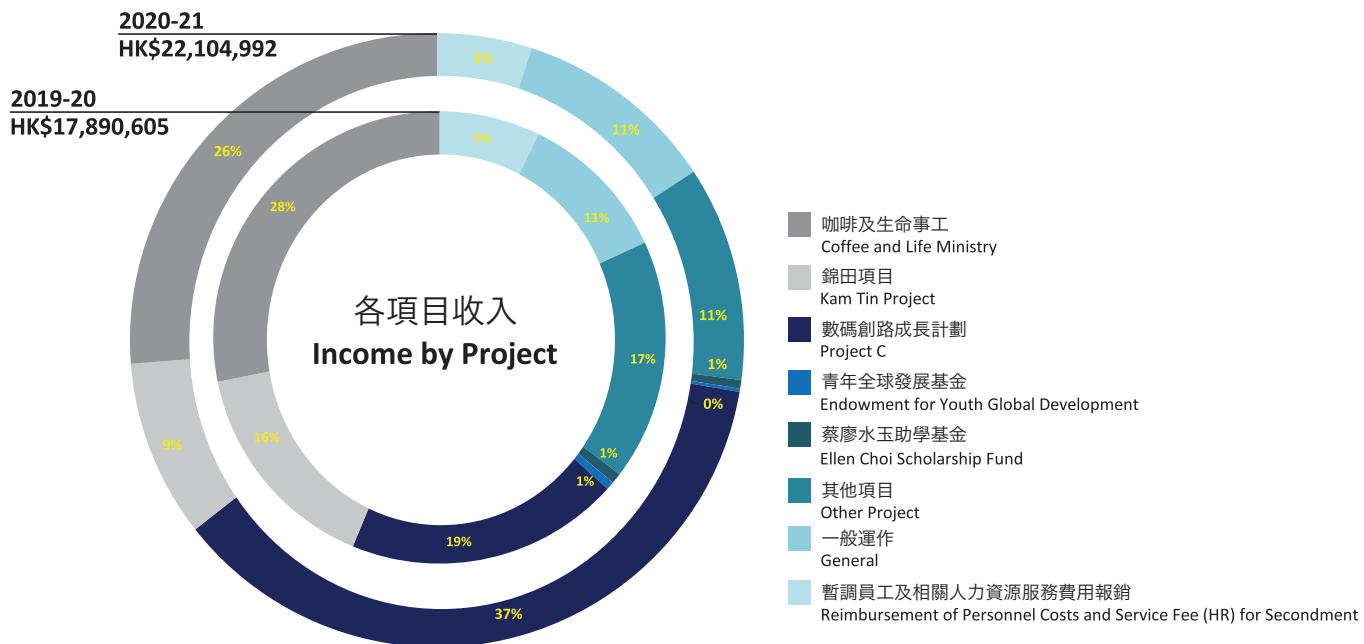
主席 Chairman	陳立業先生 [董事任期由2021年4月1日開始，主席任期由2021年6月17日開始] Mr. CHAN Lambert Lap Yip [Director's terms start from 1st April 2021, Chairman's terms start from 17th June 2021]
副主席 Vice Chairman	李雪英校長 [副主席任期由2021年6月17日開始] Ms. LEE Suet Ying [Vice Chairman's terms start from 17th June 2021]
司庫 Treasurer	張勁先生 [董事任期由2021年4月1日開始，司庫任期由2021年6月17日開始] Mr. CHEUNG King [Director's terms start from 1st April 2021, Treasurer's terms start from 17th June 2021]
秘書 Secretary	林凌女士 [董事任期由2021年4月1日開始，秘書任期由2021年6月26日開始] Ms. LING Ling [Director's terms start from 1st April 2021, Secretary's terms start from 26 June 2021]
董事 Directors	林詒亮先生 [任期由2021年4月1日開始] Mr. LAM Yee Leung [from 1st April 2021] 孫豫女士 Ms. SUN Yue Evangeline 黃家輝牧師 Rev. WONG Ka Fai

董事會成員龍致遠先生（前司庫）及余浩文先生於2020年12月卸任董事及董事會職位。黃子欣博士（前主席）、戎子江先生（前副主席）、莫華昇律師（前秘書）、劉朝宗先生、蘇紀英先生、黃啟民先生於2021年6月卸任董事及董事會職位。本機構衷心感謝所有董事多年來的服侍。

Mr. LUNG Chi Yuen Justin (former Treasurer) and Mr. YU Ho Man retired from the position of Directors in December 2020. Dr. WONG Chi Yun Allan (former Chairman), Mr. YUNG Tse Kwong Steven (former Vice Chairman), Mr. MOK Wah Sing Edwin (former Secretary), Mr. LAU Jimmy Chiu Chung, Mr. SU Kee Ying Albert, and Mr. WONG Kai Man retired from the position of Directors and Officers in June 2021. We express our sincere gratitude to all Directors for their contributions and professional services over the years.

財務摘要

Financial Highlights



本財務摘要摘自青年全球網絡有限公司截至2021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 Youth Global Network Limited's financial accounts for the year ended 30 June 2021. 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

		2020-21		2019-20	
		港元 HK\$		港元 HK\$	
收入	Income				
項目贊助 ⁽¹⁾	Project Sponsorship ⁽¹⁾	10,094,265	47%	8,384,999	47%
奉獻	Donations	1,773,283	11%	1,949,382	11%
咖啡館收入	Café Income	3,181,889	18%	3,236,030	18%
活動收入	Fee Income	3,260,955	10%	1,801,338	10%
「防疫抗疫基金」資助	Subsidy from Anti-epidemic Fund	2,044,513	3%	589,898	3%
其他收入	Miscellaneous Income	646,492	4%	637,012	4%
青年全球網絡項目收入	Income for Youth Global Network Projects	21,001,397	93%	16,598,659	93%
暫調員工及相關人力資源服務費用報銷	Reimbursement of Personnel Costs and Service Fee (HR) for Secondment	1,103,595	7%	1,291,946	7%
總收入	Total Income	22,104,992	100%	17,890,605	100%
支出	Expenditure				
員工薪津及人力資源服務費用	Personnel Expenses	11,589,982	70%	14,877,253	70%
項目及行政費用	Project and Administrative Expenses	4,944,326	11%	2,342,303	11%
咖啡館銷售成本	Cost of Café Sales	810,818	4%	842,017	4%
贊助	Sponsorship Granted	522,369	4%	977,702	4%
折舊 ⁽²⁾	Depreciation ⁽²⁾	620,915	5%	1,049,201	5%
青年全球網絡項目支出	Expenditure for Youth Global Network Projects	18,488,410	94%	20,088,476	94%
暫調員工費用	Secondment Expenses	1,103,600	6%	1,291,946	6%
總支出	Total Expenditure	19,592,010	100%	21,380,422	100%
全年盈餘 / (不敷)	Surplus / (Deficit) for the Year	2,512,982		(3,489,817)	
其他非流動金融資產：	Other Non-current Financial Assets:				
公允價值溢利	Fair Value Gain	1,491		519	
已轉入盈餘或赤字的減值虧損重新分類調整	Reclassification Adjustments Transfer to Surplus or Deficit on Disposal	(7,224)		--	
		(5,733)		519	
總全面收入 / (支出)	Total Comprehensive Income / (Expense)	2,507,249		(3,489,298)	

備註 Note:

(1) 本年度項目贊助包括由遞延收益撥出之贊助共1,847,731港元 (2019-20: 2,439,689港元)。

Project sponsorship for the year included HK\$1,847,731 sponsorship recognized from the deferred income (2019-20: HK\$2,439,689).

(2) 本年度項目折舊包括 (a) 裝置和設備折舊共271,813港元 (2019-20: 722,016港元) 及 (b) 使用權資產折舊共349,102港元 (2019-20: 327,185港元)。

Depreciation for the year included (a) HK\$271,813 for plant and equipment (2019-20: HK\$722,016) and (b) HK\$349,102 for right-of-use assets (2019-20: HK\$327,185).

資產負債表截至2021年6月30日
Balance Sheet as at 30 June 2021

		2021 港元 HK\$	2020 港元 HK\$
非流動資產 ⁽¹⁾	Non-Current Assets⁽¹⁾	1,556,735	1,241,097
流動資產	Current Assets	27,207,048	27,250,902
流動負債 ⁽²⁾	Current Liabilities ⁽²⁾	3,450,913	4,467,740
流動資產淨值	Net Current Assets	23,756,135	22,783,162
非流動負債 ⁽³⁾	Non-Current Liabilities ⁽³⁾	14,910,650	16,129,288
資產淨值	Net Assets	10,402,220	7,894,971
累積盈餘 / (虧損)	Accumulated Surplus / (Deficit)	1,498,548	(1,135,590)
青少年事工培訓基金	Youth Ministry Training Fund	-	237,760
青年全球發展基金	Endowment for Youth Global Development Fund	2,887,970	3,520,626
蔡廖水玉助學基金	Ellen Choi Scholarship Fund	5,039,245	5,436,710
錦田項目專款	Kam Tin Project Fund	-	-
咖啡及生命事工專款	Coffee and Life Ministry Fund	976,457	(170,268)
投資公允價值儲備	Investment Fair Value Reserve	-	5,733
		10,402,220	7,894,971

各基金或專款按捐款者之意願支持相關項目的長期事工。

Funds are recorded to support the respective ministries in long term according to the designated purposes of donors and sponsors.

備註 Note:

(1) 本年度非流動資產包括咖啡及生命事工專款及一般運作之使用權資產共1,214,809港元 (2020: 654,370港元)。

Non-current assets for the year included HK\$1,214,809 right-of-use assets for Coffee and Life Ministry Fund and General (2020: HK\$654,370).

(2) 本年度流動負債包括 (a) 咖啡及生命事工專款及一般運作之租賃負債共458,761港元 (2020: 326,926港元)及 (b) 錦田項目專款及一般運作之延期收益共2,619,000港元 (2020: 3,568,360港元乃錦田項目專款及「防疫抗疫基金」資助)。

Current liabilities for the year included (a) HK\$458,761 lease liabilities for Coffee and Life Ministry Fund and General (2020: HK\$326,926), and (b) HK\$2,619,000 deferred income for Kam Tin Project Fund and General (2020: HK\$3,568,360 for Kam Tin Project Fund and government subsidy from Anti-epidemic Fund).

(3) 本年度非流動負債包括 (a) 咖啡及生命事工專款及一般運作之租賃負債共781,268港元 (2020: 343,272港元) 及 (b) 錦田項目專款之延期收益共13,369,534港元 (2020: 14,867,701港元)。

Non-current liabilities for the year included (a) HK\$781,268 lease liabilities for Coffee and Life Ministry Fund and General (2020: HK\$343,272), and (b) HK\$13,369,534 deferred income for Kam Tin Project Fund (2020: HK\$14,867,701).

我們的歷程

Our Milestones

6/2013

正式成立，於香港註冊為非牟利慈善團體
Founded as a non-profit-making charitable organisation in HK



4/2014

青年全球發展基金展開一個新的青年訓練計劃 (為期18個月)探訪不同的地方
包括柬埔寨、澳門、印度和非洲加納等國家
Commenced a new 18 months EYGD youth training project
to visit Cambodia , Macau, India and Ghana in Africa



5/2015

成立錦田匯動文化館
Established Kam Tin Glocal Cultural Hub



5/2016

成立錦田匯動青年館
Established Kam Tin Glocal Youth Hub



6/2016

位於錦田匯動青年館的「益下家」社區咖啡室開始服務錦田的社區和年青人
The “pay-it-forward” community café at Kam Tin
Youth Hub started serving the community and young
people of Kam Tin.



7/2016

開展數碼創路成長計劃
Commenced Project C- Creative Coding for Change



1/2017

位於錦田匯動青年館的 Alternative Coffee School開始培訓課程
Alternative Coffee School at Kam Tin Youth Hub began barista training



9/2017

新的文化館座落在重建後的錦田青年中心地下
Our new Cultural Hub is located in the reconstructed Kam Tin Youth Centre



10/2017

位於佐敦突破中心地下的Alternative Café 開張
Alternative Café opened on G/F of Breakthrough Centre, Jordan.



12/2017

成立了「咖啡與生命事工發展基金」，提供啟動基金與專業支援去開設咖啡室。
Established the “Coffee and Life Ministry Fund”, providing start-up funds and professional support to open coffee shops.



5/2019

首間獲「咖啡與生命事工發展基金」資助，位於觀潮浸信會大樓的「嗎哪餐廳」正式開業。
The first supported restaurant by “Coffee and Life Ministry Fund” - “Manna” in the Kwun Tong Swatow Baptist Church Building was officially opened



08/2019

友程果學院成立
Established *youCodia* Academy



09/2019

與香港大學教育應用資訊科技發展研究中心合作開展「創意編程課程及師友同行計劃」。
Commenced “Coding for Community Project” with Centre for Information Technology In Education, The University of Hong Kong



11/2019

第二間獲「咖啡與生命事工發展基金」資助，位於泰國曼谷的「Well Hub」正式開業。
The second supported café by “Coffee and Life Ministry Fund” - “Well Hub” in Bangkok, Thailand was officially opened



06/2020

獲香港創科及科技局創科生活基金贊助開發友程果學習軟件平台
Sponsored by Innovation and Technology Bureau, Innovation and Technology Fund for Better Living to develop *youCodia* platform



10/2020

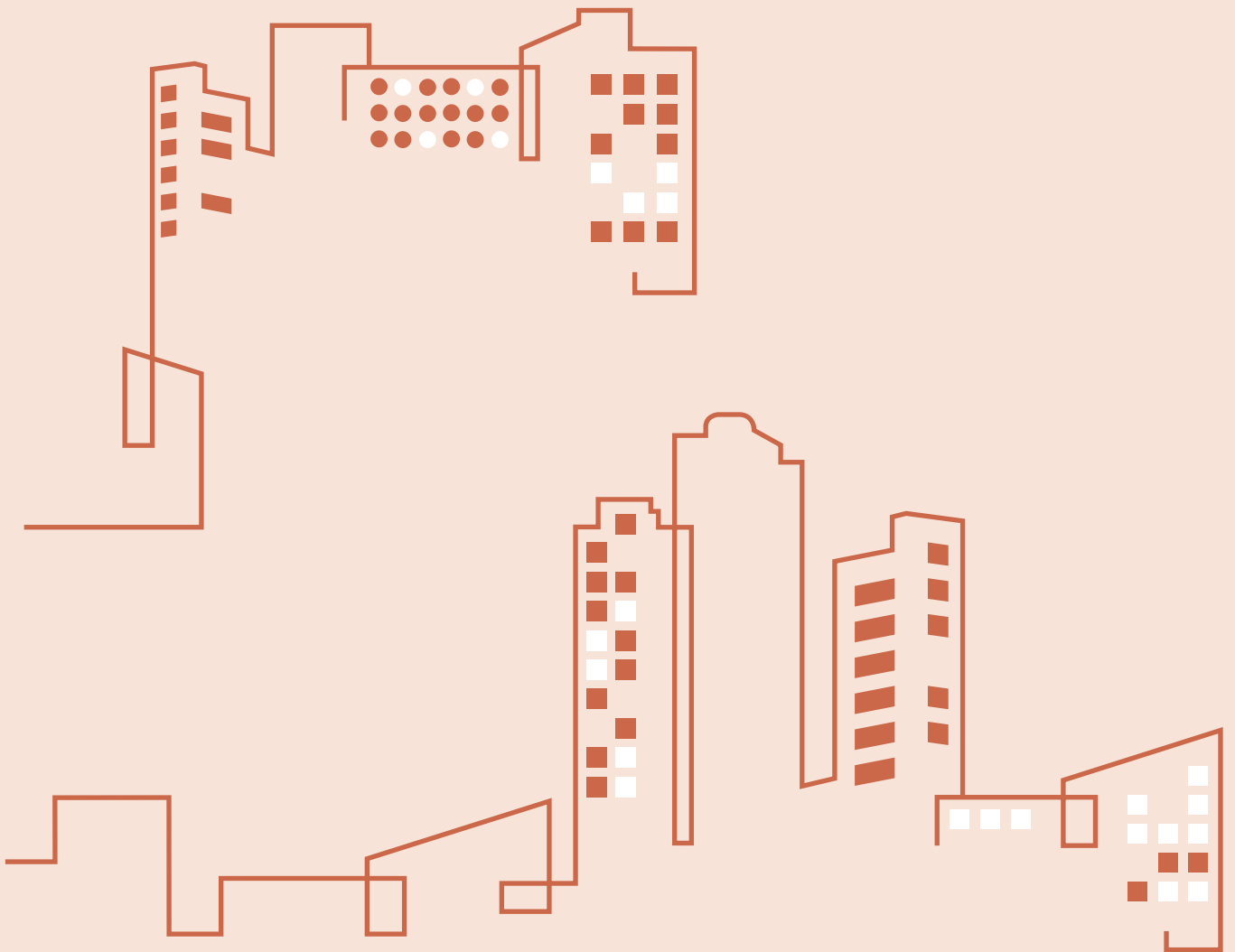
「突破匯動青年」更名為「青年全球網絡」
The Chinese name of Youth Global Network was changed.



7/2021

「青年全球網絡」搬遷至九龍佐敦突破中心十四樓
Youth Global Network was relocated to 14/F, Breakthrough Centre.





青年全球網絡有限公司
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