

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

2021 - 2022





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、在當地發揮影響力。

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

步入 2022 年，全球進入了一個新的時代，根據 WHO 的統計（直至 2022 年 10 月），新冠疫情已造成全世界超過 6.26 億人確診，死亡人數超過 656 萬人。再加上俄烏持續的戰爭，中美關係繼續惡化，全球化時代逆轉為去全球化的時代，我們再次進入文明衝突，世界秩序重新編寫的不確定時代。在這新時代的影響下香港也起了前所未有的巨變，青年人有著強烈的「無助感」和「無望感」（Helplessness and Hopelessness）。有一個專門研究香港人開心指數的平台研究數據指出，受訪者抑鬱情緒症狀於過往 3 年連續上升。2022 年有多達 32% 受訪者有中度至重度抑鬱症狀，比去年的 30.4% 多。而全香港最不開心的年齡組別，竟然是本應「不識愁滋味」的 12-18 歲的少年人！近年在網絡上最炙手可熱的公共知識份子，暢銷書《人生十二法則》的作者，加拿大的臨床心理學家佐敦·彼得遜（Jordan Peterson）一針見血指出：「追求快樂是一個沒有意義的目標！」（The pursuit of happiness is a pointless goal!）他牽起了一鼓熱潮令青年人重新思考人最基本的價值和意義：不要只為自己的好處和快樂而活，要尋找比自己更大的意義而活，並為此而努力和承擔責任，成為一個有誠信、表裡如一的人。

“ 面對無助、無望、不開心的年青一代，我們的目標不是要他們追求快樂。我們的目標是與他們一起同行：透過數碼編程、籃球和咖啡的專業培訓，再加上生命品格的培育，讓他們發現自己的強處和熱情，並為此而努力和委身，從而尋找意義和方向。 ”



在這年報裡，您會看到我們的團隊在這動盪不安的時候，如何堅持信念、謹守崗位地培育年輕人。在「數碼成長創路計劃」裡，兩位教師助理的實習生 Kelly 和 Edgar 如何在不斷受疫情影響而停課下，在逆境中仍然發揮創意和堅毅地裝備年輕人。到最後，這兩位實習生在這條助人成長路上也上了寶貴的一課，更清楚確認他們自己的人生方向和使命。栽培年輕人的同行者一直也是我們的使命，在「錦田項目」裡，我們透過「MVP 父子籃球營」培訓一群父親與兒子。我們的目標不單是要兒子成為最有價值球員 Most Valuable Player，更需要成為最有品格球員 Most Virtuous Player。一群父親重新燃點成為父親的熱情，不是只用權威來管教兒子，而是敢於面對自己的錯誤、主動向兒子道歉與復和，成為步入青春期兒子的 MVP (Most Valuable Parent 最有價值家長)。

無助、無望、不開心的年輕人是隱藏的，是需要我們離開安舒區，進入他們生活的現場尋找和連結他們。在「咖啡與生命事工」裡，年輕有為的「全能咖啡師」Kyle 分享，如何進到群育學校裡培訓那些被標籤為「壞孩子」的年輕人。因為他自己也是曾迷惘過和頑皮過的男孩，所以他對這些反叛的「壞孩子」份外有耐性和愛心，這份同理心令他成為更全面的「咖啡與生命」培訓師。在「青年全球發展基金」裡，雖然疫情令我們未能如往常一樣帶領年輕人到迦納和印度學習與體驗，但沒有阻止年輕人去擴闊視野、尋找意義和服務弱勢群體。我們的同工 Candice 帶領一班來自不同文化背境的年輕人，一起尋找和關懷那些在香港被遺忘了的群體：難民及尋求庇護者的少數族裔。透過在本地實踐憐憫和公義的行動，我們發現找到意義和方向並不是遙不可及的目標，很多時候，反而是那些「弱勢」群體的生命力和堅持，成為我們的祝福。

我們相信未來的日子仍然是充滿挑戰和艱難，不單香港的青年人需要同行者，我們的團隊也需要同行者。誠意邀請您，無論在任何地方或處境，也成為我們的同行者，加入我們這個與青年人同行的運動，燃點他們的熱情，從而帶來力量、盼望和意義！

董事會主席

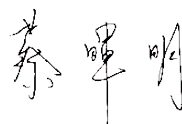


陳立業先生

網聯席會長



曾育彪博士



蔡暉明博士



陸少彬先生



From the Chairman and the Co-presidents

Stepping into 2022, the world has entered a new era. According to statistics from the WHO (through October 2022), there have been over 626 million confirmed diagnoses and more than 6.56 million deaths due to the coronavirus around the world. Russia and Ukraine continue to be at war, Sino-US relations continue to deteriorate, and the era of globalisation has reversed to de-globalisation. We are once again entering a time of uncertainty with civilisations clashing and the world order being rewritten.

This new era has also introduced unprecedented changes to Hong Kong – in particular, young people have developed a strong feeling of helplessness and hopelessness. According a platform that studies the happiness index of people in Hong Kong, the number of survey respondents who reported experiencing symptoms of depression has been rising during the past three years. As many as 32% of respondents in 2022 have moderate to severe depressive symptoms, up from 30.4% last year. And the unhappiest age group in Hong Kong are 12 to 18 year-olds who are not supposed to know the taste of sorrow at such a young age!

One of the most popular public intellectuals on the Internet in recent years is Canadian clinical psychologist Jordan Peterson, author of the best-selling book "12 Rules for Life" Peterson hits the nail right on the head when he states, "The pursuit of happiness is a pointless goal!" This sentiment has stirred up enthusiasm among young people to rethink the most basic values and meaning of human life: don't live only for your own benefits and happiness, but seek out the greater meaning of life, working hard and taking responsibility to become a trustworthy and authentic person.

“Facing the helpless, hopeless, and unhappy young generation, our goal is not to guide youths in pursuing happiness, but to mentor them through professional training in computer coding, basketball and coffee. By cultivating life character and helping youths discover their strengths and passions, we can guide them to commit and work hard towards their goals, offering them meaning and direction in life.”

In this annual report, you will see how our team persisted in their beliefs, remained dedicated to their work, and continued to nurture young people during this turbulent time. In the "Creative Coding for Change Project," two intern teaching assistants, Kelly and Edgar, unwaveringly used their creativity to teach young people despite the prolonged impact of the pandemic and the suspension of classes. While on the path of helping others grow, the two interns also learned a valuable lesson themselves – they now have a clearer understanding of their own life direction and mission. It has always been our mission to train up mentors of young people. During the "Kam Tin Project," we trained a group of fathers and sons through the "MVP Father-Son Basketball Camp." Our goal was not just for the sons to be the Most Valuable Players on the basketball court, but also for them to be the Most Virtuous Players. The fathers rekindled their enthusiasm for being fathers. Instead of just

using authority to discipline their sons, they learned to face their mistakes, taking the initiative to apologise for their mistakes and reconcile with their sons. Through this journey, they can become the "MVP" (the "Most Valuable Parent") for their adolescent sons.

Helpless, hopeless, and unhappy young people are usually hidden, and we need to leave our comfort zone and meet them where they are to find and connect with them. In the "Coffee and Life Ministry", Kyle, a young and promising "all-round barista," shared that he visited a school for social development (SSD) to train young people who were labelled as "troubled kids." Kyle was once a lost and naughty boy himself. He was extremely patient and loving towards these rebellious "troubled kids," and his empathy made him a more well-rounded "Coffee and Life" trainer. Although the pandemic has prevented the "Endowment for Youth Global Development" team from leading young people to Ghana and India, it has not stopped young people from broadening their horizons, finding meaning, and serving the disadvantaged. Our young co-worker Candice led a group of young people from different cultural backgrounds to seek out and care for the forgotten people in Hong Kong: refugees and asylum-seeking minorities. By practicing acts of mercy and justice locally, we discover that finding meaning and direction is not a far-fetched goal. Witnessing the vitality and resilience of these "vulnerable" groups often become blessings for us.

Life will still be full of challenges and hardships. Not only do young people in Hong Kong need companions, but our team does too. We sincerely invite you, regardless of where you are or what your situation is, to be our companions and join our movement of walking alongside young people to ignite their passion and bringing them strength, hope and meaning!

Chairmen of the Board

Co-presidents



Mr. Lambert Chan



Dr. Bill Tsang



Dr. Jonathan Choi



Mr. Ben Luk



咖啡與生命事工

Coffee and Life Ministry



ALTERNATIVE

年度事工概要

我們的使命是裝備弱勢年輕人成為專業和品格兼備的咖啡師，為社區提供優質的咖啡、食物和服務。Alternative 咖啡室在疫情肆虐下，持續成為動盪城市中的綠洲。我們認為「專業精神」的定義是穩定地以可可靠的專業態度和品格提供高質素的服務。因此，Alternative 咖啡學校注重提供專業的咖啡培訓，而培育咖啡師的生命素質和專業態度更是事工的靈魂。

每年的重點項目「我係咖啡師」為期一個月，兼顧咖啡與生命培訓。另外，我們開展了為期四個月「咖啡實習生計劃」，由精品咖啡協會認可咖啡培訓師 Authorised Specialty Coffee Association Trainers (ASTs) 為實習生在真實的工作場境提供「埋身」的培育與督導。我們的咖啡學校亦與不同的群育學校合作，為情緒和行為有特別需要的年輕人提供專業的咖啡與生命培訓，讓這些學生以「準專業咖啡師」的身份回饋學校，服務同學、老師和家長。

Annual ministry Highlights

Our mission is to equip disadvantaged youth to become baristas who demonstrate competency and high-character as they can provide quality coffee, food and service to the community. Amidst the ravages of the pandemic, Alternative Café has continued to be an oasis in a turbulent city. We believe that the definition of "professionalism" is the ability to consistently provide high quality service with a trustworthy attitude and character. Therefore, our Alternative Coffee Lab works diligently to provide professional coffee training, but the soul of the ministry is to cultivate the life quality and professional attitude of baristas.

"I Am a Barista" is our key project each year. It lasts one month and delivers both coffee skills and life training to students. In addition, we launched a four-month "Coffee Internship Programme", where Authorised Specialty Coffee Association Trainers (ASTs) provide interns with "up-close" supervision and training in real workplaces. Our Coffee Lab also works with various schools for social development (SSD) to provide professional coffee skills training and life education to young people with special emotional and behavioural needs. These young people in turn give back to their schools by serving as "pre-professional baristas" for their classmates, teachers and parents.



我們的故事

「咖啡與生命」的培訓師

咖啡對 Kyle 來說，不只是一杯飲品，一項技能，一份工作，更是一種身份，一個平台和走到生命深處所喚起的愛。

9 年前，18 歲的 Kyle 在一間咖啡室做侍應，洗洗刷刷的日子令他琢磨：是不是我也可以做咖啡師？每次新的工作機會出現，Kyle 都積極回應，從咖啡技術到咖啡室的營運再到咖啡烘焙，積累了工作經驗。兩年前，懷著對未來的期待，Kyle 成為我們新建立的烘焙工場的咖啡烘焙師。

過去一年裡，Kyle 繼續向「全能咖啡師」進發，考獲了精品咖啡協會認可咖啡培訓師 (AST) 的資格：「以前空餘時間只會宅在家裏打機，生活乏味。現在因為咖啡的緣故，多了和人建立關係，更喜歡團隊合作，也開始關心別人。身邊不少朋友有關於咖啡的問題，我的意見給到他們幫助時，我非常開心。」

會沖咖啡是一回事，但是會教咖啡是新的挑戰，需要更多打開自己的生命並作回應。一次，教授群育學校的學生咖啡課時，Kyle 看到被判定為「壞孩子」的同學的內心掙扎，對自己沒有認同，總是自我懷疑。Kyle 感同身受，「在教學過程中我們常常帶著鼓勵和支持，看到他們慢慢邁出嘗試的步伐，願意投入以及進步時的興奮，我也跟著開心。每個人都是有價值的。」

Kyle 說他最大的學習是耐心：「我看到每個人都是那麼特別，在課堂上即便我覺得自己表達得很清楚了，不同人的領悟還是完全不同。有時我也心急，但見到他們學得很盡力，我便反思一定要馬上達到我的標準嗎？每個人都有自己的節奏，耐心陪著他們走過這段路，接納和欣賞他們在這節奏裡的付出和努力，是我覺得作為導師最應該做的事。」

Kyle 回顧過去一年的成長說：「我的上司不停鼓勵我面對從前不敢嘗試的挑戰，教我考 AST，帶我一步步成為咖啡導師。在完全的接納裡面建立一個能夠察覺自己並且可以去實踐愛和關懷的過程，我特別感恩。」

現在 Kyle 深受咖啡學生的愛戴。學生首先被他高超的拉花技術吸引，再被他的同理心和接納感動。從被影響到影響他人，當咖啡進入到 Kyle 的生命深處，深淵與深淵回響，Kyle 曾經走過的路成為正在走上這條路的年輕人最美好的祝福。



Our Stories



Coffee and Life Trainer

For Kyle, coffee is not just a beverage, a skill, or a job, it is also an identity, a platform, and a love that have awakened from the depths of his life.

Nine years ago, 18-year-old Kyle was working as a waiter in a coffee shop. His days spent washing and scrubbing made him wonder whether he could be a barista too. Every time there was an opportunity to try new tasks, Kyle responded enthusiastically and has accumulated a wide variety of work experience from coffee skills to coffee shop operation and coffee roasting. With eager anticipation for the future, Kyle became the coffee roaster at our newly established roastery two years ago.

Over the past year, Kyle has continued his journey to become an "all-round barista" and is now certified as an Accredited Coffee Trainer (AST) by the Specialty Coffee Association. "In the past, I would spend all my spare time cooped up at home playing computer games, leading a very boring life. Now because of coffee, I have developed more relationships and I really enjoy working on a team. I have even begun to care about others. Many friends around me have questions about coffee and I am overjoyed when I can help them with my suggestions."

Knowing how to brew coffee is one thing, but being able to teach coffee is a new challenge that requires more openness and responsiveness from one's heart. While teaching a coffee class for students from a school for social development, Kyle saw the inner struggle of a student who was labelled as a "bad boy". The student lacked self-identity and was always full of doubts about himself. Kyle was empathetic towards

this student: "We try to provide a lot of encouragement and support in the teaching process. It's gratifying to see the students step out of their comfort zone and be willing to commit and experiment. I rejoice with them when they make progress. Everyone is valuable."

Kyle said that the biggest lesson he has learned is patience, "I realise that everyone is special. Even if I feel like I have expressed myself clearly in class, the level of understanding is different with each individual student. I would get impatient sometimes, but when I saw how hard the students were working, I would ask myself if it is necessary for them to meet my standards right away. Everyone learns at a different pace and I need to patiently walk with them through this journey, accepting and appreciating the efforts they are putting in — that is the most important task of a mentor."

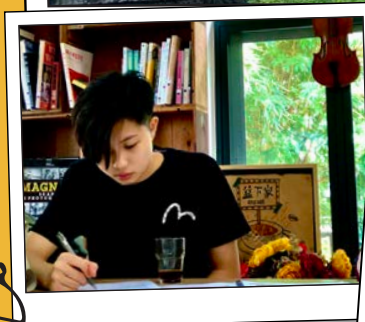
Looking back on the growth of the past year, Kyle said, "My boss kept encouraging me to take on challenges that I didn't dare to try before. She trained me for the AST test, and guided me step by step to become a coffee trainer. I am especially thankful to have built a process that accommodates self-awareness, love and care within an environment of complete acceptance."

Now Kyle is loved and admired by all his coffee students. Students were initially captivated by his superb latte art skills, but were then touched by his empathy and acceptance. When coffee entered the depths of Kyle's life, it created a powerful resonance. Kyle's life progressed from being influenced to influencing others, and the path Kyle travelled has become the best testimony and blessing for young people who are just stepping onto a similar path.



活動匯報 Our Activities

我係咖啡師
I Am a Barista



學校講座
Seminar At School

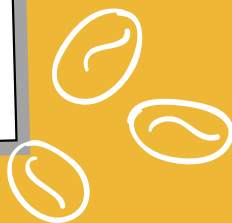
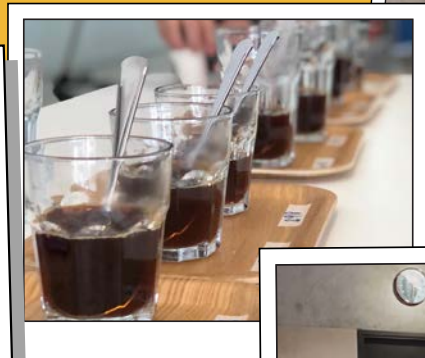




生命教育平台
Life Education Platform



杯測、咖啡室參觀
Cupping、Coffee Shop Visit



成果 Our Accomplishments

專業認證 Professional Certification

265 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：
265 students obtained various professional barista certificates recognised by the Specialty Coffee Association (SCA), including



中級沖煮咖啡證書
(Brewing Intermediate certificate)



初級沖煮咖啡證書
(Brewing Foundation 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

17 位「我係咖啡師」學生在 Alternative 咖啡室短期實習，有 2 位是「咖啡實習生計劃」的實習咖啡師，由專業的咖啡師和青年工作者提供督導。

17 "I am a Barista" students completed short-term internships at Alternative Café, including 2 in the "Coffee Internship Programme", supervised by professional baristas and youth workers.

轉化生命 Life Transformation

我們透過咖啡學校、Alternative 咖啡室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 13 次咖啡與生命講座和工作坊，服務超過 1000 人。

Using the life education platform within the Coffee Lab and Alternative Café, we promoted and educated young people on connecting and building their lives through coffee. We conducted 13 coffee and life seminars and workshops, serving over 1000 people.

永續營商 Sustainable Business

Alternative 咖啡室在過去一年已服務超過 72,000 人次，在疫情影響下仍幾乎達到收支平衡。Alternative Café has more than 72,000 visits during the past year and almost broke even financially despite the impact of the pandemic.

群體結連 Community Connection

咖啡學校成立 5 年以來，已經培訓了超過 800 個學生獲取精品咖啡協會 (SCA) 認證的各類專業咖啡師證書。我們定期舉行杯測 (Cupping)、咖啡室參觀、咖啡與生命營會等活動，繼續讓學生在咖啡和生命上成長。

Since the establishment of the Coffee Lab 5 years ago, more than 800 students have obtained various professional barista certificates certified by the Specialty Coffee Association (SCA). We regularly hold cupping, coffee shop tours, coffee and life camps and other activities to continue growing students in coffee and life skills.

我們的夥伴 Our Partners



● Bolaven Farms

● 嗎哪事工
Manna Café & Ministry

● 半路咖啡
Halfway Coffee

● 炬點咖啡
Torch Coffee

● 觀塘潮語浸信會
Kwun Tong Swatow Baptist Church

● Well Hub Café



前瞻 Looking Forward

在未來的一年，Alternative 咖啡室會讓年輕的咖啡師承擔更多管理和帶領的工作；Alternative 咖啡學校會繼續與不同的學校合作，為未能在主流學校繼續升學的年輕人提供專業的咖啡與生命培育。另一方面，我們會繼續培訓我們的畢業生，在咖啡專業上再進深，透過「咖啡實習生計劃」在營運、烘焙和教學上有實習的機會。

In the coming year, young baristas will be allowed to take on more management and leadership tasks at the Alternative Café; the Alternative Coffee Lab will continue to partner with different schools to provide professional coffee and life training for young people who have not been able to continue their studies in mainstream schools. In addition, we will continue training our graduates to further advance in the coffee profession by providing internship opportunities in operations, roasting and teaching through the "Coffee Internship Programme."

錦田項目 Kam Tin Project



錦田事工一直以「社會再生」的模式建立社區，
目標是培育有使命感的青年群體並由他們回饋社區。

年度事工概要

疫情下，錦田隊工和青年群體拒絕「躺平」，用創意精彩生活，保持連結。我們服務錦田社區已七年，最早接受服務的已由高小學生成長為高中、大專生，有些已工作。他們由受助者轉化為助人者和建設社區的生力軍。

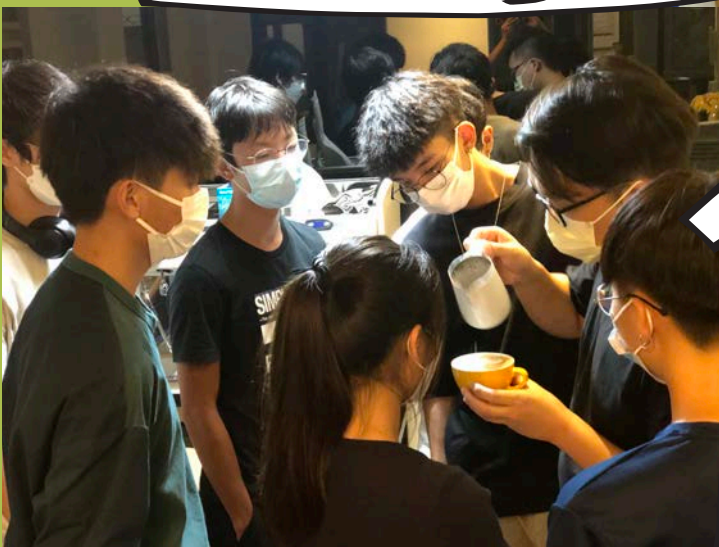
籃球事工方面，我們的社區籃球隊培育出三名實習教練，其中兩位由小學開始參加。他們有志成為全職籃球教練，在過去一年作為實習生回到錦田母校擔任籃球興趣班教練，亦成為中學「籃球火」計劃的助教，服侍有特殊學習需要及低抗逆力的學生。

社區方面，文化館的「益下家」咖啡服務繼續連結年輕人、家長和街坊。青年館裝備年輕人成長，包括功課輔導、文化交流、生命成長小組和咖啡專業培訓。文化館是年輕人實踐服務社區的平台，過去一年舉辦了由年輕人主導的音樂會、文化導賞和關懷社區的活動。

"Social Regeneration" has always been the foundational concept that the Kam Tin Ministry uses in building up the community.



The goal is to nurture a community of young people with a sense of mission and empower them to give back to the community.



Annual Ministry Highlights

Under the shadow of the pandemic, the Kam Tin team workers and youth refused to take the challenge lying down. Using their creativity, they were able to live vibrantly and maintain connections. We have been serving the Kam Tin community for seven years. The primary school kids that we initially served have grown into high school and college students; some have even become working adults. They have evolved from being beneficiaries to a new force of helpers who are serving others and building up the community.

Through the basketball ministry, our community basketball team has produced three trainee coaches, including two who started with us in elementary school. All three aspire to become full-time basketball coaches. During the past year, they returned to their Kam Tin alma mater as interns to serve as coaches of basketball classes. They also became assistant coaches in the "Basketball Passion" programme for secondary school, serving students with special learning needs and low resilience.

On the community side, the "Pay-it-Forward" coffee service at the Cultural Hub continues to connect young people, parents and neighbours. The Youth Hub equips young people through services like cultural exchanges, life growth groups and professional coffee training. The Cultural Hub is a platform for young people to practice serving the community. During the past year, we have hosted concerts, cultural tours and community-caring activities, all led by young people themselves.

錦田社區再生

KamTin 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 Glocal 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

提供免費品格籃球訓練

To provide character-building basketball training for free

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

社區凝聚、有機結連

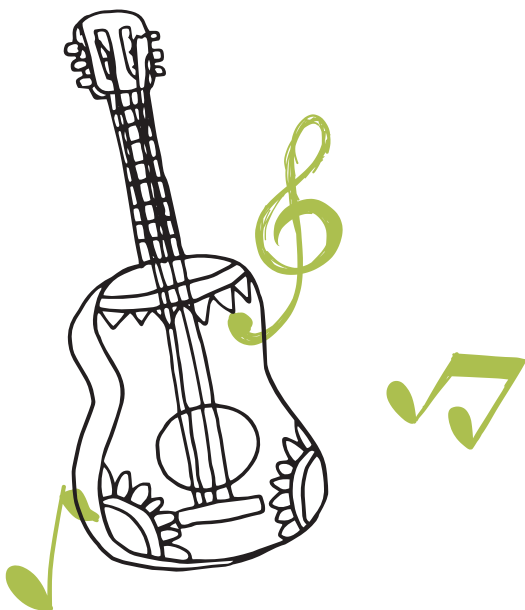
文化館不是一般的咖啡店，除了用「益下家」方式分享咖啡和甜品，亦是一個社區空間和圖書館，提供讓人喘息、遊戲、閱讀和互相連結的地方。

這一年來，我們每週在文化館或青年館組織結他小組，連結愛好音樂的年輕人，生氣盎然。結他小組無分誰在「教」、誰在「學」，而是互相鼓勵、一同進步。學員龍仔報名參加學校的歌唱比賽，其他同伴幫忙編曲，陪同練習。每逢星期三，是文化館舉辦「語言交流」時間，阿恒結識了結他師傅 Jonah，在技術上更上一層樓。

一天，一個單車隊在文化館歇息時遇上正在練習結他的阿恒，單車隊中有兩位成員原來三十年前曾經也是結他手，兩代人即興地演奏起來，有說有笑。

中秋節，年輕人在文化館門外發起小型追月音樂會，新舊朋友盡情高歌。

當我們持續在社區開放空間，鼓勵大家彼此分享，就見證許多珍貴的片段，啟發我們思考如何延續社區工作。



Community cohesion and organic connection

The Cultural Hub is not just an ordinary café. Besides offering coffee and desserts in a "Pay-it-Forward" manner, it is also a community centre and library where people come to relax, play, read, and connect with each other.

Over the past year, we have organised a weekly guitar group held at the Cultural Hub or the Youth Hub to connect young people who love music, which always bring a lot of energy to the place. There is no distinction between who is "teaching" and who is "learning" in the guitar group. Instead, they challenge each other and make progress together. Student Long Zai signed up for a singing competition at his school, and his friends rallied to help arrange the score and practice with him. Every Wednesday, the Cultural Hub hosts a language exchange time, and Ah Heng met Jonah, a guitar instructor, who helped him improve in his guitar technique.

One day, a cycling team, while taking a break at the Cultural Hub, heard Ah Heng practice guitar. Two members of the cycling teams were once guitarists thirty plus years ago. The two generations of guitarists conducted an impromptu jamming session, talking and laughing through it all.

During the Mid-Autumn Festival, the young people held a small moon-chasing concert outside the Cultural Hub with old and new friends singing to their hearts.

While we continue to provide a space in the community and encourage everyone to share, we have witnessed many precious moments, which inspire us as we ponder how to continue our community work.



MVP 父子籃球營

Father-son Basketball Camp

受 NBA 籃球界重要獎項『MVP, Most Valuable Player 最有價值球員』的啟發，我們為父子籃球營取名 MVP，取意『Most Virtuous Player 最有品格球員』和『Most Valuable Parent 最有價值家長』。

Inspired by the NBA's "MVP – Most Valuable Player" award, we named the father-son basketball camp MVP with the double meaning of "Most Virtuous Player" and "Most Valuable Parent".

核心理念

Core Idea

錦田籃球事工的核心理念是建立青少年身心靈健康 (Wellness)，堅持「輸球不輸品」的精神。在服侍過程中，我們深信爸爸才是最好的人生教練。在 2021 年 8 月，我們舉辦了首次父子籃球營，運用以下元素設計活動和工作坊：籃球技術、體能訓練、運動心理、培育品格；訓練青少年成為技術和品格兼備的球員，也培訓父親成為孩子最優秀的人生教練。

The core concept of the Kam Tin Basketball Ministry is to build physical and mental wellness while maintaining a resolute spirit of good sportsmanship and character in young people. In our ministry, we believe that Dad is the best life coach. In August 2021, we conducted our first father-son basketball camp. Activities and workshops were designed to cover multiple elements: basketball technique, physical training, sport psychology, and character building. The goals were to train teenagers to be players with both skills and character, and fathers to be their children's best life coach ever.

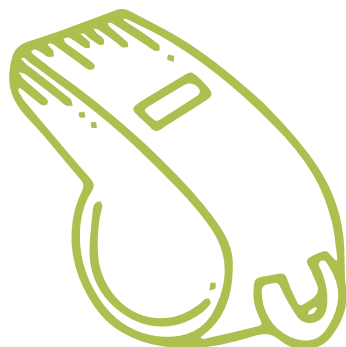
Men's Talk 工作坊

Men's Talk Workshop

父子營中很重要的環節是只有爸爸參加的工作坊。在第一次工作坊，我們邀請爸爸寫一封道歉信給兒子，承認過失並請求原諒。爸爸甲分享自己情緒失控時體罰兒子，一直感到後悔；爸爸乙分享自己是「缺席父親」，縱使跟兒子在一起，都是在玩手機；爸爸丙分享自己將期望強壓兒子身上……當爸爸向兒子讀出書信時，那和好如初和重修關係的畫面，至今仍歷歷在目。

A very important part of the father-son camp were the workshops where only the fathers participated. In the first workshop, we invited each dad to write an apology letter to his son, admitting any wrongdoing and asking for forgiveness. Dad A shared how he physically punished his son out of his own frustrations, and he always regretted it; Dad B shared that he was an "absentee father," and even when he spent time with his son, he would be playing with his mobile phone; Dad C shared how he forced his expectations on his son. After the fathers read their letters out loud to their sons, we all witnessed the resulting reconciliation and restoration of relationships, which is still vivid in our mind.





父親們的角色轉移

The changing role of fathers

體育運動是一種共同語言，能夠迅速連結參加者。透過籃球訓練和比賽，我們建立了默契及信任。營會完結後，我們仍和父子營參加者們定期聚會，他們還自發相約遠足。有幾位爸爸成為了我們的義工，在今年暑假的籃球營擔任工作人員和導師。

Sport is a common language that quickly connects participants. Through basketball training and competitions, we developed strong mutual understanding and trust. We are very thankful that after the basketball camp, we still meet regularly with the fathers and sons. They even spontaneously organise their own hiking trips. Several dads became volunteers, serving as staff and mentors at this summer's basketball camp.

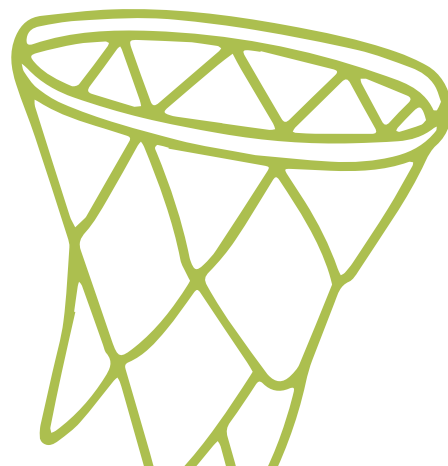


事工面對的挑戰

Challenges facing the ministry

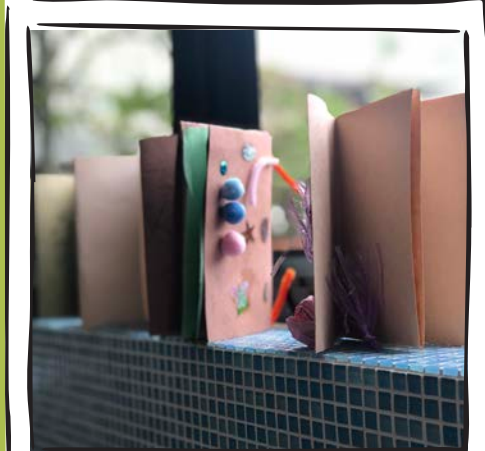
2021年首次籌備父子籃球營時，面對阻力，我們曾質疑父子籃球營是否能夠完成。感謝參加者用具體的分享肯定了我們的工作，有兒子分享：「我想爸爸跟我一起打籃球」，「多謝爸爸送籃球鞋給我，爸爸 I love you」。另有爸爸跟我們分享：「能夠跟兒子 men's talk，覺得不可思議」，「跟兒子道歉和擁抱後，感到無比釋懷」。甚至有媽媽跟我們分享，感到丈夫不同了，願意花更多時間在親子關係上。

We faced some resistance when we started planning the father-son basketball camp in 2021 and we had doubts whether it could be accomplished. We thank our participants for affirming us with specific positive feedback. Some sons shared, "I want dad to play basketball with me" "Thank you dad for buying me basketball shoes, Dad I love you". Some dads shared with us, "It's unthinkable that I can have a men's talk with my son." "I feel completely relieved after apologising and hugging my son." A mother shared with us that she noticed a change in her husband, demonstrated by a willingness to spend more time on parent-child relationships.





活動匯報 Our Activities



文化館興趣活動
Interest class @Kam Tin Cultural Hub



籃球訓練
Basketball training



籃球訓練
Basketball training



英語交流
English language exchange



暑期籃球與生命訓練營
Basketball and life summer camp



小學暑期烘焙班
Baking class for primary schooler



三人籃球賽
3X3 basketball match



我要做店長
I want to be a store manager



我要做店長 同學感想
Student's feedback



父子籃球營
MVP father-son basketball camp



父子籃球營
MVP father-son basketball camp



熱血籃球生命小組愛筵
Love feast @ Kam Tin
Passion life group



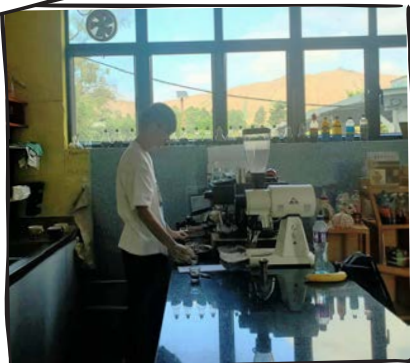
「慢活生活節」社區音樂會
"Downshifting Festival" community concert



社區展覽
Community exhibition



社區展覽
Community exhibition



社區咖啡室實習
Internship @ the Kam Tin
community café



成果 Our Accomplishments

益下家社區咖啡室

Pay-it-Forward Community Café

平均每月 242 人次，全年共 2,578 人次。
(由於疫情，2022 年 1 至 4 月沒有對外開放)

A total of 2,578 visits for the year, averaging 242 visits monthly.
(the café was closed between Jan – April 2022 due to the pandemic)

籃球與生命事工

Basketball and Life ministry

3 隊社區籃球隊「錦田熱血」

3 Kam Tin Passion basketball teams:

男子隊 (高中至大專)、女子隊 (初中至大專)、
初級男子隊 (高小至初中)，總人數約 50 人。每
隊每星期一次籃球訓練。

Boys' team (high school to college), girls' team
(junior high to college) and junior boys' team
(upper elementary to junior high); 50 total
players and each team has one practice each
week.

籃球與生命訓練營

Basketball and life training camp:

男子隊和女子隊分別在暑假和聖誕假舉辦了籃球
與生命訓練營。

Both the boys' and girls' team held basketball
and life training camp during the summer and
Christmas holidays.

生命成長小組

Life growth groups:

為使命青年、男 / 女子社區籃球隊隊員建立生命
成長小組，在群體裡認識自己、建立品格、尋找
人生意義與方向。

Establish life growth groups for youth with a
mission and boys'/girls' community basketball
teams. Within each group, members supported
one another in learning about themselves,
building up characters and finding the meaning
and direction in life.

小學籃球班

Primary school student basketball class:

為錦田區內小學舉行品格籃球班，每星期一
次訓練，除了籃球訓練，亦透過遊戲和活動
學習品格。通德學校共有 15 個學生，聖公會
聖約瑟小學共有 20 個學生。

A character basketball class is held for
primary schools in Kam Tin District on a
weekly basis. In addition to teaching skills
in the game of basketball, students are
trained in character building through games
and activities. 15 students from Tung Tak
School and 20 students from Anglican St.
Joseph Primary School participated.

父子籃球營

Father-son basketball camps

於暑假和聖誕假舉辦了 2 次父子籃球營，透
過籃球技術、體能訓練、培育品格和運動心
理，重新連結父與子，成為不一樣的 MVP
(Most valuable parent and peer)，共有
20 名爸爸和兒子參加。

Conducted 2 father-son basketball
camps during the summer and Christmas
holidays. Through activities centred around
basketball technique, physical training,
character building, and sport psychology,
fathers and sons reconnected to become a
very different kind of MVP (Most valuable
parent and peer); a total of 20 fathers and
sons attended the camps.

凝聚社區活動 Social Cohesion Activities

全年舉辦了 27 次凝聚社區活動，共接觸 600 人

Conducted 27 community cohesion activities this past year, reaching out to 600 people in total

包括 Including:

2 次社區與文化展覽、5 次「煮食 x 文化」工作坊、10 次「英語交流」工作坊、2 次社區音樂會、1 攤位遊戲、2 次文化導賞單車團、1 次社區關懷行動(聖誕曲奇餅送街坊)、3 次 NGO 機構文化導賞與工作交流

2 community and cultural exhibitions, 5 "Cooking x Culture" workshops, 10 "English Language Exchange" workshops, 2 community concerts, 1 carnival with booth games, 2 guided cultural bike tours, 1 community concern activity (free Christmas cookies for neighbours), 3 cultural tours and work experience exchange with other NGO's

我們的夥伴 Our Partners

樂言社青年動畫學堂

Act Plus Education Foundation Ltd

錦田鄉事委員會

Kam Tin Rural Committee

Bolaven Farms

聖公會聖約瑟小學

S.K.H. St. Joseph's Primary School

明愛元朗陳震夏中學

Caritas Yuen Long Chan Chun Ha
Secondary School

城市睦福團契

The Urban Peacemaker Evangelistic
Fellowship Ltd

錦光元朗綜合社區服務中心

Kam Kwong Integrated Community Service
Centre – Yuen Long

通德學校

Tung Tak School

基督教尼泊爾錦光堂

Kam Kwong Nepal Christian Church

東華三院馬振玉紀念中學

TWGHs C Y Ma Memorial College

錦田公立蒙養學校

Kam Tin Mung Yeung Public School

神召會元朗錦光堂

Yuen Long Kam Kwong Church

青年使命團

YWAM (Youth With a Mission)

前瞻 Looking Forward

未來一年，青年主導將會是我們的重點。我們會繼續培育有使命感的青年群體，回饋社區。透過籃球、咖啡和文化活動，繼續結連社區。我們將與更多人分享在錦田服務社區的經驗，並帶領錦田的青年群體與不同社區的年輕人交流，令香港更多的社區發掘區內獨特性和資源，展現光芒和活力，建立更強的鄰舍互助的精神。

During the coming year, youth leadership will be our focus. We will continue to nurture our youth community with a sense of mission and empower them to give back to the community. We will continue to connect the community through basketball, coffee, and cultural events. We will share the experience of serving the Kam Tin community with more people, and lead the youth group in Kam Tin to communicate with young people in other communities, so that more communities in Hong Kong can unearth their own uniqueness and rich resources. As the vitality of the communities shines through, a stronger spirit of neighbours helping neighbours will emerge.

數碼成長創路計劃

Project C - Creative Coding for Change

年度事工概要 Annual Ministry Highlights

我們與香港大學教育應用資訊科技發展研究中心 (CITE) 合作的以研究為基礎的編「社」人生計劃在多個向度上架起了橋樑。編碼課程和友師的整合將學校和社區聚集在一起，增加了學校的資源。部分友師是學校的校友，因此該項目有助於加強學校的校友網絡和學生的歸屬感。總體而言，該項目通過課程收窄數碼鴻溝，幫助資源不足的學生提高技能和對編碼的興趣，並通過指導計劃彌合社會鴻溝，以連結跨代和來自不同社會經濟背景的學生。

迄今為止，已有 36 名教師、283 名友師和 1,672 名學生從該項目中受益。項目在提升學生的抗逆力、社區意識和編碼信心方面效果顯著。除了將學生與不同年齡組的成年人連結外，友師計劃為友師（其中許多是退休人士）提供易於學習和有趣的 ICT(資訊及通訊科技) 技能，以便與年輕學生互動。這有助我們在不斷變化的社會中向可能被邊緣化的人群推廣 ICT。

展望未來，我們計劃將生命啟導 (Life Session) 納入我們的項目架構，為學生及其家人提供家長研討會和同儕支援。

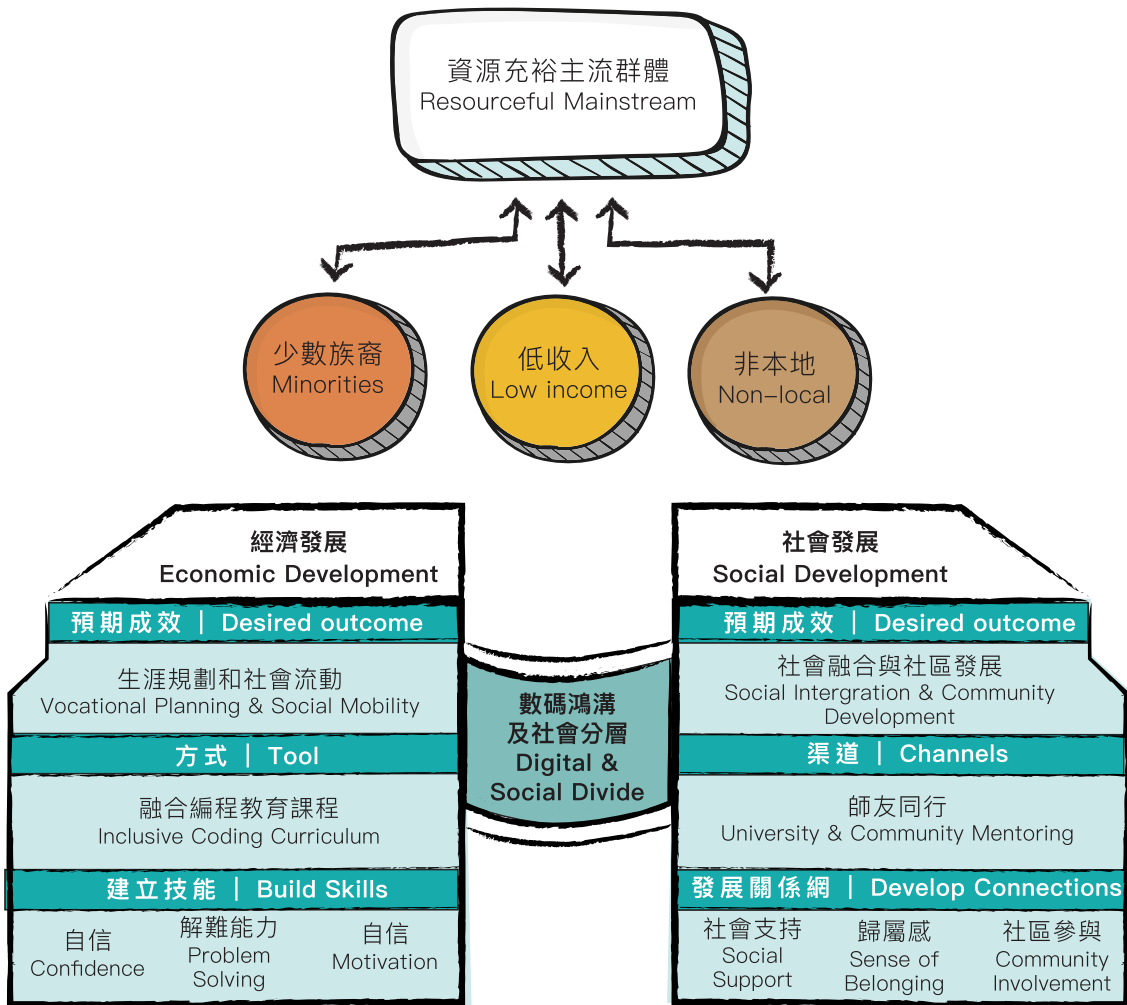
Our research-based “Coding for Community” project in collaboration with the University of Hong Kong Centre for Information Technology Education (CITE) does bridging in several dimensions. The integration of coding lessons and mentoring brings together the schools and the communities, increasing resources for schools. Some of the mentors are alumni of the schools, so the project helps to strengthen the schools’ alumni network and the students’ sense of belonging. Overall, this project bridges the digital divide with a curriculum to help under-resourced students to be more skillful and interested in coding, and bridges the social divide with a mentoring scheme to connect students across generations and socio-economic groups.

To date, 36 teachers, 283 mentors, and 1,672 students have benefited from this project. The project’s mentoring intervention produced significant benefits in terms of students’ resilience, sense of community and coding confidence. Apart from connecting students with resourceful adults in different age groups, the mentoring programme is also a creative way to provide mentors, many of whom are retirees, ICT(information, communication and technology) skills that they find easy to learn and fun to engage with young students. This helps to promote ICT even among people who may otherwise be left out in the technological advancement of our changing society.

Going forward, we plan to incorporate "Life Sessions" into our programme structure, where parents workshop and peer support will be provided to students and their families.



融合模式 An Inclusive Model



項目結構 (課程及活動) Project Structure (Curriculum & Activity)



- 導師培訓 Teachers training
- 友師培訓 Mentors training
- 同儕支援 Peer support



- 社交支援 Social Support
- 師友互動 Mentor-Mentee Interactions
- 社區互動 Community Interactions



我們的故事 Our Stories

擔任教學助理，我跳出舒適圈

As a teaching assistant, I stepped out of my comfort zone

作為一個傳理系學生，編程對我而言很陌生，然而在 Project C 擔任教學助理的一年裡，我克服了對未知的恐懼，跳出舒適圈。

起初，我只是抱着試一試的心態去做教學助理，由於沒有任何編程經驗，我很擔心無法勝任工作。但隨着我服務更多學校，看見同學們在我的協助下成功製作應用程式，我便發現這份工作的意義。

我在課室裏看到熱衷教學的老師，無論學生的設計概念有多複雜，他們總會盡力幫忙，實現學生天馬行空的想法。而同學們則會不斷嘗試，即使很多學生本來對編程並沒有興趣，他們都用心完成每一份習作，並踴躍發問。眼見他們如此用功地鑽研並不擅長的領域，我更加堅定了要繼續服務他們的心志。

我想成為教學助理最大的收穫就是可以與老師、學生們一同學習、互相幫助！

As a Communication student, coding was totally a new area for me to explore. However, after being a teaching assistant in Project C for a year, I overcame my fear in discovering the unfamiliar IT field.

Since I have had no experience in coding, I was afraid that I could not perform my duty well at first. As time has passed, I started to discover the true meaning behind my work, which is the big heart to learn and serve.

I was greatly impressed by the teachers who always helped the students wholeheartedly, as well as the students, they were very eager to learn and improve even though they were all green in coding, the perseverance of them has motivated me to serve them better.

I think the essence of being a teaching assistant is to learn and grow with the students, and to contribute my little power to help everyone.



黃鎧言 – 實習生
Kelly Wong – Intern

與年輕人的掙扎共鳴

Resonating with young people's struggles

我是香港大學科學教育的四年級生，在 Project C 工作了兩年多。近年社會環境急速變化，不可預測的事件隨時發生。被視為社會未來的年輕人，在成年人多變的期望下成長，面臨許多障礙和心理掙扎。遊走於期望和現實，很容易失去信心和希望。

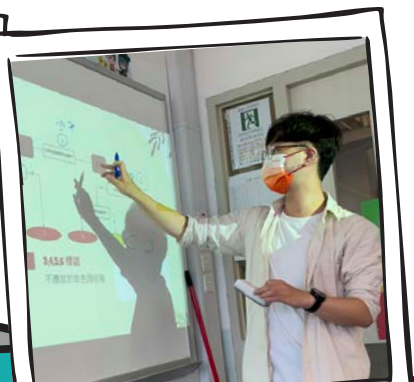
我在 Project C 的故事與年輕人的掙扎產生了共鳴。作為一名教學助理，我最關心的是學生能否如期接受優質的計算思維培訓和個人成長教育。教學轉移到網上的話，一些學生在家中很難使用電腦，因而會失去學習編碼的興趣。學校不時突然停課，我很擔心課程內容能否如期完成。幸運的是，課程團隊採用了一套紙本教材，在沒有電腦的情況下亦能完成教學。學生們仍然可以繼續學習，這令我感到鼓舞。

YGN 和 Project C 是個很有愛心的群體，在這裡我目睹學生們對於主動學習和分享充滿動力。我在其中實踐面授和在線教學，這寶貴的經歷為我未來的職業發展打下基礎。

I am a fourth-year undergraduate in Science Education at the University of Hong Kong, working for Project C for more than two years. With the ongoing rapid changes and undesirable events striking unpredictably, whilst the youth, labelled as the future of society, is still being shaped and moulded by the expectation of adults. Youth were faced with many external blockages and internal struggles. They easily lose their faith and hope as they manage between our expectations and reality.

This set of struggles resonates with my own story in Project C. In the past two years, we have faced different difficulties. Teachings have to be moved online, and many students lost their interest in learning coding, as some of them have very limited exposure to computers at home. At that time, I was not sure how I could contribute to this coding community as I did not have much confidence in providing support to students in classrooms. As a teaching assistant, I was worried about whether students were receiving a quality education in computational thinking and personal growth. From time to time, there are sudden class suspensions. I was also very concerned about whether the course content could be delivered as scheduled. Luckily on the other side, the curriculum team has adopted a set of dry-run devices. This was definitely very encouraging for me after I heard this news. I was assured that students could still proceed with their learning without being suspended by the uncontrollable event.

YGN and Project C is a very warm community where I really get to feel the students' motivation to learn and to share proactively. It has provided me with the chance to teach, in both face-to-face and online settings. This is definitely a valuable opportunity for me in preparation for my future career pathway.



潘卓煊 – 實習生
Edgar Poon – Intern



成果 Our Accomplishments

1. 編程教育 Coding Education

共有 7 所中學參與編「社」人生計劃，所有學校均使用中三課程，有 4 所學校同時使用中二課程。

Implemented our F.3 programme in all 7 schools of the “Coding for Community” programme; and our F.2 programme in 4 schools.

共有 10 名教學助理 向參與學校提供面授課堂支援。

Signed up 10 teaching assistants to provide in-person teaching support to these schools.

在疫情下，我們改進課程內容以配合學校不同需要。

Adjusted our curriculum to match each school's special requirements under the pandemic.

2. 師友同行計劃 Mentoring Programme

服務了 800 名中三學生和 300 名中二學生。

Worked with 800 F.3 students and 300 F.2 students.

培訓了 120 名友師以服務中三班別，成功在本地學校實施強制線上教學前完成培訓。

Trained the team of 120 mentors to serve the F.3 classes. The programme was successfully completed before the online school mandate was initiated.

向老師們提供了 20 小時培訓，協助學校為實行師友服務作準備。

Assisted schools to prepare for conducting mentoring services. Provided 20 hours in training for the teachers.

為學生舉行了 6 次社區服務環節，共 34 個服務課時。

Conducted 6 sessions of community services for students, a total of 34 hours of services.

為友師舉行了 8 次服務培訓，共 16 個小時。

Conducted 8 sessions of training for mentors in preparation for the services, a total of 16 hours of training.

3. 軟件及課程設計 Software and Curriculum Development

根據老師及專業軟件工程師的回饋，持續發展及改良現有課程。向部分教學進度較快的學校提供更多電腦課程。

Continued development and refinement of existing curriculum based on feedback from teachers and industry experts. We delivered more ICT curriculum to schools that were on an accelerated schedule.

運用創新及科技基金完成「Report Generator」及「Student Learning Style Classifier」。

Completed the implementation of the "Report Generator" and "Student Learning Style Classifier" with the support of the Innovation and Technology Fund.

4. 友程果學院 youCodia Academy

重整培訓課程分成三部分，並融合新 5G — 堅毅 (Grit), 成長 (Growth), 歡欣 (Gladness), 感恩 (Gratitude), 慷慨 (Generosity) 研究模式。

Revamped training programme into 3 tracks, incorporating a new research-based 5G model consisting of Grit, Growth, Gladness, Gratitude and Generosity.

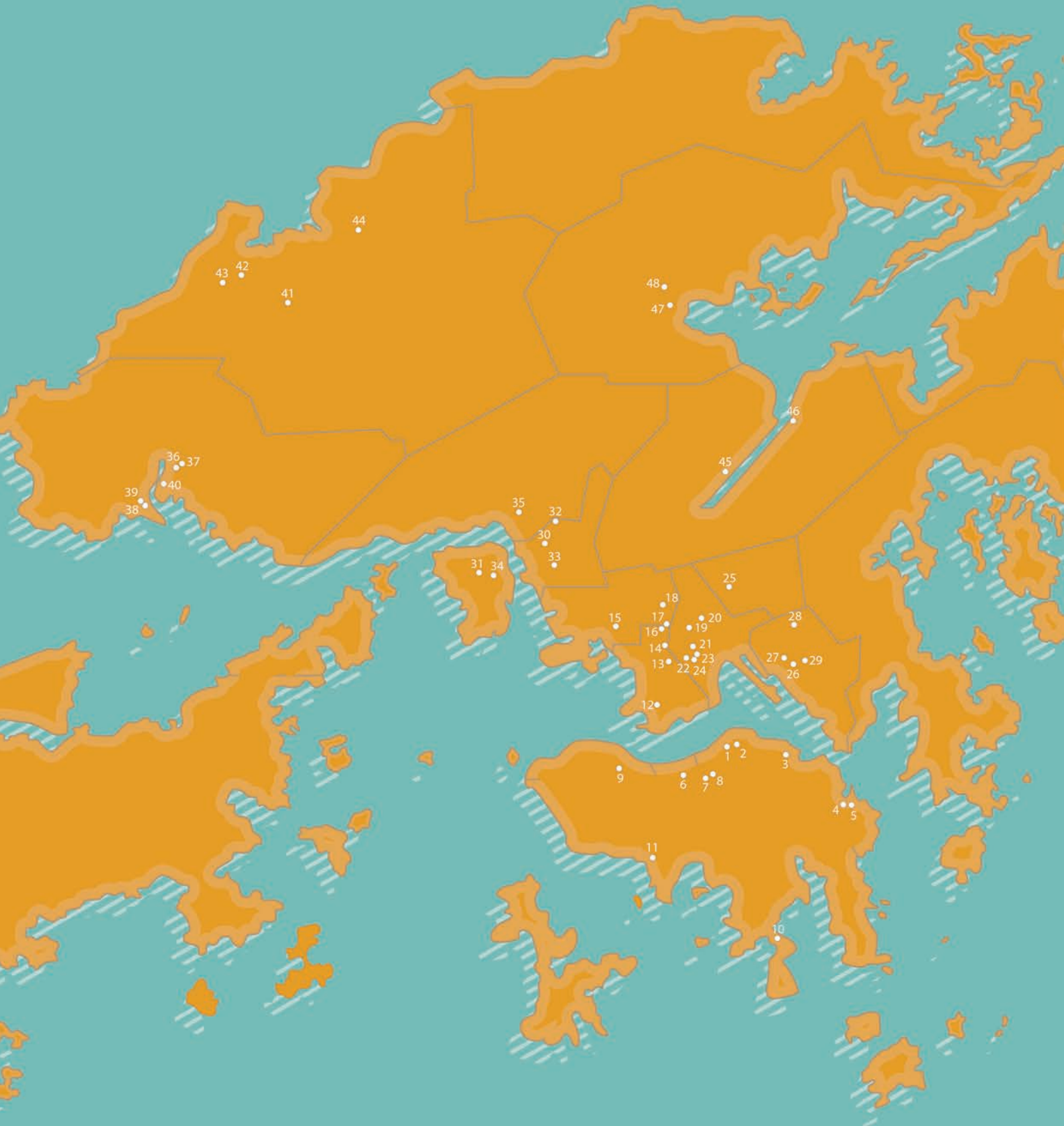
向 6 名中學生各提供 216 個小時密集式培訓。

Provided 6 secondary school students with 216 hours of intensive summer training each.

4 名學生成功完成一月基礎培訓，其中一人繼續進修於三月舉行的「軟件工程師 101 培訓和就業計劃」。共 8 名學生報讀，畢業率達 75%。

4 students successfully completed the January Basic Course. One of whom went on to join the next level Coding 101 Course in March. A total of 8 students enrolled in the Coding 101 Course, with 75% graduation rate.

● 在 2021–2022 學年，我們服務了 48 所香港中學。
In the school year of 2021–2022, we have served
48 secondary schools in Hong Kong.



參與編「社」人生計劃的學校

Participated school in the "Coding for Community" programme.

東區 Eastern

1. 張祝珊英文中學 Cheung Chuk Shan College
2. 閩僑中學 Man Kiu College
3. 香港中國婦女會中學
Hong Kong Chinese Women's Club College
4. 中華傳道會劉永生中學
CNEC Lau Wing Sang Secondary School
5. 寶血女子中學
Precious Blood Secondary School

灣仔 Wanchai

6. 聖公會鄧肇堅中學
SKH Tang Shiu Kin Secondary School
7. 孔聖堂中學
Confucius Hall Secondary School
8. 佛教黃鳳翎中學
Buddhist Wong Fung Ling College

中西區 Central and Western

9. 高主教書院 Raimondi College

南區 Southern

10. 聖士提反書院 St. Stephen's College
11. 新會商會陳白沙紀念中學
San Wui Commercial Society Chan Pak Sha School

油尖旺 Yau Tsim Mong

12. 麗澤中學 Lai Chack Middle School
13. 聖公會諸聖中學
SKH All Saints' Middle School
14. 伊利沙伯中學
Queen Elizabeth School

深水埗 Sham Shui Po

15. 聖瑪加利男女英文中小學
St. Margaret's Co-educational English Secondary & Primary School
16. 滙基書院 United Christian College
17. 路德會協同中學 Concordia Lutheran School
18. 廠商會中學 CMA Secondary School

九龍城 Kowloon City

19. 何明華會督銀禧中學
Bishop Hall Jubilee School
20. 民生書院 Munsang College
21. 順德聯誼總會胡兆熾中學
STFA Seaward Woo College
22. 旅港開平商會中學
Hoi Ping Chamber of Commerce Secondary School
23. 基督教女青年會丘佐榮中學
The Y.W.C.A. Hioe Tjo Yoeng College
24. 華英中學 Wa Ying College

黃大仙 Wong Tai Sin

25. 聖母書院 Our Lady's College

觀塘 Kwun Tong

26. 寧波公學 Ning Po College
27. 慕光英文書 Mu Kuang English School
28. 滙基書院 (東九龍)
United Christian College (Kowloon East)
29. 地利亞修女紀念學校 (協和)
Delia Memorial School (Hip Wo)

葵青 Kwai Tsing

30. 樂善堂顧超文中學
Lok Sin Tong Ku Chiu Man Secondary School
31. 樂善堂梁植偉紀念中學
Lok Sin Tong Leung Chik Wai Memorial School
32. 中華基督教會全完中學
CCC Chuen Yuen College
33. 嶺南鍾榮光博士紀念中學
Lingnan Dr Chung Wing Kwong Memorial Secondary School
34. 保良局羅傑承 (一九八三) 中學
Po Leung Kuk Lo Kit Sing (1983) College

荃灣 Tsuen Wan

35. 荃灣官立中學
Tsuen Wan Government Secondary School

屯門 Tuen Mun

36. 廠商會蔡章閣中學
CMA Choi Cheung Kok Secondary School
37. 屯門官立中學
Tuen Mun Government Secondary School
38. 東華三院辛亥年總理中學
TWGHs Sun Hoi Directors' College
39. 迦密唐賓南紀念中學
Carmel Bunnan Tong Memorial Secondary School
40. 新生命教育協會平安福音中學
NLSI Peace Evangelical Secondary School

元朗 Yuen Long

41. 東華三院盧幹庭紀念中學
TWGHs Lo Kon Ting Memorial College
42. 伊利沙伯中學舊生會中學
Queen Elizabeth School Old Students' Association Secondary School
43. 圓玄學院妙法寺內明陳呂重德紀念中學
The Yuen Yuen Institute MFBM Nei Ming Chan Lui Chung Tak Mem. College
44. 伯特利中學 Bethel High School

沙田 Shatin

45. 聖公會曾肇添中學
SKH Tsang Shiu Tim Secondary School
46. 馬鞍山崇真中學
Ma On Shan Tsung Tsin Secondary School

大埔 Tai Po

47. 中華基督教會馮梁結紀念中學
CCC Fung Leung Kit Memorial Secondary School
48. 迦密柏雨中學 Carmel Pak U Secondary School



活動匯報 Our Activities



地利修女紀念學校(協和)教授編程課堂
Coding Classes at Delia Memorial School - Hip Wo



2022 年度編「社」
人生計劃創意編程
比賽頒獎禮
2022 Creative App
Development Competition
- Award Ceremony



實習生開發軟件
Interns working on software development





友程果學院 高階課程學生
youCodia Academy advanced course students



友師校內活動
Mentoring session @ school



實習生和友程果學生的“Life Sessions”
Life Sessions with Interns and Academy Students



教師培訓工作坊
Teacher Facilitation Workshop



網上編程工作坊
Online Coding Workshop

我們的夥伴 Our Partners

Funders/Donors (disclosable)

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

黃石庸慈善基金
Wong Shek Yung Charitable Foundation

青牧基金
Youth Care Foundation

University Partners

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

香港大學 – 教育應用資訊科技發展研究中心
University of Hong Kong – Centre for
Information Technology In Education (CITE)

Other Partners

真理基督教會協英堂
Chun Lei Christian Mission Heep Ying
Church

基督教宣道會深恩堂
C&MA Bountiful Grace Church

基督教主恩會
Grace Community Church

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

城市的盼望
Hope of the City

半山區扶輪社
Rotary Club of Mid-Level





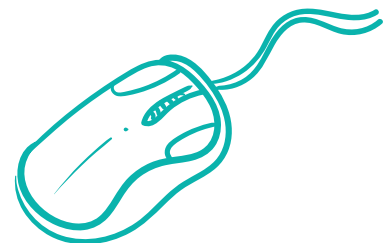
前瞻 Looking Forward

我們項目的獨特之處在於使用了自行開發的先進編碼平台及創新課程。老師、友師和學生的評估非常正面。已有接近 50 所學校參加項目的下一階段，繼續使用我們的編碼平台。其中許多學校對我們的課程以及友師計劃很感興趣。

我們希望將編碼平台和課程使用擴展到 100 多所學校。我們的平台與 Google Classroom 和 Microsoft Teams 相容性高，可以快速地完成課程開發、項目監控、教師自動評分和製作學生教程，從而增強了教學和學習的效果。針對不同學校的需求，我們的課程和友師計劃會進一步增強模塊化、混合性、靈活性、可擴展度等屬性。

The uniqueness of this project is the use of a state-of-the-art coding platform we have developed along with an innovative curriculum. Our evaluations with teachers, mentors and students have shown very positive results. About 50 schools have signed up for the next phase of the project to use our coding platform. Many of these schools are interested in our curriculum, as well as our mentoring scheme.

We hope to expand the coding platform and curriculum usage to over 100 schools. Our platform is well integrated with Google Classroom and Microsoft Teams, allowing very fast lesson development, project monitoring, with auto-grading for teachers and tutorial generation for students, which greatly enhance teaching and learning. Our curriculum and mentoring schemes are developed to be modular, hybrid, flexible and expandable to allow customisation for different school needs.



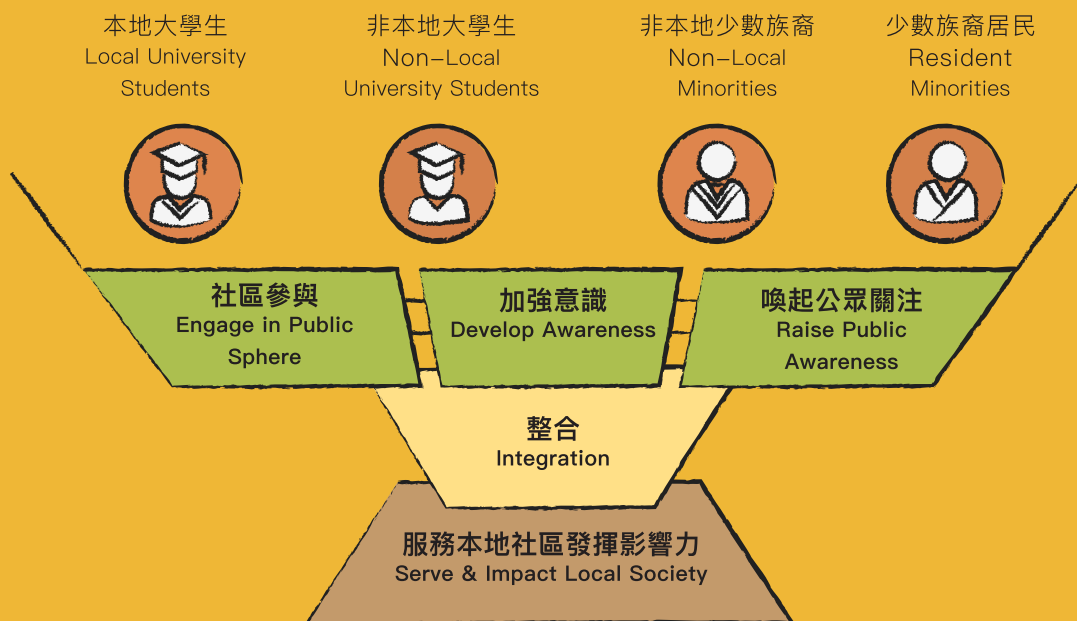
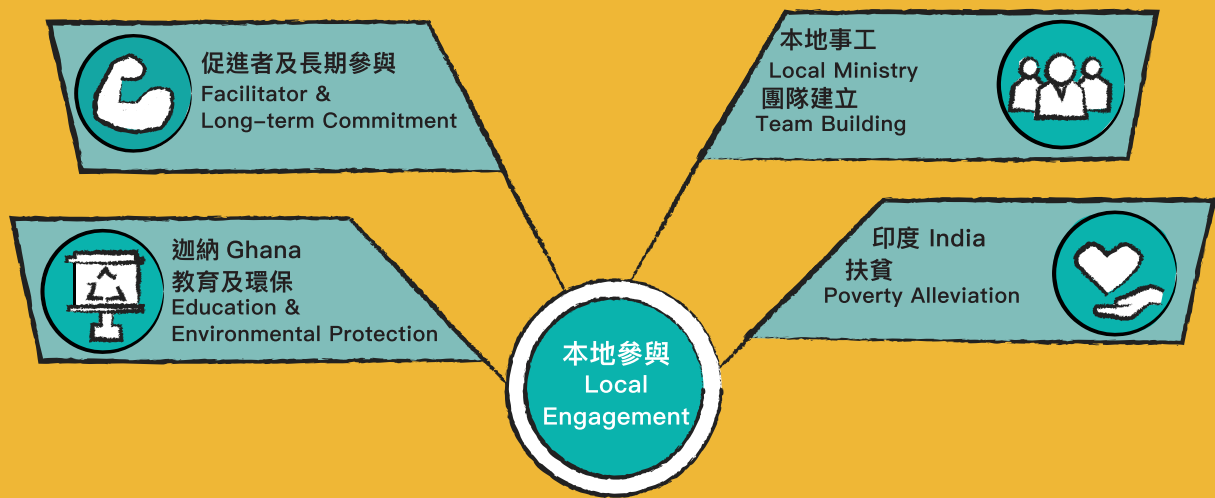
青年全球發展基金

Endowment for Youth Global Development



融合模式 An Inclusive Model

憐憫和公義 Compassion & Justice



年度事工概要 Annual Ministry Highlights

過去一年，新冠全球大流行繼續於香港肆虐，縱使我們得暫停海外的項目，仍無阻我們本地的事工的開展和運作：

我們於去年八月申請了 Futuremaker 青年就業及資助計劃招聘了應屆畢業的青年人。藉著六個月的薪金資助，我們聘請了一位新的事工助理，並作為他們的成功案例獲邀接受「香港 01 新聞」採訪及報導。新同工的加入正好配合上我們新的 One Identity 計劃，大多數參加了的難民和尋求庇護者，都認為課程對他們相當實用和有趣，並期望能參加後續的中級課程。

十一月中，我們與其他機構合辦了 YMDT 日營。是次營會原定於十月召開，因熱帶風暴獅子山襲港而被迫延期。可惜的是許多先前已報名的參加者因延期無法出席而退出。儘管最終參加者的人數有所減少，能出席的營友都表示在營會中被觸動，和更新了個人的使命和異象。

今年是我們第二次舉辦 CArtREfugee 明信片設計比賽，並將比賽成果獻給因俄烏戰事流離失所的烏克蘭難民。除了於突破書廊內展出得獎設計外，我們還將作品印製成 500 張明信片，分發給本地教會用烏克蘭文寫上對烏克蘭難民摯誠的祝福。收集後，我們將這些明信片分別寄給我們在波蘭、瑞士、羅馬尼亞、英國和芬蘭等地的合作夥伴，並送到散居在當地的烏克蘭難民手中。

至於 I Dignity 計劃方面，今年度進入了試行階段。我們為夥伴機構轉介的難民和尋求庇護者登記，並推出首批的 I Dignity 卡。有 57 家本地商戶或服務提供者加盟，為持卡人提供難民專享的折扣和服務。這些折扣和服務都同步放在專用網頁，以供持卡難民使用。

疫情下，衝浪 | 職人 | 同行 2020-2022 計劃繼續線上及實體的混合模式進行。

Although overseas programmes have been stopped due to the global pandemic and COVID continue to hit hard from time to time in Hong Kong. We managed to work around the ups and downs waves and start or continue many local ministries:

In August, we've joined "Futuremaker's First Job Youth Employment and Subsidy Programme" to support and hired fresh graduates. Not only we have our new staff on board through the six-month sponsorship, but invited to be interviewed by "HK01 News" as one of their successful cases. The newly recruited ministry assistant just came on time when our new Cantonese class for refugee and asylum seekers, Project One Identity, was launched. Most found the class useful and fun and would like to attend the intermediate level class.

In November, we co-hosted a YMDT day camp which was rescheduled due to the T8 storm, Tropical Cyclone Lionrock in October. Although many applicants have withdrawn due to rescheduling time clash, those who participated found touched and refreshed their callings and visions.

It's our second year organising CArtREfugee Postcard Design Competition to reach out and raise awareness of refugees and asylum seekers among the general public. In order to respond to the Ukrainian war, we dedicated the competition to the Ukrainian refugees. Winners' designs were exhibited at the Breakthrough Book Gallery right next to the Alternative Café. We've also printed and distributed 500 postcards for local churches to sign. All the signed postcards were posted to our overseas ministries partners, in Poland, Switzerland, Romania, the United Kingdom and Finland, who are serving Ukrainian refugees in the diaspora.

For Project I Dignity, we've launched a trial run of the I Dignity card this year. Card registration was opened for refugees and asylum seekers referred by partner organisations. There are 57 local shops and service providers joined to provide exclusive discounts or free services to cardholders. Webpages with discount and service information have been made available as well.

Mentorship Surfing Programme 2020-2022 continues in hybrid mode year long.

我們的故事 Our Stories

感恩透過 Futuremaker 青年就業及資助計劃讓剛碩士畢業的我有機會加入 YGN – EYGD 服侍。轉瞬間，在 EYGD 九個月的時間，我接觸了不少香港的少數族裔及青年人，更有機會嘗試參與社交媒體及網頁的管理。事工讓我認識因各種原因寄居香港的人，結合過往輔導知識及經驗，與難民及尋求庇護者群體同行。

去年九月，我任教了新的 Project One Identity 計劃廣東話班，鼓勵難民及尋求庇護者透過學習廣東話接觸社區及建立自己的身份價值。我發現難民學習廣東話並不容易，一邊透過不同遊戲及生活對話反覆練習，讓他們漸漸掌握日常對話，獲得更大能力感。來自非洲及東南亞不同國家的難民都因著講廣東話而結連。

課堂後，我與難民同學們一起走進街市用廣東話對答去購買蔬菜實踐所學。難得街市的本地店主非常好客，主動介紹及幫忙挑選蔬菜。當學員用廣東話選購茄子、辣椒、洋蔥等食材時，他們臉上都反映著不能言喻的快樂和滿足。

與此同時，我亦協助 I Dignity 計劃，邀請本地店舖為難民及尋求庇護者提供折扣及服務，以紓解難民的生活壓力。另外，我亦參與了夥伴機構到不同地區派送新鮮食材予難民及上門探訪他們。我發現難民家庭生活各方面都十分窘苦。他們的子女甚少有機會參與課外活動及接觸社區。不過，我卻被難民家庭孩子那份單純的心深深吸引。簡單如在床舖上跳舞、在牆壁上畫畫，他們都能樂在其中。

有一次探訪一個難民家庭，家中患有重度自閉症的孩子因為情緒波動而不斷尖叫及拍打自己。當我嘗試陪伴小孩子一起挽手轉轉圈時，他竟然漸漸平靜下來。孩子的母親表示孩子的病令一家不敢外出活動。我體會到物資的支援及親身的關懷，對難民家庭的重要性，讓他們真切地感受到被接納和支持。盼望未來我能推動更多的香港青年人去關心住在我們當中的這一群被忽略的寄居者。

事工助理 歐曉祈



I am thankful for the opportunity to join YGN through the Futuremakers' First Job programme after obtaining my master's degree. During my nine months at EYGD, I met many ethnic minorities and young people in Hong Kong, and I also got the chance to manage social media and web pages. The ministry at YGN allowed me to meet people from other countries who chose to live in Hong Kong for various reasons. Using my knowledge and past experience in counselling, I was able to help refugees and asylum seekers.

Last September, I started teaching the new "Project One Identity" Cantonese class. Its goal is to encourage refugees and asylum seekers to connect with their local communities and to build their identity through learning Cantonese. It is not easy for refugees to learn Cantonese. Through repeated practice using games and daily conversations, the refugee students gradually mastered some daily dialogue and gained a greater sense of competence. Refugees from different countries in Africa and Southeast Asia are able to connect by speaking Cantonese.

After class, I would visit the market with my students, and they would use the Cantonese they learned in class to buy vegetables. The local shopkeepers were very hospitable and took the initiative to show them the different vegetables and ways to choose the freshest ones. When the students were able to use Cantonese to buy eggplants, peppers, onions, and other ingredients, their faces showed indescribable happiness and satisfaction.

At the same time, I also assisted in Project I Dignity. We invited local shops to offer discounts and services for refugees and asylum seekers to help relieve their financial pressure. In addition, I also partnered with other organisations to visit refugees in different communities and deliver fresh food to them. I found that every aspect of life for refugee families is very difficult. Their children have minimal opportunity to participate in extracurricular activities and connect with the community. However, I am also deeply attracted by the pure heart of the refugee children. They can have fun even during simple activities such as dancing on the bed or painting on the wall.

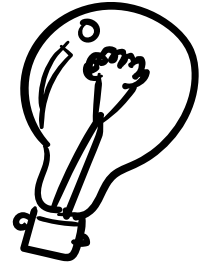
I once visited a refugee family with a severely autistic child. He kept screaming and slapping himself because he was irritated. When I tried to hold his hands and walk in circles, he gradually calmed down. The child's mother said that the family is reluctant to be in public because of the child's condition. Material support and personal concern are very important to refugee families. They need to truly feel accepted and supported. I hope that in the future I can motivate more young people in Hong Kong to care for this group of neglected sojourners living among us.

Candice Au Hui Ki — Ministry Assistant





活動匯報 Our Activities



Project One Identity
廣東話班學員
Cantonese Class students



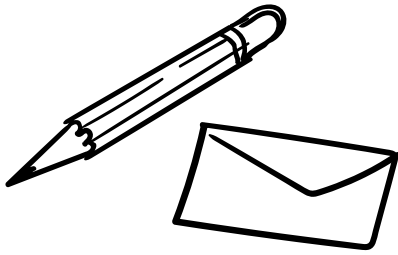
YMDT 日營
YMDT Day camp



就難民和尋求庇護者子女的校服
和書本回收情況進行學校訪問。
School visitation for uniform and book
circulation programme for refugee and
asylum seeker children.



Futuremakers 青年就業及資助計劃
Futuremakers' First Job Youth Employment
and Subsidy Programme for fresh graduates.





香港難民和尋求庇護者事工歷史的訪談。

Interview and videography for the history of refugee and asylum seeker ministries in Hong Kong.



為居住佐敦區的長者分發口罩。
Mask distribution in Jordan district to elderly living in the area.



C ArtREfugee 明信片設計比賽展覽及頒獎禮。

C ArtREfugee Postcard Design Competition exhibition and award presentation.

散居各地的烏克蘭難民收到香港寄來的 C ArtREfugee 明信片。
Ukrainian refugees in diaspora received the signed C ArtREfugee postcards sent from Hong Kong.



I Dignity 卡
I Dignity Card

成果 Our Accomplishments

1. 11月聯合舉辦 YMDT 日營。共有 27 名青年參加。
Co-hosted YMDT day camp in November. There were 27 youths participated.

2. 在新項目 Project One Identity 中，教授 17 名難民和尋求庇護者學習廣東話。
Project One Identity, a new programme teaching 17 refugees and asylum seekers Cantonese.

3. 採訪並拍攝了有關 2000 年代初期香港的難民和尋求庇護者事工紀錄片。
Two interviews on the early 2000s Hong Kong Refugees and Asylum Seekers ministry have been documented with technical support.

4. 參與 Futuremaker 青年就業及資助計劃資助應屆畢業生。聘請 Candice Au 擔任全職事工助理。我們作為成功案例之一受主辦方和香港 01 新聞邀請接受採訪。
Joined "Futuremakers' First Job Youth Employment and Subsidy Programme" for fresh graduates. Employed Candice Au for the full-time ministry assistant position. We were interviewed by the organiser and HK01 News as one of their successful cases.

5. 舉辦以 We Care 為主題的 CArTREFugee 明信片設計比賽。獲獎者的作品在突破書廊展出。已印製了五百份，由本地教會和組織簽名，並郵寄給散居在海外的烏克蘭難民。

Organised CArTREFugee Postcard Design Competition, with the theme We Care. The winner's works are exhibited at Breakthrough Book Gallery. Five hundred copies have been printed, signed by local churches and organisations, and posted to overseas Ukrainian refugees in the diaspora.

6. 與其他教會及機構共同發起並獲得基督教協進會支持，將 6 月 19 日定為難民星期日。合作的教會和組織為牧師整理相關信息包。

Initiated and supported by Hong Kong Christian Council to set June 19 as Refugee Sunday. An information pack has been put together by collaborated churches and organisations for pastors.

我們的夥伴 Our Partners

Overseas Partner Organisations

Karunya Trust

Kokrobitey Institute

Navjeevan Centre

New Life College, Ghana

Shekinah Clinic

St. Catherine of Siena School & Orphanage

Local Partner Organisations & Networks

竹園區神召會大埔堂
AOG Tai Po Church

希望枝子
Branches of Hope

基督教勵行會
Christian Action

錦繡花園基督教會
Fairview Park Christian Church

香港尋求庇護者及難民協會
Hong Kong Society for Asylum Seekers
and Refugees

Island Evangelical Community Church

九龍佑寧堂
Kowloon Union Church

RiverGrace 香港宣教會
RiverGrace International Hong Kong Evangelical
Church

聖安德烈堂
St. Andrew's Church

聖約翰座堂
St. John's Cathedral

中華基督教會灣仔堂
The Church of Christ in China Wan Chai Church

香港佑寧堂
Union Church

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

下一年度，我們將推動更多的青年義工參與 I Dignity 計劃，協助招募更多的本地商舖和服務供應者加盟，以增加 I Dignity 卡在社區裡的認受性及覆蓋地區。期望這不僅能為香港的難民和尋求庇護者服務，同時亦能建立一個服務少數族裔的青年平台。藉各種難民和尋求庇護者相關的服務，加強與本地教會和機構的協作。隨著防疫措施放寬，我們將在按階段重啟印度及其他的海外項目。

In the coming year, we will continue to expand the coverage of I Dignity Card through the recruitment of local shops and service providers by youth volunteers. Not only to serve refugees and asylum seekers in Hong Kong, but also to build a new platform for local youths to serve ethnic minorities on a task-force basis. Collaborations with local churches and organisations will be enhanced through various refugee and asylum seekers-related services. As global pandemics and travel regulations have been eased, overseas programmes such as India Programme will be re-opened.

青年全球網絡有限公司董事會成員
Youth Global Network Limited Board of Directors

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Chairperson

陳立業先生
Mr. CHAN Lambert Lap Yip

副主席
Vice Chairperson

李雪英校長
Ms. LEE Suet Ying

司庫
Treasurer

張勁先生
Mr. CHEUNG King

秘書
Secretary

林凌女士
Ms. LING Ling

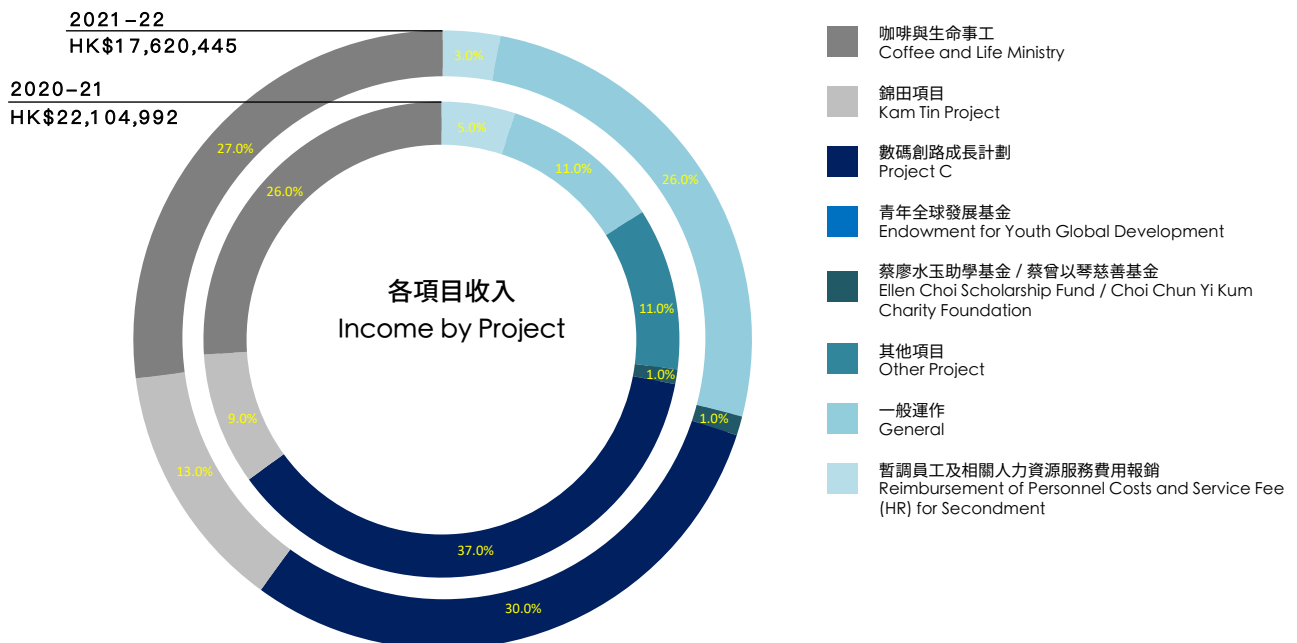
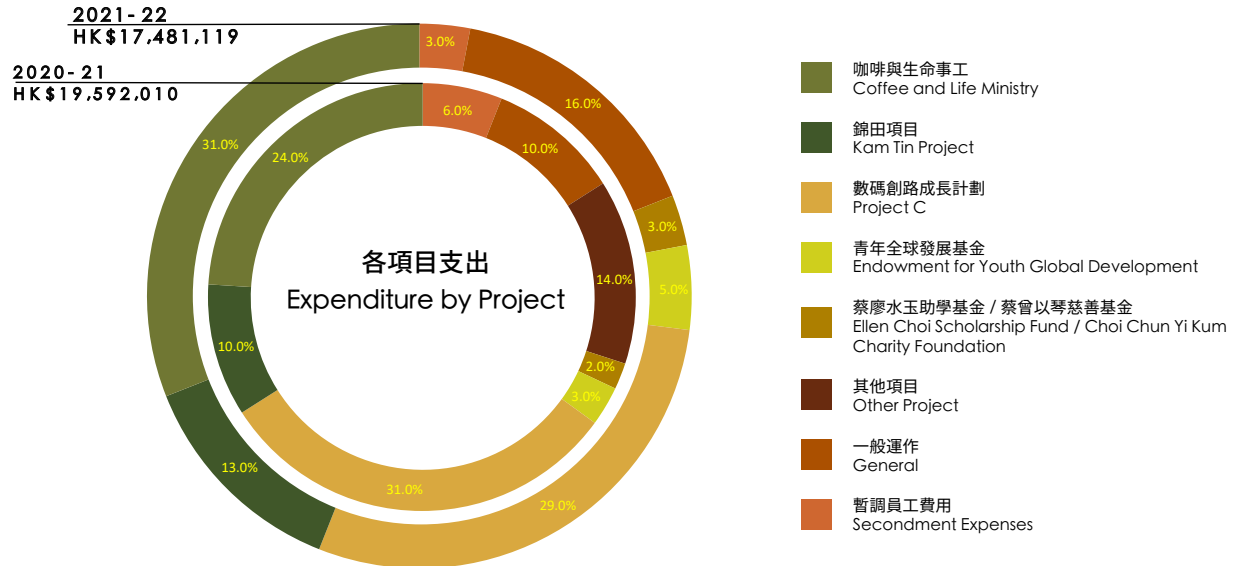
董事
Directors

林詒亮先生
Mr. LAM Yee Leung

孫豫女士
Ms. SUN Yue Evangeline

黃家輝牧師 [任期至 2021 年 12 月 31 日]
Rev. WONG Ka Fai [until 31 December 2021]

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2022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 2022. 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

收入	Income	2021-22		2020-21	
		港元 HK\$		港元 HK\$	
項目贊助 ⁽¹⁾	Project Sponsorship ⁽¹⁾	4,793,173	27%	10,094,265	46%
奉獻 ⁽²⁾	Donations ⁽²⁾	4,181,818	24%	1,773,283	8%
咖啡館及烘焙工場收入	Café and Roastery Income	3,265,501	18%	3,181,889	14%
活動收入	Fee Income	3,970,796	23%	3,260,955	15%
「防疫抗疫基金」資助	Subsidy from Anti-epidemic Fund	745,000	4%	2,044,513	9%
其他收入	Miscellaneous Income	182,149	1%	646,492	3%
青年全球網絡項目收入	Income for Youth Global Network Projects	17,138,437	97%	21,001,397	95%
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	482,008	3%	1,103,595	5%
總收入	Total Income	17,620,445	100%	22,104,992	100%
支出	Expenditure				
員工薪津及人力資源服務費用	Personnel Expenses	11,224,293	64%	11,589,982	59%
項目及行政費用	Project and Administrative Expenses	3,394,496	20%	4,944,326	25%
咖啡館及烘焙工場銷售成本	Cost of Café and Roastery Sales	863,074	5%	810,818	4%
贊助	Sponsorship Granted	563,687	3%	522,369	3%
折舊 ⁽³⁾	Depreciation ⁽³⁾	953,561	5%	620,915	3%
青年全球網絡項目支出	Expenditure for Youth Global Network Projects	16,999,111	97%	18,488,410	94%
暫調員工費用	Secondment Expenses	482,008	3%	1,103,600	6%
總支出	Total Expenditure	17,481,119	100%	19,592,010	100%
全年盈餘	Surplus for the Year	139,326		2,512,982	
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	
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)	
總全面收入	Total Comprehensive Income	139,326		2,507,249	

備註 Note:

(1) 本年度項目贊助包括由遞延收益撥出之贊助共1,981,520港元 (2020-21: 1,847,731港元)。

Project sponsorship for the year included HK\$1,981,520 sponsorship recognized from the deferred income (2020-21: HK\$1,847,731).

(2) 本年度奉獻包括由遞延收益撥出之奉獻共180,000港元 (2020-21: 無)。

Donations included HK\$180,000 donations recognized from the deferred income (2020-21: Nil).

(3) 本年度項目折舊包括 (a) 裝置和設備折舊共494,876港元 (2020-21: 271,813港元) 及 (b) 使用權資產折舊共458,685港元 (2020-21: 349,102港元)。

Depreciation for the year included (a) HK\$494,876 for plant and equipment (2020-21: HK\$271,813) and (b) HK\$458,685 for right-of-use assets (2020-21: HK\$349,102).

資產負債表截至2022年6月30日
Balance Sheet as at 30 June 2022

		2022 港元 HK\$	2021 港元 HK\$
非流動資產 ⁽¹⁾	Non-Current Assets ⁽¹⁾	1,754,633	1,556,735
流動資產	Current Assets	24,857,900	27,207,048
流動負債 ⁽²⁾	Current Liabilities ⁽²⁾	3,260,975	3,450,913
流動資產淨值	Net Current Assets	21,596,925	23,756,135
非流動負債 ⁽³⁾	Non-Current Liabilities ⁽³⁾	12,810,012	14,910,650
資產淨值	Net Assets	10,541,546	10,402,220
累積盈餘	Accumulated Surplus	3,518,273	1,498,548
青年全球發展基金	Endowment for Youth Global Development Fund	2,143,488	2,887,970
蔡廖水玉助學基金	Ellen Choi Scholarship Fund	4,563,935	5,039,245
咖啡與生命事工專款	Coffee and Life Ministry Fund	315,850	976,457
		10,541,546	10,402,220

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一般運作之使用權資產共756,124港元 (2021: 1,214,809港元乃咖啡與生命事工專款及一般運作之使用權資產)。
 Non-current assets for the year included HK\$756,124 right-of-use assets for General (2021: HK\$1,214,809 right-of-use assets for Coffee and Life Ministry Fund and General).
- (2) 本年度流動負債包括 (a) 一般運作之租賃負債共121,398港元 (2021: 458,761港元乃咖啡與生命事工專款及一般運作之租賃負債)及 (b) 錦田項目專款及蔡曾以琴慈善基金之延期收益共2,683,000港元 (2021: 2,619,000港元乃錦田項目專款及一般運作)。
 Current liabilities for the year included (a) HK\$121,398 lease liabilities for General (2021: HK\$458,761 lease liabilities for Coffee and Life Ministry Fund and General), and (b) HK\$2,683,000 deferred income for Kam Tin Project Fund and Choi Chun Yi Kum Charity Foundation (2021: HK\$2,619,000 deferred income for Kam Tin Project Fund and General).
- (3) 本年度非流動負債包括 (a) 一般運作之租賃負債共659,870港元 (2021: 781,268港元乃咖啡與生命事工專款及一般運作之租賃負債) 及 (b) 錦田項目專款及蔡曾以琴慈善基金之延期收益共11,489,037港元 (2021: 13,369,534港元乃錦田項目專款之延期收益)。
 Non-current liabilities for the year included (a) HK\$659,870 lease liabilities for General (2021: HK\$781,268 lease liabilities for Coffee and Life Ministry Fund and General), and (b) HK\$11,489,037 deferred income for Kam Tin Project Fund and Choi Chun Yi Kum Charity Foundation (2021: HK\$13,369,534 deferred income for Kam Tin Project Fund).

我們的歷程 Our Milestones

06/2013

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

06/2013

Re-established the Endowment for Youth Global Development (EYGD) under YGN

05/2015

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

05/2016

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

06/2016

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.

07/2016

開展數碼成長創路計劃
Commenced Project C – Creative Coding for Change

01/2017

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

09/2017

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 咖啡室開業
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」，提供資金支援咖啡與生命事工。
Established the “Coffee and Life Ministry Fund”, providing funds to support coffee and life ministry

青年全球發展基金啟動青年培訓項目 Project Just-Comp
Endowment for Youth Global Development Youth training project
“Project Just-Comp” was launched.

05/2019

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

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

07/2021

「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

04/2022

Alternative 咖啡烘焙工場成立

Established Alternative Roastery Lab



青年全球網絡有限公司
Youth Global Network Limited

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網址 Website : www.ygn.org.hk

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Kowloon, Hong Kong