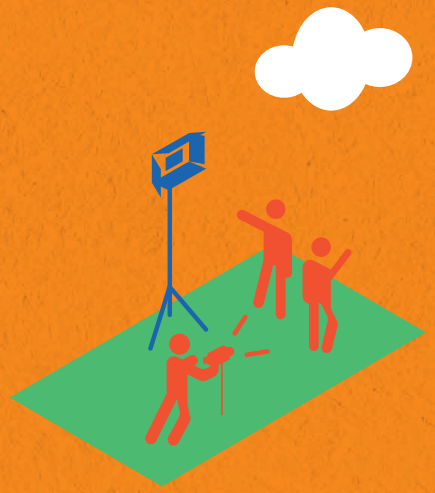
香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust
同心同步同進 RIDING HIGH TOGETHER

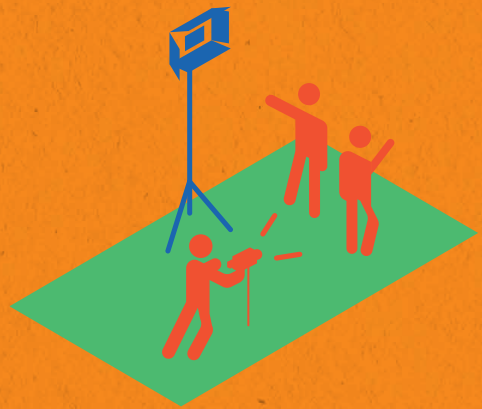
THE GOOD LAB 好單位

賽馬會青創社區系列
JOCKEY CLUB YOUTHCREATE SERIES



青創社區
培力創變
3年之旅

Goodlab @YouthCreate :
A 3-year journey of empowerment and partnership



Chapter 1
Jockey Club YouthCreate Series

第一章　賽馬會青創社區系列

1.1

Project Initiation

Young people today are facing an increasingly connected and complex world that calls for new ways of interaction and new skill sets to respond to the challenges of our time. The Hong Kong Jockey Club Charities Trust (the Trust) has been a keen supporter of youth development work in Hong Kong. Having discussed with various youth organizations and the government, the Trust observed a need to innovate youth services that would correspond to young people's changing aspiration for the future, and their desire to have a voice and participate in community issues, meanwhile building capacity for the 21st century such as creativity, collaboration, entrepreneurial spirit and mastery of technology. This is particularly crucial to closing the opportunity gap disadvantaged young people face.

Jockey Club YouthCreate, a 3-year youth service innovation programme spanning 2017 December to 2021 April, was conceived to tackle the aforementioned challenges. Good Lab is the Capacity Building Partner and Public Education Partner of YouthCreate. This report documents the work, observations, reflections and recommendations from our part. Our humble wish is to share our lessons learnt with any Integrated Children and Youth Service Centres (ICYSCs) or community organizers considering an innovation journey of a similar kind, to assist them in embarking upon an effective and informed as well as exciting youth service transformation process.

起動計劃

今時今日，年輕人生活在一個日趨複雜又相互扣連的世界，每每需要掌握新的技能和互動方式來回應新時代的挑戰。香港賽馬會慈善信託基金一直熱心支持香港青年發展工作，在與不同的青年服務團體和政府商議後，發現有必要創變青年服務，以適時回應年輕人的理想和抱負，滿足他們表達意見和參與社區的渴求，同時培養他們對廿一世紀技能——如創造力、合作精神、創業精神，以及新科技等的掌握。這對弱勢青年獲得平等機會尤其重要。

為期三年的賽馬會青創社區系列，是為了應對上述挑戰而設計的青年服務創新計劃，由2017年12月開始，至2021年4月結束。Good Lab 是青創社區的培力夥伴及公眾教育夥伴，本報告紀錄了我們的工作、觀察、反思和建議。我們期望與有意創新青年服務的綜合青少年服務中心和社區組織分享經驗、拋磚引玉，讓大家能啟航進入具成效和資訊性，又引人入勝的青年服務創新旅程。

1.2

The Beginning of Capacity Building via YouthCreate

The beginning of youth services in colonial Hong Kong

Before 1949, youth work was mainly undertaken by missionaries, NGOs and youth groups. The colonial government only began to take active intervention after the three-day Kowloon Disturbances in 1966. Seen as an internal systemic failure as well as an opportunity for reform, the government conducted an Inquiry Report of the Riots, which attributed the riots to rebellious young people spending leisure time via unusual means, and recommended organizing recreational activities to dissipate their excessive energies in order to prevent further social riots.[1] The Report provided four areas of recommendations: 1) bridging the communication gap, 2) building responsible citizenship, 3) building sense of belonging and local identity and 4) improving the physical environment.

青創社區的培力創變緣起

香港殖民時期的青年服務

1949年前，青年服務主要由宗教團體、慈善團體和青年團體提供。1966年發生了為期三日的九龍騷動後，殖民政府才開始積極介入青年工作。當年政府視騷動為內部系統性問題和推行改革的契機，任命調查委員會就騷動撰寫了一份報告書。報告書認為正值反叛期的年輕人以「不尋常的方式消磨閒暇，是騷動的成因，並建議多舉辦康樂活動，以消耗他們多餘的精力，避免社會動亂再次發生。」[1] 報告就四方面提出建議：1）消除溝通障礙，2）培養負責任的公民意識，3）建立歸屬感和本地身份認同，4）改善環境。

[1] 鄭普恩、邱瑞玲（2015），《香港青年政策的發展回顧》，社聯政策報，18（2015年3月），3-9。
https://socialindicators.org.hk/sites/default/files/shares/files/publication/3-9.pdf

1969, Hong Kong Festival poster
香港節海報，1969年

1968 saw the organization of the first Hong Kong-wide Summer Youth Programme (第一屆大型全港青少年暑期活動), and 1969 the first Festival of Hong Kong (香港節) which included large-scale mass entertainment of a placatory nature, e.g. dancing, carnivals, fashion shows, singing competitions and beauty contests. The number of children and youth centres increased a few fold during the 1970s. Seeing delinquent youth (飛仔) as potential problem creators needing remedial guidance and services to bring them back to the right path was a dominant discourse for youth policy in the colonial time.[2] The perception of young people in youth policy narratives has undergone more positive changes since then, yet such has been the genesis of youth services in Hong Kong.

政府在1968年舉辦第一屆大型全港青少年暑期活動，並在1969年舉辦第一屆香港節，當中包括屬懷柔性質的大型娛樂活動，例如舞蹈表演、嘉年華、時裝表演、歌唱比賽和選美比賽等。兒童和青年中心的數目也在七十年代上升了數倍。殖民時期的青年政策視「飛仔」為潛在的麻煩製造者，因此，推行補救措施和服務以求將他們拉回正軌為主要的青年政策論述。[2] 隨後，青年政策對年輕人的描述雖然變得稍為正面，但香港的青年服務卻是由此而生。

[2] ibid.

ICYSCs and their activities

There are currently 139 Integrated Children and Youth services Centres (ICYSCs) in Hong Kong, all of which are managed by NGOs and subvented by the Social Welfare Department (SWD). SWD's website describes ICYSCs as such,

"The Integrated Children and Youth Services Centres (ICYSCs) adopt a total person and community approach to meet the multifarious needs of children and youth aged 6-24 in specific catchment areas. ICYSCs provide professional social work intervention (preventive, developmental, supportive and remedial services) in working with children and youth, their significant others as well as the community. [3]

Dovetailing the idea of youth centres as "catchment areas", the majority of youth programmes offered at ICYSCs are primarily centre-based hobby classes, with some volunteer programmes and occasional excursions. Most activities remain traditional, planned entirely by social workers, at times they are repeated, regular iterations. The majority of them are services, entertaining and promoting self-growth in nature and one could also say they are not exploratory nor investigative in nature, and not conducive to youth empowerment. Many activities naturally take place at the centres, but they are such to also keep youth away from the streets.

[3] Social Welfare Department, HKSARG
https://www.swd.gov.hk/en/index/site_pubsvc/page_young/sub_centreserv/id_integrated4/

綜合青少年服務中心與活動

香港現時有139間綜合青少年服務中心，全部由非政府組織管理及社會福利署（社署）資助。社署網頁對綜合青少年服務中心有以下描述：

綜合青少年服務中心採用全人和社區模式，以滿足特定服務地區內六至二十四歲的兒童及青少年的不同需要，接觸他們、與他們關係密切的人和社區人士，提供專業社工介入（預防、發展、支援和補救）服務。 [3]

按著「特定服務地區」的理念，綜合青少年服務大致是在中心內提供各式各樣的興趣班和義工計劃，但走出中心的活動並不多。活動的種類大多數屬於傳統性質，由社工全權策劃，有些會不斷重覆舉辦，大部分都以服務、娛樂和促進個人成長為目的，甚少會鼓勵發掘或探究精神，未能促進青年充權。活動大多地在中心舉行，其實也是為免青少年在街上流連。

The need for youth service innovation

The social context has changed significantly with the advent of technology and social media, an increased emphasis on the personal voice, creativity, entrepreneurial spirit and social participation. A common pain point many ICYSCs are facing is the decreasing numbers of teenage members in their centres.

For ICYSCs to remain effective in their social functions when there are simply too many happenings or entertainment competing for young people's attention, it is highly important that ICYSCs reinvent themselves to attract new teenage members. Possible pathways lie in designing innovative youth-led programmes, providing fitting skill sets to help youth engage with the community, and building 21st century competencies for holistic growth.

青年服務創新的需要

新科技和社交媒體的出現令社會環境產生重大變化，變得更注重個人意見、創造力、創業精神和社會參與。不少綜合青少年服務中心都面對同一痛點：中心的青少年會員人數很難維持。

社會充滿各式爭奪年輕人注意力的娛樂，綜合青少年服務中心要繼續發揮其社會功能，就得自我改造，設法吸引新的青少年會員。可行的方法包括由青年主導設計創新計劃，提供合適的技能培訓協助青年參與社區，以及使他們具備廿一世紀所需的能力，協助他們全面發展。

1.3

The Multi-partner Scope and Design of YouthCreate

The primal objective of YouthCreate is to pilot a more youth-centric, empowering and co-creation intervention approach that would embrace these principles:

Youth-adult partnership:

- Establishing a trustful and mutually supportive relationship;
- Recognising youth contribution, mutual respect, co-learning and co-creation;
- Treating youth as a partner but not a help seeker

Youth's social and community connectedness

- Building a platform for youth to dream, co-create and engage with a wider world/external resources;
- Promoting in-action spirit (willing to try, fail and try again)
- Enhancing youth's social responsibility and participation;
- Supporting them to build an identity of social contributors instead of a passive member of the society

Capacity building for the 21st century

Such as communication, collaboration, innovation, creativity, STEAM, interdisciplinary knowledge

青創社區的多方協作視點與構思

青創社區的首要目標是試行一個以青年為本、著重充權和共創的介入模式，原則如下：

青成同行

- 建立互相信任、互相支持的關係；
- 肯定青年的貢獻，互相尊重，共學共創；
- 視青年為夥伴而非求助人

青年與社會及社區連結

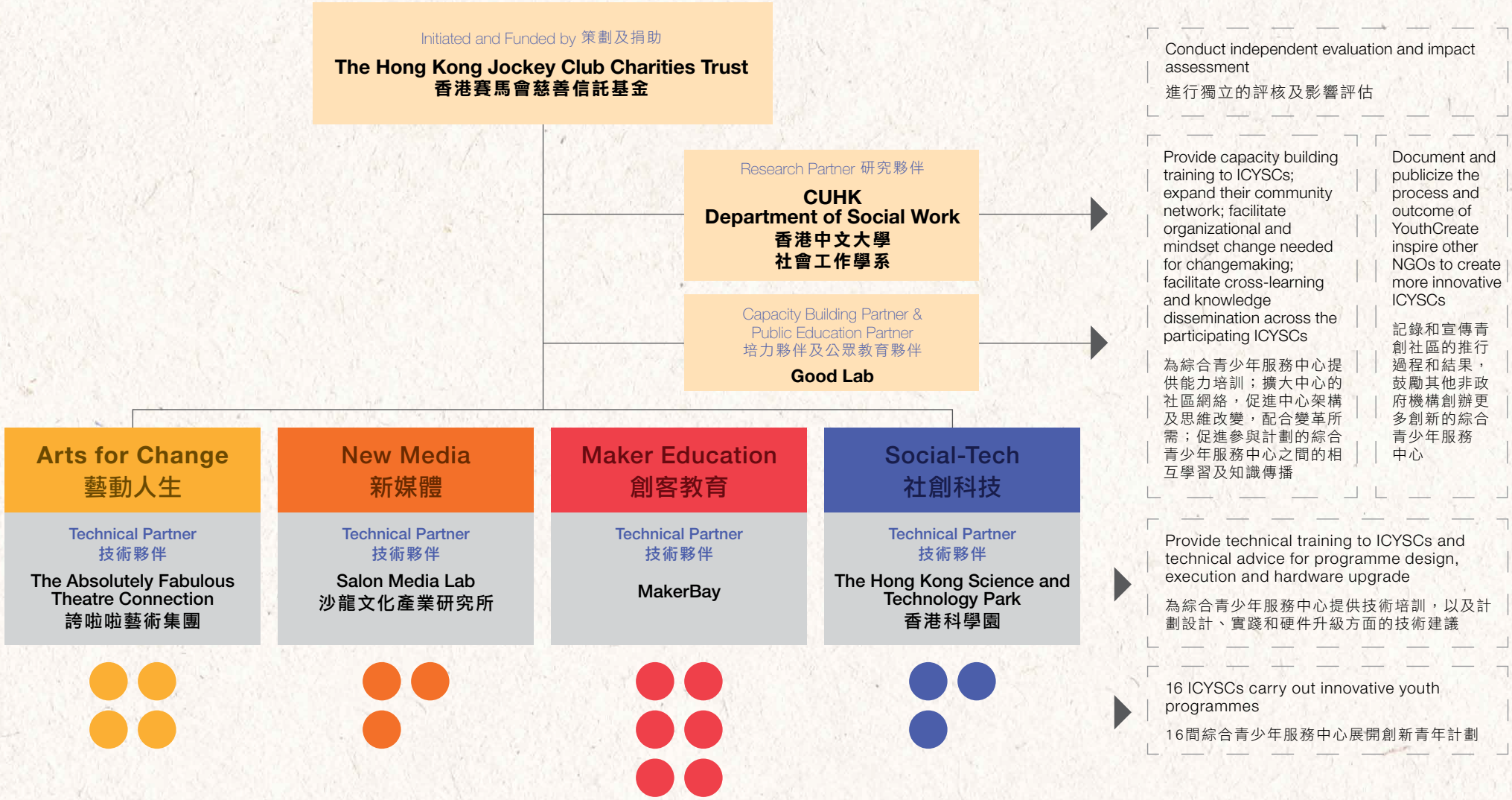
- 建立平台，讓青年敢於發夢、共同創作，接觸更廣闊的世界／獲得更多外部資源；
- 提倡敢於行動的精神（嘗試、失敗、再嘗試）；
- 提升青年的社會責任和社會參與
- 支持青年建立貢獻者而非受助者的社會身份認同

培養廿一世紀所需的能力

例如溝通能力、協作能力、創新力和創意、STEAM、跨學科知識

To cater to diverse interests and strengths of young people, YouthCreate runs 4 parallel tracks, namely **1. Arts for Change**, **2. Maker Education**, **3. New Media**, and **4. Social-Tech**. Each track has a respective technical partner who provides technical advice for ICYSC in its track on creative programme design and service delivery techniques.

為迎合年輕人不同的興趣和強項，青創社區分設四大範疇：**1. 藝動人生**、**2. 創客教育**、**3. 新媒體**及**4. 社創科技**。每項範疇都有各自的技術夥伴，向綜合青少年服務中心就創意活動設計和服務技巧提供技術支援。



Arts for Change
藝動人生

1. The Hong Kong Federation of Youth Groups Jockey Club Shaukeiwan Youth S.P.O.T.
   香港青年協會賽馬會筲箕灣青年空間

2. Chinese YMCA of Hong Kong Hin Keng Centre Jockey Club Integrated Children & Youth Services Centre
   香港中華基督教青年會顯徑會所賽馬會綜合青少年服務中心

3. Tung Wah Group of Hospitals Jockey Club Lei Tung Integrated Services Centre
   東華三院賽馬會利東綜合服務中心

4. Tung Wah Group of Hospitals Yu Mak Yuen Integrated Services Centre
   東華三院余墨緣綜合服務中心

New Media
新媒體

5. Aberdeen Kaifong Welfare Association Social Service Jockey Club Integrated Service Centre
   香港仔坊會社會服務賽馬會綜合服務處

6. H.K.S.K.H. St. Matthias' Integrated Services – Jockey Club Youth Express
   香港聖公會聖馬提亞綜合服務賽馬會青年幹線

7. Caritas Jockey Club Integrated Service For Young People-Tuen Mun
   明愛賽馬會屯門青少年綜合服務中心

Maker Education
創客教育

8. The Boys' & Girls' Clubs Association of Hong Kong Jockey Club Fanling Children and Youth Integrated Services Centre
香港小童群益會賽馬會粉嶺青少年綜合服務中心

9. The Boys' & Girls' Clubs Association of Hong Kong Jockey Club Sau Mau Ping Children and Youth Integrated Services Centre
香港小童群益會深井青少年綜合服務中心

10. The Boys' & Girls' Clubs Association of Hong Kong Sham Tseng Children & Youth Integrated Services Centre
香港小童群益會賽馬會秀茂坪青少年綜合服務中心

11. Hong Kong Young Women's Christian Association Jockey Club Butterfly Bay Integrated Social Service Centre
香港基督教女青年會蝴蝶灣綜合社會服務處

12. Hong Kong Young Women's Christian Association Jockey Club Tuen Mun Integrated Social Service Centre
香港基督教女青年會屯門綜合社會服務處

13. Choi Wan Rhenish Integrated Children & Youth Services Centre
禮賢會彩雲綜合青少年服務中心

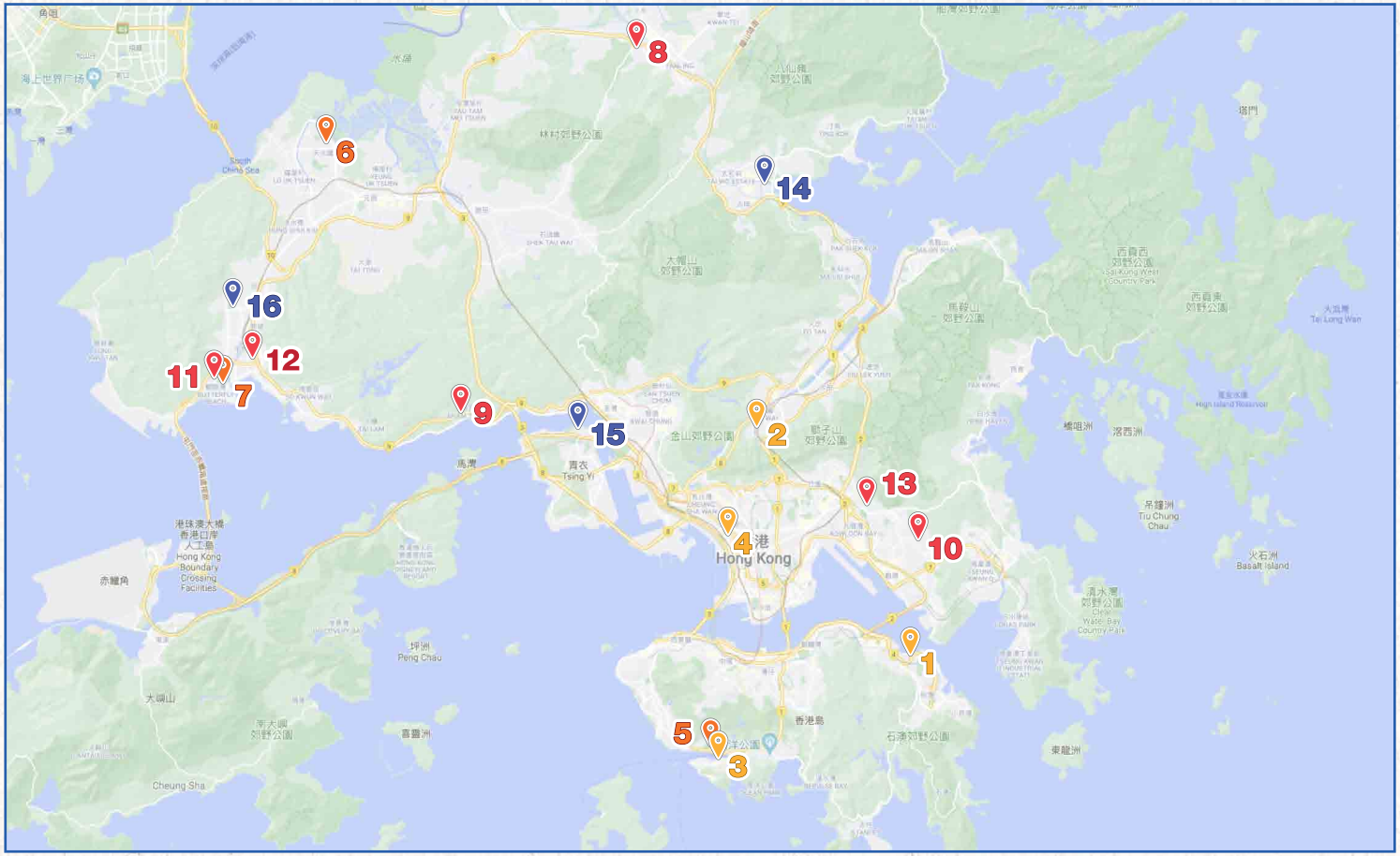
Social-Tech
社創科技

14. Hong Kong Children & Youth Services Jockey Club Tai Po Integrated Children and Youth Services Centre
香港青少年服務處賽馬會大埔青少年綜合服務中心

15. Hong Kong Playground Association Jockey Club Tsing Yi Integrated Service Centre for Children & Youth
香港遊樂場協會賽馬會青衣青少年綜合服務中心

16. The Salvation Army New Territories West Integrated Service – Tuen Mun Integrated Service for Young People
救世軍新界西綜合服務屯門青少年綜合服務中心

Geographical & Track Distribution of the 16 ICYSC Partners
16 個綜合青少年服務中心所在位置及所屬範疇分佈圖



1.4

Value Proposition of Good Lab

For Good Lab, the key to youth service innovation extends beyond mere provision of new programme contents but hinges on how these programmes are brainstormed and created to keep up with changing user expectations and social needs, and whether the social workers masterminding and operating the ICYSCs are able to see themselves as changemakers and partners of the youth.

A cultural shift is needed within ICYSCs to engage with young people differently, i.e. moving away from a service provision mode to walking alongside and empowering their users. A new intervention approach is needed to give due attention to a more participatory design process of youth programmes, and that allows these programmes to be grounded in their respective communities to respond to local community needs.

Good Lab 的價值定位

對Good Lab而言，要做好青年服務創新，關鍵不僅僅在於提出新的項目內容，而是如何設計這些項目致令它們能夠切合使用者以及社會與時並進的期望和需要。與此同時，負責策劃和管理綜合青少年服務中心的社工又能否視自己為創變者，並能與青年同行。

綜合青少年服務中心需要文化上的範式轉移去令年輕人參與其中。例如，從服務提供變成與使用者同行，為他們培力充權。中心需要採用新的介入模式，著重項目設計過程中青年人的參與，使項目能在他們所屬的社區中落地生根，並回應當區需要。

With technical partners bringing in new skillsets in arts, new media, social tech and maker education, Good Lab as the Capacity Building Partner sees our role as the **"cultural shift and changemaking enabler and connector"**, bringing in different methodologies of engagement, fostering mindset change, and facilitating cross-ICYSC and cross-sector learnings.

Good Lab had come into the picture later than the ICYSCs and technical partners. While ICYSCs had sent in their hardware upgrade and prospective programme proposals (in relation to the respective tracks they have chosen) as early as January 2017, Good Lab only joined YouthCreate in October 2017. The key tasks for Good Lab therefore were to "tie the loose pearls together" and ensure cross-over and mutual learning among all participating ICYSCs, and provide any support to the ICYSCs and technical partners to facilitate their innovation journeys. With a dual role as the Public Education Partner, Good Lab also documented and showcased YouthCreate's innovation journeys to inspire other NGOs to do the same.

如果說，技術夥伴透過藝術、新媒體、社創科技和創客教育方面引入新技術，Good Lab作為培力夥伴的角色，就是**「推動文化範式轉變與創變的連結者」**。我們引入不同的方法，促進參與、培育創變思維，促進綜合青少年服務中心的跨界別學習。

相對參加計劃的綜合青少年服務中心和技術夥伴，Good Lab 是比較遲加入青創社區的成員。綜合青少年服務中心在2017年1月已（就各自所選的範疇）提出硬件升級和未來計劃的建議書，Good Lab 則在2017年10月才加入青創社區團隊。因此，Good Lab 的主要任務就是連繫各方，把所有人和活動串連起來，確保所有參加計劃的綜合青少年服務中心能夠互相交流學習，並協助中心和技術夥伴開展創新之旅。Good Lab 的另一個角色是青創社區的公眾教育夥伴，負責記錄和展示青創社區的創新旅程，以啟發其他非政府組織。

To nurture new mindsets and capacity needed for a more youth-centric, empowering and co-creation intervention approach, we have identified these goals to guide our training design:

Goal	Corresponding strategies and approaches
Youth-adult partnership	• Nurture a more balanced relationship between youth and social workers • Co-create ideas to respond to community needs and to empower youth • Process-driven more than product-driven
Youth as changemakers	• Strengthen the connection between youth and their respective communities as well as the city • Empower them to make a difference on community issues they feel compelled about, starting with small steps
Empowerment of youth workers	• Equip them with a fresh mentality to put youth and the community first • Encourage them to experiment with a new working approach • Encourage experimentation and that some ideas might fail • Encourage partnerships and collaborations between the ICYSCs and other stakeholders in the community

為了讓社工能掌握促進青年為本、著重充權和共創的介入方法，我們訂立了以下目標作為培訓設計的指引：

目標	相應的策略和方法
青成同行	• 讓青年和社工建立更平等的關係 • 透過共創方式回應社區需要，為青年培力充權 • 重視過程多於結果
青年作為創變者	• 加強青年與所在社區和整個城市的連結 • 賦權青年為他們認為需要創變的社區事情踏出第一步
為青年工作者培力充權	• 裝備青年工作者，讓他們能將青年和社區放在第一位 • 鼓勵他們嘗試新的工作手法 • 鼓勵實驗，即使某些想法未必成功 • 鼓勵綜合青少年服務中心和其他社區持份者建立夥伴和合作關係

1.5

Capacity Building Timeline

Originally planned for December 2017 to November 2020, YouthCreate was extended to April 2021 due to the pandemic. The programme straddled shaky times in Hong Kong, facing different challenges including COVID 19.

Good Lab offered capacity building training in design thinking, community connectedness and cross-sector sharing. They were designed with a variety of modes to enable cross-centre and cross-track learning at different levels and to form an innovation community among all participating ICYSCs.

能力建設及培訓時間表

為期三年的青創社區最初定在2017年12月至2020年11月期間舉行，但受疫情影響，計劃延長至2021年4月。這段時間正值香港面對疫情及不同挑戰。

Good Lab 提供的能力建設包括設計思維、社區連結和跨界共享三個方面。培訓採取多種模式，務求在不同層面上達至跨中心和跨範疇學習，並連結所有參與計劃的綜合青少年服務中心，促進一個創新社群的建立和維繫。

Types of Capacity Building and Training offered by Good Lab
Good Lab 提供的能力建設及培訓類別

Orientation Camp (2018), Refresher Camp (2019) & Finale Camp (2021)

Annual meet-up of 16 ICYSC Partners, 4 Track Partners, Evaluation Partner (CUHK team) and HKJC team

- Experiential events and holistic sharing as the main themes
- **Orientation Camp** curated guests sharing, community innovation visits and workshops to widen their vision and embrace innovation
- **Refresher Camp** mainly used "idea marketplace" to enable the 16 ICYSCs to exchange their projects and report on their prototypes and progress
- **Finale Camp** used empathetic facilitation skills to enable all stakeholders to reflect on their insights gained in the 3 years of YouthCreate

The 3 annual day camps have built trust and collaboration among all stakeholders. It was the only time during YouthCreate that the 16 ICYSCs could get together as a whole to share insights and reflect on their learnings

Orientation Camp
迎新營

Refresher Camp
分享營

Finale Camp
畢業營

迎新營 (2018)、分享營 (2019) 及畢業營 (2021)

為16間綜合青少年服務中心、4位技術夥伴、
研究夥伴(中大團隊) 和賽馬會團隊的年度聚會

- 以體驗式活動和全方位分享為主題
- **迎新營**著重嘉賓分享、社區創新探訪及工作坊等，以開闊視野，讓社工擁抱創新思維
- **分享營**最重要的是創意市集，為16間中心提供難得的項目展示、雛型匯報以及交流機會
- **畢業營**的主軸為透過創新的促導手法，令所有持份者可深度思考三年間的心得、經驗和創變歷程

三次的年度日營，為所有青創社區的夥伴建立信任和合作關係；也是唯一機會讓16間中心一起分享經驗和反思心得

Track-based Training (Once a Year)

- These were joined by ICYSCs of the same track with its aim to inspire them to go deeper into cross-disciplinary social innovations using maker skills, technology, arts and new media
- ICYSCs worked on common pain points, e.g. how to apply design thinking in their daily work, how to facilitate the youth in doing community projects, etc.
- Example: In the second year we designed a workshop with youth-adult partnership in mind, allowing workers and selected youth to be in the same group, using design thinking to co-create and build ideas together. Such small attempts successfully changed pre-conceptions that youth adult partnership is difficult

範疇為本的培訓 (每年一次)

- 由屬同一範疇的綜合青少年服務中心參與，目標是以他們新學習的技能，如藝術、創科和媒體，實踐具深度的跨界社會創新
- 啟發各中心為面對的難題思考解決方法。例如如何在日常工作中應用設計思維、如何促導青年進行社區計劃等。
- 例子：在第二年，我們設計了青成同行的設計思維工作坊，讓社工與同組青年，共構創新提案。這類小實驗能打破迷思，令社工明白「青成同行」並不如想像中的困難

Centre-based Workshops (Once a Year)

- Tailor-made centre-based training to tackle specific concerns and bottlenecks
- Inspired innovative and trial-and-error mindset among youth workers; built soft skills for social workers to co-create with youth
- Topics tended to be more specific depending on centre needs, e.g. how to better utilize public space and understand community needs, how to manage project expectation, learning facilitation skills which aimed for leading more open and equal discussions, and storytelling skills, etc.

中心為本的工作坊 (每年一次)

- 針對特定問題為中心提供度身訂造的培訓，幫助他們突破樽頸
- 啟發青年工作者的創意思維，鼓勵反覆試驗；培訓社工與青年共創時的軟技能
- 工作坊主題一般根據中心的具體需要而定，例如如何更好地利用公共空間和了解社區需要，如何管理計劃期望，透過學習促導概念以帶領更平等開放的參與，以及提升說故事技巧等。

Bespoke Mentoring & Consultancy

- On a need basis
- Addressed further Centre-based concerns by offering mentorship
- Offered detailed advice in programme design and methodologies

度身訂做的指導和諮詢

- 按需要提供
- 為解決中心為本的問題提供導師
- 提供有關活動設計和方法的詳細意見

1.6

Centre-based Training and Capacity Building

2018

Full day elementary design thinking workshop to heighten empathy and sense of experimentation: Good Lab provided all centres with a “Design Thinking 101” type of workshop to equip workers with an enhanced user-centric lens and emphasis on a trial and error mindset.

This largely uniform centre-based training gave us a good opportunity to observe the Centre’s teams in action, and understand their work culture as well as major concerns.

以中心為本的能力建設

2018

初階設計思維工作坊，以提升同理心及實驗精神：在首年的中心培訓，Good Lab為所有中心提供「設計思維101」入門工作坊，裝備社工的用家為本視覺，以及強化反複試驗的思維。這個較為統一的培訓讓我們有機會觀察和分析每間中心的情況，理解其工作文化和歸納他們的主要關注事項。

2019

In the second year Good Lab team members first visited all the centres to listen to their progress and pain points. Together with workers, we also walked around the community in which the centres are based, and observed how, with heightened community interactions, young people could walk alongside social workers to imagine small-scale innovations to help solve community issues.

Some creative design elements of the bespoke workshops included:

- inviting experienced community development social workers to talk about the notion of "community" and "participation" followed by a walk-around in the community with the ICYSC workers;
- bringing the whole ICYSC team to other sites to visit exemplary community building projects (such as Blue House in Wanchai)
- engaging designers and innovators to inspire workers with their experience (eg an upcycling designer using waste in the community to develop community decorations; local tourism planners explaining curation and identifying interesting spots in the community, etc).

This kind of inspirational sharing was concluded with debriefings and reflections.

2019

第二年開始， Good Lab 團隊逐步掌握各中心的需要，為他們定制不同內容。我們一般會先拜訪該中心，聆聽其進度和面對的難題。在社工的帶領下，我們亦遊走所在的社區，觀察年輕人如何能夠在更緊密的社區互動下，與社工一同想像小型創新項目，解決社區問題。

定制工作坊的創意設計元素包括：

- 邀請富經驗的社區發展社工分享「社區」及「參與」的看法，並與綜合青少年服務中心的社工一起走訪社區
- 帶領團隊到其他社區參觀社區營造的精采例子（如灣仔藍屋）；
- 與設計師和創新者互動，激發創新思維（如升級再造設計師利用社區廢物製作社區裝飾、社區旅遊策劃者講解策劃的竅門和搜尋有趣的社區角落等）。

這些具啟發性的活動完結前，都會進行討論和反思。

2020-21

Due to the onset of Covid 19, the third year's centre-based training was a good example of blended learning. We designed two different types of online meetups: the first one aimed to **strengthen youth adult partnership** with the participation of both workers and youth in discussion on their innovative projects and how they should refine their ideas and prototypes to prepare for the community pitching. This training was supported by Good Lab's media partner comprising marketing and communication experts who built great rapport with the youth in brainstorming ideas and framing their innovations to be more attractive and responsive to community needs.

The second type of workshop was on **deepening of process-driven skills**, including better methods in storytelling, facilitation of discussions to enable youth's voice, and nonviolent communication. The ICYSC could pick one that reflects their needs. Before each workshop, either an online pre-session and/or questionnaires would be done to understand specific pain points of each centre. As a result, the fine content of the workshops could be adjusted to respond to specific needs.

2020-21

第三年的青創社區遇上新冠肺炎爆發，成為實驗混合式學習的好例子。我們設計了兩類「網課」：第一類旨在加強**青成同行**，讓社工和年輕人一起討論其創新點子，改善意念和原型，為社區提案做好準備。這工作坊得到Good Lab的媒體夥伴支持，當中有市場推廣及傳意專家，他們透過意念撞擊和構想創新，令年輕人的意念更吸引並能回應社會需要，也與年輕人建立了良好關係。

第二類網課與**深化過程設計的技巧有關**，包括提升說故事的方法、促導青年發表意見的流程，以及非暴力溝通。綜合青少年服務中心可按需要挑選其中一項。為明白每間中心所面對的難題，在網課前會有起碼一次網上會面或問卷調查。亦因如此，工作坊的內容能夠微調，回應中心的具體需要。

1.7

Reflections on the 3-Year Capacity Building Programme

1. Bespoke training was by far more inspiring to the ICYSC social workers. Our various design approaches could respond to their needs.

2. Covid brought about good opportunities to innovate in our role. The third year training generally received positive feedback. It might suggest that youth workers like well-structured and facilitator-led online workshops.

3. Quick turnover of staff at the centres made it difficult for us to ensure all workers are on the same page with basic design thinking to enable human-centric approaches in programme design and working with youth.

4. The readiness and willingness of the workers also varied. When some centres were greatly inspired and showed great enthusiasm, we received fewer feedback from other centres.

5. To the ICYSCs, there were many different types of training offered by Good Lab as well as technical partners and this was a structural issue. Our track-based training (and some center-based training) was seen by some ICYSCs as replicating those offered by technical partners. This could be avoided if there were a central organizer in the planning stage.

三年能力建設活動後的反思

1. 定制工作坊對社工的啟發更大。我們提供的設計模式能夠回應他們的需要。

2. 新冠肺炎為我們帶來創新的好機會。第三年的培訓得到不少正面的回饋意見。這可能表示社工接受較為具結構性及有促導方法的網上學習。

3. 我們注意到中心的團隊流失得快，使我們難以確保所有社工都能在基本的設計思維掌握上保持一致，令活動設計和青年合作能採取更以人為本的方法。

4. 不同中心的社工樂意參與培訓的程度亦因人而異。某些中心得到很大啟發，表現投入，但某些中心的回饋不大。

5. 對16間中心來説，他們要接受 Good Lab及技術夥伴的眾多培訓，反映了一些結構性問題。範疇為本的培訓及某些中心為本的培訓，被指在某些議題上重複(例如設計思維)。日後若在項目的籌備階段時有中央統籌，就可以避免這個情況。

Chapter 2
Learnings and Challenges

第二章　學習與挑戰

YouthCreate joined together over 20 organisations to pilot a cross-sectoral intervention approach at ICYSCs that is more youth-centric, empowering and co-creative. It seeks to maximize the impact of ICYSCs in the community, through creating youth-adult partnership, enhancing young people's social connectedness and building capacity for the 21st century.

YouthCreate has taken place amidst social unrest and a global pandemic, which has disrupted routines and plans. Yet, some social workers have taken these challenges as opportunities for innovation in youth service. While facing uncertainties, the workers use co-creation, one of the guiding principles of YouthCreate, in their work. They encouraged young people to explore community issues and worked out solutions together. In the process, workers shared with us that they and the young people felt empowered.

From our perspective as the Capacity Building Partner and Public Education Partner, we have interacted with many frontline workers at the ICYSCs and have supported them in this change process with different types of training and capacity building. However, despite the power of design thinking, it is merely a tool, and whether it is effective depends on how it is practised in context-specific situations. In this chapter, we will therefore consolidate and recount their learnings and challenges.

Please note that these are Good Lab's observations and reflections only, having walked alongside the ICYSCs and workers for over 3 years. We hope this will complement the formal evaluation conducted by the team led by Prof Siu-ming TO of the Chinese University of Hong Kong.

青創社區由超過二十個團體協作，嘗試在綜合青少年服務中心實驗一個更講求青年為本、充權和共創的跨界別介入模式，透過鼓勵青成同行、加強青年的社會連結，以及培養廿一世紀所需的能力，提高綜合青少年服務中心在社區的影響力。

青創社區推出之時遇上社會動盪和全球疫症，計劃的推行未免受阻。然而，有些社工視這些挑戰為革新青年服務的契機。面對種種不確定因素，社工運用「共創」這個青創社區提倡的指導原則，鼓勵年輕人共同探索社區問題，尋找解決方法。過程中，社工和參與的年輕人都認為他們的能力有所提升。

作為培力夥伴及公眾教育夥伴，我們與不少在綜合青少年服務中心工作的前線社工交流，並且透過提供不同類型的課程和培訓，協助他們迎接服務創新所帶來的轉變。不過，設計思維再厲害也只是一套工具，設計思維能否發揮效用，視乎如何在具體情況下使用。這一章，我們將整理和探討大家的學習過程及面對的挑戰。

請注意，本章所記錄的只是 Good Lab 與綜合青少年服務中心和社工結伴前行三年多以來的觀察與反思。我們希望這份報告能為香港中文大學陶兆銘教授團隊所進行的正式評估提供有用的補充。

2.1

Observations on success factors of ICYSCs who have achieved project goals with better outcome

16 ICYSCs participated in YouthCreate. The centres and units are located in different parts of Hong Kong with different demographics and are operated by non-profit organizations with different work cultures.

From our observation, ICYSCs which are best in achieving project goals tend to recruit and retain young people well; are active in forging community ties; have a good grasp of design thinking to lead an issue-based creative process with the young participants; and they are willing to share and co-create with youth and create channels for youth-led programming and decisions.

While each centre/unit has its unique challenges and context, those with better outcomes share significant similarities. We have identified a few common success factors that have made the difference.

觀察：能實現計劃目標並取得較佳成果的成功因素

參與青創社區的綜合青少年服務中心一共有16間。中心遍佈全港，由不同的非牟利機構營運，而各區的人口狀況和機構的工作文化亦有所不同。

據我們觀察，能夠在實現計劃目標方面取得較佳成果的綜合青少年服務中心有以下特點：（一）往往能夠招攬和留住年輕人；（二）積極參與建立社區連繫；（三）懂得運用設計思維，與年輕人共同組織富社會性的創意活動；（四）樂意與青年分享和共創，建立渠道讓青年主導規劃和決策。

雖然每間中心要面對的挑戰和狀況都各有不同，但取得較佳成果的中心都有明顯的共通之處。以下列出幾個能帶來分野的成功因素：

(a) Management & leadership

- **The presence of an innovation champion who shows great leadership and who yearns to do something out-of-the-box.** With someone keen and passionate, the magnetism quickly spread to the team and the participants, helping to turn YouthCreate into an empowering process both for the working team of workers and the young people.

- **An organisational culture of social innovation:** One of the ICYSCs had previously organised social innovation competitions for young people. This NGO has identified social innovation as a strategic development area for the entire organisation. The team was naturally attuned to the requirements of design thinking, social workers from other ICYSCs also managed by this NGO but not within YouthCreate also came for the training sessions, showing a great appetite for innovation.

(b) Team alignment

- **The whole working team is on the same page to achieve identified project goals;** there was good support from frontline workers to mid- and senior-level management to allow lots of experimentation from the young people.

(a) 管理層的領導力

- **有善於領導、勇於突破的創新型領袖。**熱情投入的領袖能夠迅速感染團隊和參加者，把青創社區激活為一個相互充權的過程。

- **著重社創的機構文化：**其中一間綜合青少年服務中心曾為年輕人舉辦社會創新比賽，他們更將社會創新納入整間機構的戰略發展範疇，中心員工熟悉設計思維的要求。連同一機構其他沒有參與青創社區的青少年中心也會參與培訓，足見機構文化對創新的熱誠。

(b) 團隊協調

- **團隊步伐一致：**從前線社工至中層及高層管理人員，對計劃目標有一致的理解，為年青人的探索試驗提供支援。

(c) User-centred and trust to youth

- Their programme was **very focused on young people and their participation in the community. They also showed a great degree of trust and openness to young people.** This has proved successful in keeping young people with YouthCreate, as their first batch participants invited their friends to join the second batch (and so on), helping with programme sustainability and cultivating a stronger sense of belonging to the centre.

- **Responsive to young people's needs:** Young people have become quite disillusioned after the social upheavals. The youth workers sensed a psychological need to anchor young people back into the community. YouthCreate was taken as a platform for young people to participate in the community and contribute to society.

- They were able to package and deliver the programme in a way that was attractive to young people.

(c) 用家為本，信任青年

- 中心的計劃**非常重視年輕人及其社區參與，對年輕人抱極大信心，並持開放態度。**事實證明，這對留住年輕人繼續參與青創社區起了很大作用——首批參與者會邀請朋友也一起參加計劃，成為第二批參加者（滾雪球式），讓活動能夠持續收生，同時培養參加者對中心更強烈的歸屬感。

- **能夠迅速回應年輕人的需要：**社會運動普遍令年輕人對未來失焦。青年工作者意識到若能讓年輕人紮根社區，能夠減輕他們的精神創傷，因此利用青創社區這個平台，帶領年輕人投入社區、回饋社會。

- 中心能夠以吸引的方法包裝和推廣計劃，令年輕人產生參與興趣。

(d) Setting right priority

- **Process-based instead of output-driven:** They understood technical skills are at the end just a tool, and are able to prioritise community exploration over technical skill mastery, or have the creativity to integrate these two objectives - using the new skills to respond to a community issue and offer solutions.

(e) Openness & humble attitudes

- **Willingness to take up tasks that are not part of usual habits:** they are active in extending their community network, receptive to learning from cross-disciplinary partners, agreeable to follow through a process-driven design thinking investigative and creative process, and understand the trial and error nature of such process.

(d) 明確的優先次序

- **着重過程多於成果：**他們明白技術能力最多只是一套硬工具，因此他們著重「活」的社區探索多於培養技術能力，又或能以創新方式將兩者結合——運用新技能回應社區議題，提供解決方案。

(e) 保持開放和謙虛的態度

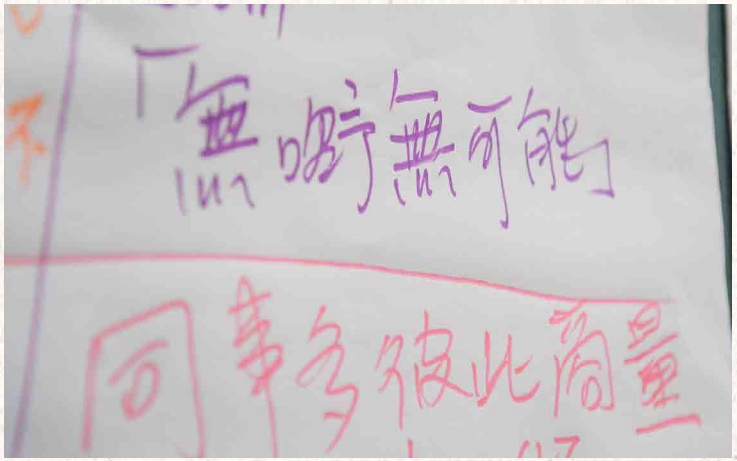
- **願意承擔常規工作以外的任務：**他們積極擴展社區網絡，樂於向跨界夥伴學習，重視參與過程，鼓勵探究和創意的設計思維方法，並不怕失敗，勇於反覆嘗試。

2.2

Identifying the Challenges of Youth Service Innovation at Different Levels

These three years have been full of learnings for us as the Capacity Building Partner. From not knowing the ICYSCs, to designing generic design thinking training and gradually getting to know each of them better through bespoke training, we came to experience upfront what is hindering more successful rendition of youth service innovation and youth-adult partnership.

We have categorised these challenges into 3 levels, i.e. **"worker-level"** referring to personal capacity, habits and behaviors of frontline workers who are direct participants of YouthCreate, **"ICYSC-level"** referring to operational habits and features of the centres, and **"system-level"** referring to the organisational and management structure that governs ICYSCs.



青年服務創新不同層面的挑戰

作為培力夥伴，我們一開始對綜合青少年服務中心並不甚了解，到後來為他們制定針對需要的培訓，漸漸認識每間中心的文化和特點。這個過程讓我們深深體會到要推動更有效的青年服務創新和青成同行的挑戰。

我們將這些挑戰分為三大層面：**「社工層面」**指的是參加青創社區的前線社工的個人能力、習慣和行為；**「中心層面」**指的是綜合青少年服務中心的營運習慣和特點；**「制度層面」**指的是管理綜合青少年服務中心的組織和管理架構。

Challenges at Worker-level

1. Too busy with administrative work and organising programmes
2. Marked gap between the centre and the community made role change and community engagement difficult

Challenges at ICYSC-level

3. Quota-achieving work culture led to emphasis of product (output) over process or purpose
4. Lack of initiation from ICYSC level resulting from unaligned expectation for youth service innovation

Challenges at System-level

5. Lack of an innovation incentive
6. Lack of a change champion

社工層面的挑戰

1. 行政工作和活動籌辦已令社工疲於奔命
2. 中心與社區的明顯分隔令角色變換和社區參與難以進行

中心層面的挑戰

3. 「跑數」文化令中心著重成果多於過程或目的
4. 中心不夠主動源於對青年服務創新的期望不一

制度層面的挑戰

5. 缺少創新的誘因
6. 欠缺敢於變革的領袖

Challenges at Worker-level

1. Too busy with administrative work and organising programmes

Youth workers are in general very busy with organising programmes year-round and they also shoulder heavy administrative duties. During the course of YouthCreate they often lamented over a lack of time and headspace for deeper reflection on programme learning or design to produce better outcomes. Busy work schedule also meant difficulty in engaging other centre staff (not assigned to the programme) to participate in day-long training and brainstorming, which made it more challenging when the team tried to come up with centre-wide ideas for youth service innovation.

Time-poor workers coupled with a relatively rigid and bureaucratic work style stifles room for a process-driven innovation process which requires time for community discovery, problem identification and iterative prototyping. We also note that during this period (from 2018 to 2021) there has been frequent changes in personnel at the centres because of different job openings in schools and other services. The constant change of personnel also made it difficult to sustain new idea developments.

社工層面的挑戰

1. 行政工作和活動籌辦已令社工疲於奔命

一般來說，青年工作者一年到晚都忙於籌辦活動，同時肩負著沉重的行政工作。在青創社區進行期間，他們經常慨嘆沒有足夠時間和空間深入反思學習或設計出更好的活動。忙碌的工作意味著其他（沒有參與青創社區的）中心職員難以抽時間參加整天的培訓和討論，若團隊想就全中心的青年服務創新提出新想法時，就變得更具挑戰。

除了缺乏時間，社工還要應付相對僵化和官僚的職場文化，窒礙他們的創意空間，這是因為創新往往需時探索社區、識別問題和不斷改善實驗原型。我們亦留意到這段時期（2018-2021），由於學校和其他服務機構有較多職位空缺，中心經常有人事變動，頻繁的人事變遷也令創新計劃無以為繼。

2. Marked gap between the centre and the community made role change and community engagement difficult

The gist of achieving greater youth-adult partnership and community engagement is a successful role change from the part of the social workers, from merely providing services to embracing a willingness for a more equal relationship with the youth, a humbleness to open up and step out of the centres (which is also the comfort zone) and to start seeing the community in a new light.

ICYSCs are located conveniently within their respective communities, yet our observation is that their community networks with the neighbouring stakeholders are generally weak. Part of this has to do with their remote location, that they are tucked in an inconspicuous, quiet corner away from the major hustles of their local neighbourhood. The real separation is however due to the fixed role youth workers have assumed.

Some workers reported unease to venture out because of detailed workstream separation, believing working with the community is more the fort of those specialising in community development or outreach. Some also felt they don't have enough skills for community work, and in turn lack the confidence to pique young people's interest in community issues.

Another constraint is mindset. Social workers are used to approaching the community from a service provider's point of view. Rarely would they see the community as a place of social capital with bountiful resources and potential partnerships. For some workers, they feel they already belong to an institution and they don't really need community linkage for their work. All of these are creating distance between the centre and the community.

2. 中心與社區的明顯分隔令角色變換和社區參與難以進行

加強青成同行和社區參與的重要因素，是社工角色的成功換位。即是說，社工由僅僅只是提供服務，到慢慢開放自己，一方面與青年建立更平等的關係，另方面踏出中心這個舒適圈，換上謙卑的心情，用新視野重新看社區。

綜合青少年服務中心分佈於各個社區，但據我們觀察，中心與社區持份者的關係普遍薄弱。這或與它們很多時位於偏遠屋邨一隅有關，但真正原因在於青年工作者既定的角色定位。

有社工指出，由於分工仔細，令他們認為與社區合作似乎是專精社區發展或外展的社工的職責，令他們不想跨越雷池。有社工亦覺得他們沒有足夠能力從事社區工作，亦因而沒有信心能夠引起年輕人對社區議題的興趣。

另一種限制與思維模式有關。社工習慣以服務提供者的視野看待社區，較少將社區看成一個富於資源或潛在夥伴的地方。對某些社工而言，他們認為自己已隸屬一間機構，不太需要其他社區聯繫。這些因素都為中心與社區產生了阻隔。

Challenges at ICYSC-level

3. Quota-achieving work culture led to emphasis of product (output) over process or purpose

ICYSCs observe Funding and Service Agreements (FSAs) with the Social Welfare Department to provide required social work intervention as laid down in the document dated back to 1994. The output indicators and KPIs are output-and-number-driven and pay little heed to the process, purpose or innovative content of the programmes organised. As such, a direct effect induced by the FSAs is a marked quota-achieving work culture.

Oftentimes when we talked to the youth workers, their emphases were, understandably, on tangible technical upskilling classes, or visible output such as hardware upgrade or the creative product developed, things that directly help meet FSA quotas. In YouthCreate, a parallel goal should have been the process of youth service innovation, which requires experimentation with new models of youth service provision. It is a time-taking iterative process not required by FSA.

Take the maker movement as an example. What is trend-setting about makers is how making skills are taken up as a new tool to tackle social challenges, such as creating more open-source and participatory tools for citizen science, or 3D printing enabling low-cost manufacturing. There is a social purpose behind what's merely a technical skill. We do see the great efforts of some youth workers, but overall it will take time for the centres to develop a truly purpose-led, process-driven culture under the overarching quota-achieving work culture.

中心層面的挑戰

3. 「跑數」文化令中心著重成果多於過程或目的

綜合青少年服務中心須遵守與社會福利署簽訂的津貼及服務協議（FSA），按照 1994 年的文件規定，提供必要的社工介入服務。當中的成果指標和關鍵績效指標都以數字為本，很少關注所籌辦活動的過程、目的或內容是否創新。因此，津貼及服務協議直接導致中心出現「跑數」文化。

在過程中，青年工作者往往將重點放在能幫助他們達到FSA定額要求的、看得見數得出的具體事物中，如技術培訓課程、硬件設備升級或研發創意產物。然而，青創社區的一個重要的平行目標是青年服務創新歷程。這個歷程需要不斷試驗新的青年服務提供模式，是個相對抽象、耗時而反複的創意實驗過程，且不是FSA所要求的。

以創客運動為例。創客能夠引領潮流是因為他們將「手作」變成回應社會挑戰的新工具，例如創客運動為公民科學帶來更多開源和鼓勵公民參與的工具，3D打印技術支持低成本製造等。創客運動看來只是一門技能，但背後蘊藏著更宏大的社會目的。我們確實看見一些青年工作者努力學習創客技能，但整體而言，在「跑數」文化的影響下，中心還有待建立目標主導和著重過程的工作文化。

4. Lack of initiation from ICYSC level resulting from unaligned expectation for youth service innovation

Throughout the 3-year training, we sense a lack of initiation from most ICYSCs to undertake youth service innovation with the YouthCreate platform. The extra work usually falls on the shoulders of certain frontline youth workers with the assistance of a non-social work grade extra hand. Most centres did not form a core team to oversee the programme.

As such, it was not easy to discuss bigger objectives such as community participation, youth empowerment or youth-adult partnership when the centres did not differentiate YouthCreate from other programmes. This unaligned expectation could be due to miscommunication at various levels, but also due to the internal policy of some institutions. We have learned that in some cases, the YouthCreate proposal was written by a central administration unit and the centres are only to implement it. On the other hand, we observe that centres with a flatter structure where frontline staff were involved in the initial proposal writing seems to have better alignment and understanding of YouthCreate.

4. 中心不夠主動源於對青年服務創新的期望不一

在過去三年的培訓中，我們發覺大部分綜合青少年服務中心都甚少主動透過青創社區這個平台試行創新的青年服務工作，青年服務創新作為一種「額外工作」，大都由前線青年工作者承擔，有時或與另一名非社工職系的助理一同擔當統籌。大多數中心也沒有成立核心團隊來監督和指導計劃。

當中心沒有把青創社區與其他計劃區分開來，就無法跳出舊模式的窠臼，進而討論更深層次的目標，如社區參與、青年充權或青成同行等。這種期望落差可能源於中心不同層級的員工之間的溝通障礙，亦可能與所屬機構的一般做法有關；例如在本計劃中，就有由社福機構的總部全權負責撰寫青創社區的計劃書，再分配至指定社區中心去統籌執行。我們亦觀察到，結構較平坦的中心一開始就讓前線員工參與撰寫提案，這種做法似乎較能讓全體人員的期望一致。

Challenges at System-level

5. Lack of an innovation incentive

A service innovation process such as YouthCreate is process-driven and problem-solving based, and it requires extended participation of a small creative team to do well-grounded observation, brainstorm and experiment with the prototypes. Community engagement also requires time and focused effort from participants to build trust and establish rapport with the community.

As an example, when it is much easier to meet the KPIs to give a school talk than to lead a group of young people to explore community issues, it is understandable that the incentive to innovate is weak. The subvention model might be a key reason.

6. Lack of a change champion

As FSAs don't really have innovation as part of the KPIs, it is left to each ICYSC's own initiation how much and in what direction to take youth service innovation forward. This takes a visionary change champion, oftentimes a supervisory grade staff, from within the ICYSC who knows how to foster organisational change. However, from our observation, this is a matter of serendipitous encounter.

Any future projects aiming at youth service innovation should find ways to identify or create the right conditions for the internal change champions to step forward.

制度層面的挑戰

5. 缺少創新的誘因

青創社區所推動的服務創新，以過程主導和解決難題為基礎，著重參與，需要一個小型創意團隊長時間參與其中，進行實事求是的觀察、討論和原型試驗。社區參與亦需要參加者花時間心力投入其中，從而建立互信互助的關係。

相比起引導年輕人探索社區，舉辦學校講座更容易達到關鍵績效指標的要求，因此社工缺少創新服務的動力亦無可厚非。現時的資助模式，可能是導致如斯局面的關鍵原因。

6. 欠缺敢於變革的領袖

由於創新並不是FSA中的關鍵績效指標，因此青年服務創新的多寡和方向，完全由綜合青少年服務中心自行決定。如此，一位具備視野又能推動組織變革的人物——一般來自主管階層，就變得非常關鍵。不過，據我們觀察，這需要幸運的條件配合。

因此，未來任何旨在推動青年服務創新的項目，都必須懂得尋找或創造合適條件，讓中心或體制內的變革者能夠帶動前行。

2.3

Understanding Youth Workers' Learnings and growth with the VASK Framework

Good Lab's capacity building principally works on two levels, i.e. fostering a changemaker mindset for youth social workers, and facilitating ICYSCs to design and plan new programmes with a social innovation and community engagement framework, so that the innovation responds to perceived needs.

Based on observations, we cited the success factors of the centres with a better outcome. Nevertheless, we do not wish to single out certain centres and diminish the great efforts of all frontline workers who have participated in YouthCreate - they have all made attempts at experimentation and walked alongside young people to make a difference. We would like to loosely use the VASK framework to track their changes and growth.

以 VASK 框架了解青年工作者的學習與成長

Good Lab的能力培訓分兩個層面，即培養青年社工擁有敢於變革的思維，以及協助綜合青少年服務中心以社會創新和社區參與為框架設計活動，以創新方式回應社區需要。

我們根據觀察所得，列出令中心能夠成功取得較佳成果的因素，但我們不想標榜某些中心而抹煞了所有前線社工的努力——大家都曾進行各種試驗，與年輕人並肩而行，共創不同。在此，我們希望借用VASK框架來紀錄他們的成長和變化。

Value
能力

Worker-level
社工層面

- Youth workers are more able to see the value of youth-adult partnership. One of the most prominent examples is about programme design. In the past, it was done by workers in a closed room. Youth were merely seen as passive service users. More and more workers expressed that they now believe involving youth in the initial stage of programme design benefits both the programme and the potential users.

- 青年社工更明白青成同行的價值，其中一個突出的例子與活動設計有關。以往，活動由社工閉門設計，青年只不過是被動的參加者。越來越多社工表示他們現在相信，讓青年由一開始已經參與活動設計對活動和潛在使用者都有好處。

ICYSC-level
中心層面

- The programme of YouthCreate came at a time when many non-profit organizations, who are used to providing traditional social services, see the benefit of adopting social innovation approaches to respond to changes in communities. Some centres have started to see the value of linking up young people and the community, with the ICYSC itself as an intermediate platform for young people to make new discoveries in the community, seeding beliefs that they can do something to improve it.

- 青創社區計劃推出之時，許多慣於提供傳統社會服務的非牟利機構亦正好認識到採用社創模式應對社區變化的好處。一些中心開始明白加強青年與社區聯繫所帶來的價值，而青創社區就是一個連結各方的平台，讓年輕人發掘社區不同面貌，使他們相信自己有能力為社會帶來改變。

Attitude
態度

Worker-level
社工層面

- With the gradual changes in values, more workers are willing to retreat from a position of authority and let young people actively take charge in programme design. They are more prone to “say yes” than to “say no” to enable youth’s ideas.
- Workers admitted they felt insecure at first, but when they stepped back and let young people take the lead, nothing was messed up in the end and the mission was accomplished. It gave workers great satisfaction to see the youth being empowered.
- 隨著價值觀漸漸改變，越來越多社工願意從權威的位置退下來，放手讓年輕人積極參與活動設計，並且傾向認同多於否定青年，讓他們實行想法。
- 社工坦言一開始感覺不放心，但當他們退後一步讓年輕人主導設計過程，事情終究也能順利完成。社工樂於見到青年被賦權。

ICYSC-level
中心層面

- There are two aspects to measure how ICYSCs have changed their attitude in youth service. First, they have become more “outward looking” as they reach out to the community for issues, resources and collaboration. They launched community-oriented programmes even though it does not create FSA required KPIs.
- Secondly, some ICYSCs started to involve young people in their other work e.g. consulting the youth in renovation works as well as regular service meetings. The co-creation has resulted in many young people having a greater sense of belonging to the centre.
- 主要從兩方面體認到綜合青少年服務中心的心態轉變。他們變得更「外向」，更主動在社區發掘問題、尋找資源和合作。即使這些活動並不能協助他們達到津貼及服務協議中關鍵績效指標的要求，他們也樂意舉辦社區為本的活動。
- 其次，有些綜合青少年服務中心開始讓年輕人參與中心的其他工作，例如就翻新工程和定期服務會議尋求青年的意見。這種共創經歷讓年輕人對中心增添不少歸屬感。

Skills
能力

Worker-level
社工層面

- Workers have acquired technical (hard) skills with respect to the chosen tracks (ie new media, maker education, social tech, arts for change), but to many workers, it is equally important, if not more, for them to acquire soft problem solving skills provided by Good Lab and receive inspirations from cross disciplinary guests in design thinking, community engagement and facilitation.

- Some workers have expressed that at the end of the day, knowing the community's needs before acquiring a technical skill is crucial. Some youths encountered a mismatch between community needs and their skills, but some workers also appreciated having a solid skill set that can help the community in return.

- 透過參與計劃，社工掌握了與所選範疇（即新媒體、創客教育、社創科技或藝動人生）相關的技術（硬能力），但對許多社工來說，Good Lab提供的解難能力（軟能力），並從跨界嘉賓身上學習設計思維、社區參與和促導方面的新想法，也同樣重要。

- 有些社工表示，歸根究底，先了解社區需要比起學習新技能來得重要。有時青年所學的新技能與社區需要並不匹配，但亦有社工對掌握實用新技能回饋社會表示歡迎。

ICYSC-level
中心層面

- Centre ICs have acknowledged the tech-savvy and modern character enabled by YouthCreate did help them attract more users. They also expressed the new soft skills acquired brought them new inspiration that can empower frontline youth workers.

- 中心主任認為青創社區的資源有助提升中心的科技感和現代感，為他們吸引更多使用者，而新的軟能力亦能為前線青年工作者充權。

Knowledge
知識

Worker-level
社工層面

- YouthCreate offers knowledge that is insightful, innovative, future-focused and cross-disciplinary. Workers have enjoyed the learning of innovation cases and since they are themselves trainers, they have shared the newly found knowledge with young people and together they try to embark on a journey of innovation.

- 青創社區提供活靈感創意、著眼未來的跨學科知識。社工本身是導師，他們享受學習不同的創新案例後，又樂於與年輕人分享新知識，一起踏上創新之旅。

ICYSC-level
中心層面

- YouthCreate has built an innovation community across centres in different neighbourhoods. This has helped the centres to build on the knowledge and network to better innovate services in the future.

- 青創社區連結各區中心建立了一個創新社群，有助中心利用現有知識和網絡於日後改革和完善服務。

Conclusion

Having recruited 16 ICYSCs managed by a wide spectrum of NGOs, YouthCreate has ambitious aims to inspire bottom-up service innovation over the course of 3 years through hardware upgrade, new technical skills and capacity building (design thinking training, facilitation, community engagement tools, etc). It encourages cross-sector collaboration with new partners, and an emphasis on youth-adult partnership - a different kind of relationship dynamics between youth workers and young people.

YouthCreate provided a good start; many youth workers are energized. Whether and how these will sustain and evolve into new models of youth service partnership depends on the factors cited in 2.1. It is however clear the three years have triggered growth and changes in youth workers and the ICYSCs in various dimensions.

In the next chapter, based on our understanding of the programme's achievement and bottlenecks, we wear a designer's hat and ask: how might we further design similar youth innovation programmes, in particular, its capacity building strategy, to empower youth to help solve community issues and facilitate sustainable youth adult partnerships in communities?

結語

青創社區招募了16間由不同背景的非政府組織所管理的綜合青少年服務中心，希望在為期三年的計劃中實現遠大目標，透過硬件設備升級、新技能和能力訓練（如設計思維、促導和社區參與等），推動由下而上的服務創新。計劃鼓勵與新夥伴跨界別合作，主張青成同行，讓青年社工與年輕人發展新的關係模式。

不少青年工作者參加青創社區後充滿鬥志，這是個好開始。但這能否持續，或如何演化成新的青年服務合作模式，則視乎2.1節所述因素。不過可以肯定的是，過去三年，綜合青少年服務中心的青年工作者在各方面都有成長和改變。

以上是我們對計劃成果和挑戰的理解。下一章，我們將以此為基礎，並戴上設計師的帽子，回答一個問題：我們該如何設計類似的青年創新計劃，尤其當中的培力策略，為青年賦權並協助他們解決社區問題，讓青成同行在社區持續發展？

YouthCreate adopted a cross-sector approach to inspire a new mode of youth services that embraces youth-adult partnership, community participation and youth empowerment. As a youth worker spoke about his experience during the finale camp (March 2021), “the design thinking process has put us on the same page with the young people because we all became blank slates learning something new from scratch. We struggled with our pride.” To some of the youth workers, a surprising discovery is how design thinking as a method enabled an instant role change among young people to rise from passive service recipients to active changemakers exploring community issues and brainstorming creative solutions.

Good Lab is grateful for the opportunity to be the Capacity Building and Public Education partner of YouthCreate. Upon reflection of the challenges identified in the previous chapter, and having reviewed the capacity building design framework, we would like to propose thoughts and suggestions that could enhance youth service innovation. As an intermediary we are fully aware of immense difficulties faced by workers at the frontline everyday. Therefore the suggestions are focused on system change. It is our sincere wish that system transformation will enable more social workers to identify methods and build capacity to be changemakers.

青創社區提倡跨界協作、青成同行、社區參與以及青年充權，以突破現時青年服務的既有模式。在2021年3月的畢業營中，一位青年社工分享道：「面對設計思維，我們和青年人一樣都是白紙一張，要從頭學起，變相讓我們的關係更平等。剛開始時我們確實感到不安。」

過程中對不少社工的一大發現是，設計思維訓練作為一種方法，能促成年輕人角色的即時轉換，由被動的服務接受對象遙身一變成為主動探索社區問題和提出創意解決方案的創變者。

Good Lab很榮幸能成為青創社區的培力夥伴及公眾教育夥伴。在上一章我們提出了過程中遇到的幾大挑戰，並檢視了培力訓練的設計框架，我們將在以下就如何促成有效的青年服務創新提出一些想法和建議。作為中介機構，我們完全理解前線社工每天面對的困難。因此，以下建議是針對「系統」(system)作出，我們誠意希望系統的創變能促成更多社工找到方法和建立技能成為創變者。

Chapter 3
Reflections on Capacity Building for Social Workers as Changemakers

第三章
反思：青年社工作為創變者的能力培訓

3.1

On the Future Design of Capacity Building for Changemakers

	Worker-level		ICYSC-level
Current challenges identified	**1.** Too busy with administrative work and organising programmes **2.** Marked gap between the centre and its neighbouring community made role change more difficult	**Current challenges identified**	**1.** Quota-meeting work culture led to emphasis of product (output) over process design with purpose **2.** Lack of initiation from ICYSC level resulting from unaligned expectation for youth service innovation
Recommendations on Changemakers' programme design	**1.** Add a training period to equip the social workers with changemaking mindset and skills **2.** Prioritize project goals with appropriate programme design	**Recommendations on Changemakers' programme design**	**1.** Ensure process-driven innovation **2.** Require bottom-up participation with a centre-specific theory of change

3.1

未來的「創變者能力培訓」設計

	社工層面		中心層面
目前面對的挑戰	**1.** 行政工作和活動籌辦活動已令社工疲於奔命 **2.** 中心與周邊社區的明顯分隔令角色變換較難推動	**目前面對的挑戰**	**1.** 「跑數」文化令中心著重成果多於有目標的過程設計 **2.** 中心不夠主動源於對青年服務創新的期望不一
對活動設計的建議	**1.** 加設訓練期，先培養社工的創變思維和能力 **2.** 因應項目目標的優先次序設計合適的活動	**對活動設計的建議**	**1.** 確保創新的歷程由過程主導 **2.** 各中心可提出各自的創變理論，並需由下至上參與

1. Add a training period to equip the social workers with changemaking mindset and skills

Social workers are catalysts of youth service innovation. They know the service users, the community and the management of their ICYSCs, which provide a solid base for any service innovation ideas. These ideas depend to a large extent on their personal vision and volition, entrepreneurial spirit, creativity and imagination. Soft skills such as communications and storytelling, problem solving, charisma and leadership are all vital skills of a changemaker.

We suggest putting more emphasis on empowering youth workers, say by adding a dedicated period of capacity building before the actual programme to equip the social workers with a user-focused design thinking mindset and skills, curate space for personal deep-dive and reflection, before they become trainers themselves to lead young people through an innovation journey.

2. Prioritize project goals to enable an organic innovation process

There are currently multiple project goals, from hardware to technical skills to soft skills capacity building such as design thinking. While they are not mutually exclusive, each requires time and dedication. We suggest prioritizing project goals, as a whole programme or define specific yearly focus for a multi-year programme in future endeavours.

It is important to allow time for all stakeholders instead of rushing through to enable a more organic innovation process (e.g. when is it a point of intervention, when is it the right timing for diverging and converging of ideas). After suitable engagements, resources can be allocated according to project goals, group proactiveness and time available.

1. 加設訓練期，先培養社工的創變思維 (changemaking mindset) 和能力

社工是青年服務創新的催化劑，也是服務創新理念的堅實基礎，因為他們認識服務使用者、了解社區，也熟悉其綜合青年服務中的管理。這些創新理念很大程度取決於他們的願景、意志、創業精神、創造力和想像力。而溝通技巧、說故事技巧、解難能力、魅力、領導能力等軟實力都是創變者所需的技能。

我們建議培力計劃的重點應放在青年工作者的充權，例如在計劃實際推行前，開設一段能力訓練期，讓他們在成為帶領年輕人踏上創新之旅的導師之前，先培養好以用家為本的設計思維心態和技能，和給予他們深省和反思的空間。

2. 因應項目目標的優先次序促進創新過程

現時，從硬件設備升級、技能提升到設計思維等軟實力培訓，都是項目的目標。這些目標並不相互排斥，但要達成各項目標，都需付出時間和心力。我們建議在未來的項目中，按整體計劃來編排目標的優先次序，或為橫跨多年的計劃設定年度重點。

要促進有機的創新過程（如何介入、何時為擴散意念和合併意念的理想時機），給予各持份者充分時間很重要，不宜匆忙。在適當醞釀後，再根據項目的目標、團隊的主動和可用時間再分配資源。

3. Ensure process-driven innovation

Community engagement and youth participation are two vital cornerstones in YouthCreate to inspire a new form of youth service, yet both processes are relatively new to usual ICYSC operation as they challenge current habits and bureaucracies.

As such, it would help if expectations can be co-created and capacity for community engagement and youth participation be built up through concrete, actual examples in the context of youth service innovation.

4. Require bottom-up participation with a centre-specific theory of change

A change champion within each ICYSC is crucial to successful creation, adoption and continuation of any innovative youth service model and programmes generated. It is best for the centre ICs to own their respective change processes, as they know best their operational challenges, colleagues' strength and the neighbouring community.

To encourage this level of ownership, similar future programmes should commence open call registration at the level of individual ICYSCs. Aspiring ICYSCs can submit proposals with a problem statement, such as an ICYSC or community pain point they seek to investigate and tackle, to be coupled with a theory of change. This shall give good ownership, momentum and teamwork to an accountable innovation process.

Participation of youth workers should be voluntary; it is suggested that each IC should seek collective decision among the team what pain points they would like to tackle such that the whole innovation process will become much more relevant to each participant.

3. 確保創新由過程主導

社區參與及青年參與是青創社區革新青年服務的兩大重要基石，但它們觸碰到中心現行處事習慣及官僚程序，為綜合青少年服務中心的日常運作帶來一些新衝擊。

因此，若能透過與青年服務有關的具體創新實例，共同訂立期望，提升社區參與和青年參與，將對此有所幫助。

4. 中心提出各自的創變理論，並需由下至上參與

綜合青少年服務中心內的創變領袖是成功創建、採納和延續任何創新服務模式和活動的關鍵。中心主任最了解所屬中心的營運挑戰、同事強項和周邊社區，因此最好由中心主任帶領各中心的改革進程。

為鼓勵中心自身的主人意識，日後類似（青創）的項目可考慮在綜合青少年服務中心的層面作公開提案報名。有興趣參與的綜合青少年服務中心，可就其中心或所屬社區面對的難題提交問題方案，並提出一套創變理論（theory of change）。這將為創新歷程帶來更高的自主意識、創變動力和團隊合作，增添創新歷程的投入感。

青年工作者應自願決定是否參與。中心主任應與團隊集體討論希望解決的難題，令整個創新歷程變得與青年工作者自身相關，真正回應團隊或社區需要。

3.2

Concluding thoughts

Innovation should be a core strength of youth workers, as the world changes fast and young people are often at the forefront of new technology and global trends. Providing regular training to keep youth workers empathetic, future ready and understanding how to use design thinking are essential to providing quality and relevant youth services. Other important skill sets include community engagement tools and ways to build sustainable youth-adult partnership. All of the above should be recognized as values and core skill sets for the next generation of youth workers.

Hong Kong is blessed to have 139 integrated youth facilities in each neighbourhood - both hardware and workers are there already and they just need some form of innovation to be in tune with the time and stay relevant. These innovations should give the youth centres more visibility in and more connectivity with the community. The “distance” between young people and the community should be reduced in the curation of diverse programmes to forge youth-adult partnership.

結語

世界瞬息萬變，年輕人總是走在科技和時尚尖端，因此創新應是青年工作者其中一項核心技能。恆常提供訓練讓青年工作者保持同理心，並熟習如何運用設計思維，對提供有質素和與時並進的青年服務至關重要。其他重要技能也包括加強社會參與和促成青成同行的能力。

全港有139個綜合青年設施分佈各區，設有硬件設備，亦有社工駐場，只欠某種形式的創新讓它們時常緊扣時代潮流，提供回應社會的服務。這些創新應能提升青年中心在社區內的能見度，擴闊中心的社區網絡。在設計多元活動時，應務求縮減年輕人與社區的距離，以促進青成同行。

ICYSCs are governed by FSAs to provide catchment-style youth services, which has seen exceeding difficulty in maintaining membership or participation of young people. To have new output, we need new input in the form of innovative capacity building. It is time the sector should discuss with government departments with a view to repositioning integrated children and youth services to maximize the positive impact of ICYSCs in each of its communities.

綜合青少年服務中心受津貼及服務協議規管，需提供地區性青年服務，卻面對會員人數日漸減少及年輕人參與不足的問題。要產出新成效，便需要投入新資源以推動創新的能力建設。社福界是時候與政府討論，如何將綜合兒童及青年服務重新定位，以加強綜合青少年服務中心在社區的正面影響力。

Appendix
附 錄

Our Journey as the Public Education Partner Making the YouthCreate Stories Known

Good Lab wore another hat as YouthCreate's Public Education partner. We sought to publicize YouthCreate's innovation stories to a wider public through different channels including public events, publications and social media. Throughout the three years, our learnings were many - especially when the pandemic made face-to-face gatherings a real challenge. We had established new collaborations with a local PR agency and explored more dynamic and proactive channels to reach out to a young audience.

Below is an account of the major events and public education resources produced.

傳揚青創社區的故事

除了為青創社區的持份者培力充權，Good Lab 也肩負起將青創社區故事廣為傳揚的角色，透過公開活動、出版物和社交媒體等渠道進行公眾教育。在過去三年中，我們遇到了不少挑戰，尤其因為疫情肆虐而無法進行面對面的活動。我們在跌碰間摸索和尋找新的方法，與本地公關公司合作，一同探索更具活力和主動性，以　及更能接觸年輕觀眾的渠道。

2018

Launch of YouthCreate's IG & Facebook
推出青創社區的 IG 和 Facebook

JCYouthCreate

JCYouthCreate

2019

Launch of YouthCreate's Website
推出青創社區網站

https://jcyouthcreate.hk

2019

Open House
青創社區 Open House

Open House, November 2019
青創社區 Open House，2019年11月

As YouthCreate did not have a proper launch in 2018, Good Lab together with the 16 ICYSCs organized a “mid-term” open house for the centres to showcase their experience, learning and innovative prototypes one Saturday in November 2019.

The 16 centres were scattered around Hong Kong island, Kowloon, NT East and NT West. A quick ceremony took place in a heritage public space in Wan Chai. Good Lab then divided the centres into different geographical clusters and arranged shuttle buses for guests to go on a mini “center-hopping” exercise.

At the 16 centres, young people became docents of mini exhibitions and displays, and eagerly demonstrated their prototypes to guests. Key stakeholders of YouthCreate including representatives from The Hong Kong Jockey Club Charities Trust and the Social Welfare Department took part in the Open House.

由於青創社區在2018年沒有舉辦正式的啟動禮，Good Lab 在2019年11月的一個星期六，與16間青少年中心舉辦了一個「中期」開放日，讓他們向社區展示在青創社區的體驗和學習，以及初創的原型。

這16間中心分散在香港島、九龍、新界東和新界西。當日，在灣仔一處公共空間舉行了簡短的儀式後，Good Lab按地理位置把中心分成不同的組合，安排穿梭巴士讓賓客進行一個跨區的中心「追縱」活動。年輕人則在中心裡等待訪客的來臨，熱切地介紹中心內的微型展覽，以及展示自己的創作原型。

青創社區的所有持份者，包括香港賽馬會慈善信託基金及社會福利署的代表，都參加了青創社區 Open House。

Open House, November 2019
青創社區 Open House，2019年11月

Open House, November 2019
青創社區 Open House，2019年11月

2020-21
YC16 Campaign & Community Forum turned Online Pitching

In response to the unstable condition of COVID, Good Lab decided to look for new models for holding community forums that could offer both online and offline presence. At the same time, we also wanted to find new ways of dissemination that could create more noise and impact for YouthCreate.

To make things more interesting so that the efforts of YouthCreate are better known to the public, we re-designed the community forum to be a pitching session for youths' community projects. We engaged KOL Whizoo to be the moderator and commentator of the pitching. To play safe, instead of a live broadcast, we recorded the pitching and uploaded it on YouTube and Facebook. The video attracted over 60,000 views within one week. What's more meaningful is that we received over 70 comments under the video post, where most of them expressed how surprised and pleased they were to see Hong Kong youths being compassionate and creative in helping the community.

This online forum was successful from the perspective of public education, as online dissemination has a far better outreach and therefore changemaking effect.

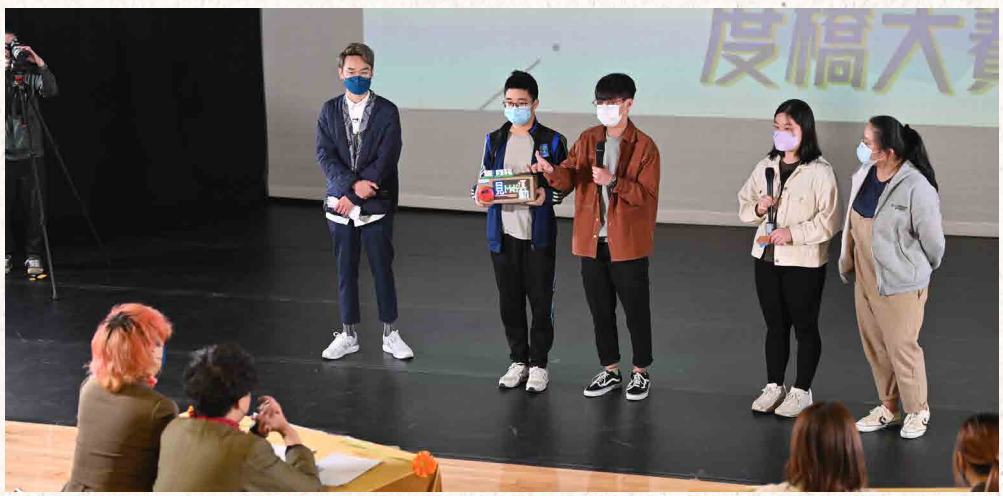
2020-21
青創16及社區論壇——青創16計劃與變成網上播放提案的社區論壇

由於新冠肺炎疫情反覆，Good Lab 決定尋找新模式舉辦社區論壇，提供線上和線下的選擇。同時，我們亦希望尋找新的宣傳途徑，增強影響力，為青創社區帶來更大影響的傳播模式。

為了讓事情更有趣，令青創社區的成就更為大眾認識，我們重新設計了社區論壇，使之成為青年社區項目的計劃提案環節，並邀請了年青人熟悉的 KOL Whizoo 擔任提案的主持和評論員。我們沒有進行現場直播，而是錄製整個提案過程，在剪接後上載到YouTube和Facebook，以確保安全的環境。影片在一周內累積超過六萬的觀看次數。更具意義的是，影片底下有超過70個留言，大部分表示很驚訝和高興看見香港青年展現同理心和創造力，幫助社區。網上宣傳能夠接觸更多群眾，取得更好的創變效果，變陣後的社區論壇，竟在宣傳及公眾教育方面取得成功。

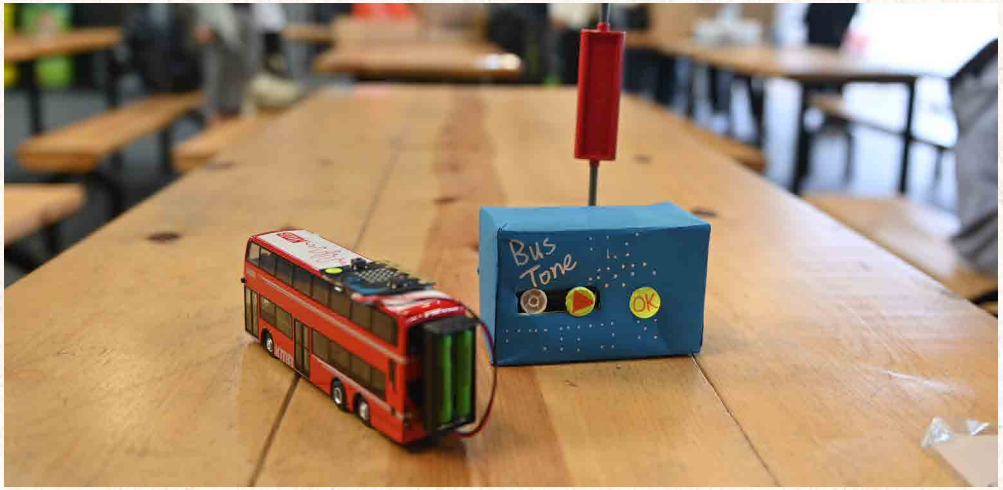
The final-year live community pitching event was held online hosted by KOL Whizoo and pre-event guidance led by Pinocchio Communications
(November 2020 - February 2021)

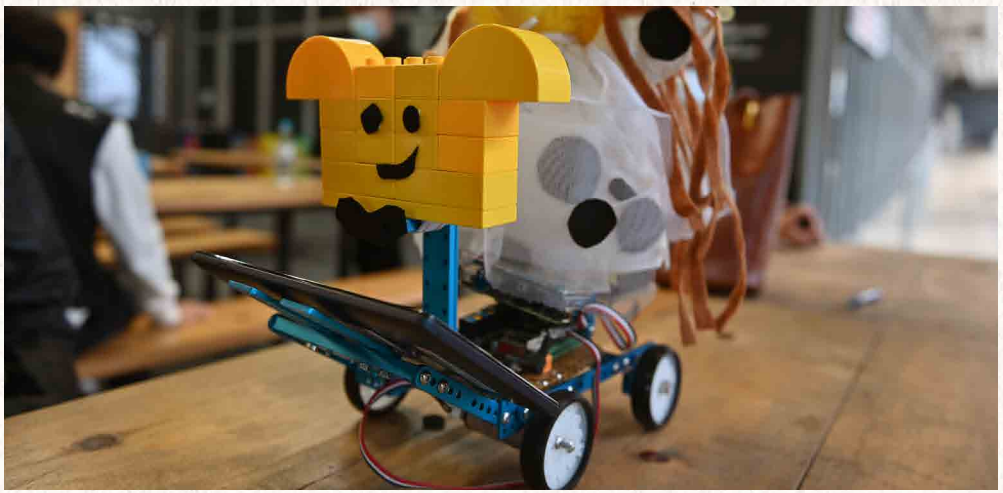
青創社區第三年的社區論壇以社區創新計劃提案形式舉行，
由 Pinocchio Communications 團隊負責前期指導
（2020年11月至2021年2月）



Final-year live community pitching event held online hosted by KOL Whizoo. March 2021

青創社區第三年社區論壇以社區創新計劃提案形式舉行，
由KOL Whizoo主持論壇(2021年3月)





Final-year live community pitching event held online hosted by KOL Whizoo. March 2021

青創社區第三年社區論壇以社區創新計劃提案形式舉行，
由KOL Whizoo主持論壇(2021年3月)

Concept posters for YC16

We have invited the virtual inventor/designer TonyElectronic to visualize the youths' community projects from the 16 ICYSCs.

青創社區概念海報

我們邀得虛擬發明漫畫家東尼電機為16間青少年中心的社區設計繪畫了概念圖。

彩雲"棋"聞之嗆戰
CHOI WAN CHESS NEWS G GIP WAR
創作單位：
中華基督教禮賢會香港區會 禮賢會彩雲綜合青少年服務中心
彩雲唔只賸得舊鋪，新舊並存嘅彩雲又有無人知呢？
呢個盒打開後就成為一個棋盤遊戲
彩雲舊貌
彩雲新貌
玩法：棋盤兩邊分別代表新和舊面貌，玩家需選擇適當嘅棋子並將之激烈彈射到對面
小TIPS
食指放賸拇指上，儲力...向外發力！一野彈出去，棋子就會彈飛！溫提：食指會有啲痛
賽馬會青創社區系列
JOCKEY CLUB YOUTHCREATE SERIES

兆禧我主場青年大使計劃
SIU HEI ME HOME YOUNG BIG PLAN
創作單位：
明愛賽馬會屯門青少年綜合服務
因為疫情關係，社區關係開始疏遠。
SIU HEI COURT
聽講屯門有好多牛架喎，呢位街坊有無見過呀？
我住屯門咁耐，一隻都無見過嘅....
賽馬會青創社區系列
JOCKEY CLUB YOUTHCREATE SERIES

鐵閘塗鴉
IRON GATE TOUR
創作單位：
香港青年協會賽馬會筲箕灣青年空間
筲箕灣一堂堂嘅鐵閘毫無生氣...
用愛同創意填滿空白嘅鐵閘
賽馬會青創社區系列
JOCKEY CLUB YOUTHCREATE SERIES

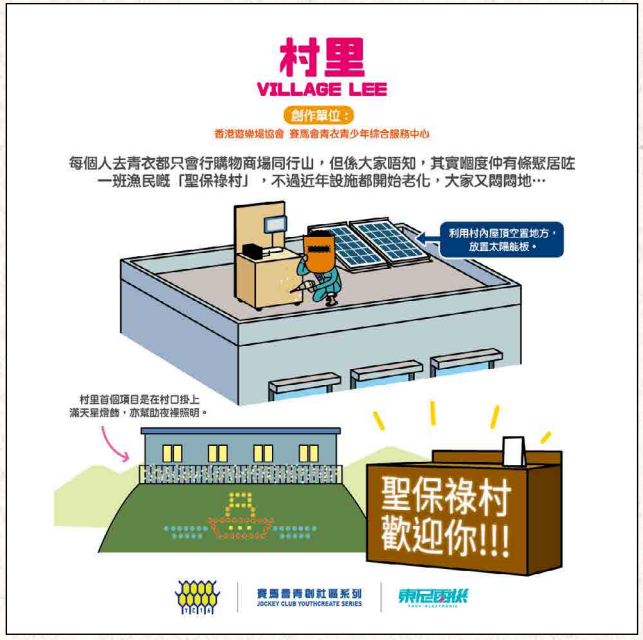
長者腳踏器
SENIOR LEG STEP MACHINE
創作單位：
香港基督教女青年會 賽馬會蝴蝶灣綜合社會服務處
長者去公園石春路運動，而石春路就只有一條...
呢個神器打開後有兩條彈弓嘅機關，可以幫佢哋喺屋企坐喺度都拉到筋。
石春
彈弓腳踏
按摩腳底穴位，腳踏器嫁美公園石春路，不必外出都可以在家做運動。
鞠晒！
賽馬會青創社區系列
JOCKEY CLUB YOUTHCREATE SERIES

紙皮樂園
CARD BOARD GYM
創作單位：
教世軍屯門青少年綜合服務
主題樂園路途遙遠，區內又無大型遊樂設施
VR 過山車
風原仔，體過山車高速感覺。
賽況賽車場 - 可以自組賽車場地同街坊一齊縫車！
賽況賽車
以廢置膠水喉通做材料製作缸盤同其他裝置。
夾公仔機
以紙皮箱製作夾公仔機，街坊可以將自己嘅公仔搞出比人
籃球機
以紙皮製做籃球機，街坊可以大顯身手！
賽馬會青創社區系列
JOCKEY CLUB YOUTHCREATE SERIES

登登登回收箱
DONE DONE DONE RECYCLE BOX
創作單位：
香港小童群益會 賽馬會粉嶺青少年綜合服務中心
大家唔係唔想回收，只是唔識真正嘅膠樽回收啫！
登登登回收箱外面鋪滿乾淨膠樽，提醒街坊在回收前要擰走膠蓋、招紙、樽環。
DONE DONE DONE RECYCLE BOX
登
登
登
箱內加入智能感應裝置，放入膠樽嗰時，回收箱會同你講「多謝」
多謝你支持環保呀嘛～
賽馬會青創社區系列
JOCKEY CLUB YOUTHCREATE SERIES

天水圍。棋
TIN SHUI WAI-CHESS
創作單位：
香港聖公會聖馬提亞綜合服務賽馬會青年幹線
天水圍一直被視為悲情城市，實質充滿美人美事。
MISSION
CHECK POINT
CHECK POINT
CHECK POINT
以整個天水圍為「棋盤」，拍攝真人版BOARD GAME！景點為CHECK POINT，帶你玩盡天水圍！
如果搵到黃金卡，仲有額外分數。
黃金卡
GOLD CARD
賽馬會青創社區系列
JOCKEY CLUB YOUTHCREATE SERIES

見MON運動
SEE MON EXERCISE
創作單位：
香港小童群益會 賽馬會粉嶺青少年綜合服務中心 / 香港小童群益會 賽馬會秀茂坪青少年綜合服務中心 / 香港小童群益會 深井青少年綜合服務中心
受疫情下長者不能出外鍛鍊，每日坐喺屋企過住不能外出嘅沉悶日子。
28 SAT 見MON 運動
設有日曆及響閘功能，每日提示長者多做運動。
定時會有不同嘅運動圖像，俾老友記可跟住做運動。
28 SAT ALERT
甜心，我嘅又係時候郁吓啦，我覺得自己好似後生咗10年咁啊！
又多咗啲新動作好好玩啊！陳關仲可以同班嘅仔一齊係度做運動！
我都就快變老友記...
賽馬會青創社區系列
JOCKEY CLUB YOUTHCREATE SERIES


村里
VILLAGE LEE
創作單位：
香港遊樂場協會 賽馬會青衣青少年綜合服務中心
每個人去青衣都只會行購物商場同行山，但係大家唔知，其實嗰度仲有條緊居咗一班漁民嘅「聖保祿村」，不過近年設施都開始老化，大家又悶悶地…
利用村內屋頂空置地方，放置太陽能板。
村里首個項目是在村口掛上滿天星燈飾，亦幫助夜裡照明。
聖保祿村
歡迎你!!!
賽馬會青創社區系列
JOCKEY CLUB YOUTHCREATE SERIES

SEN海洋魔法王國
SEN MAGIC OCEAN KINGDOM

創作單位：
香港基督教女青年會 賽馬會屯門綜合社會服務處

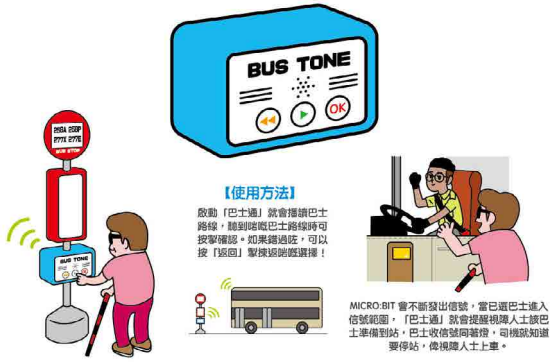
特殊教育需要 (SEN) 嘅學童可以如何寓學習於娛樂？

賽馬會青創社區系列 JOCKEY CLUB YOUTHCREATE SERIES

巴士通
BUS TONE

創作單位：
救世軍屯門青少年綜合服務

視障人士主要靠觸覺及聽覺分辨巴士站嘅邊，
導致佢哋經常搵錯咗或搵唔到巴士站。



賽馬會青創社區系列 JOCKEY CLUB YOUTHCREATE SERIES

綠苗苗
KG PLAN

創作單位：
香港遊樂場協會 賽馬會青衣青少年綜合服務中心

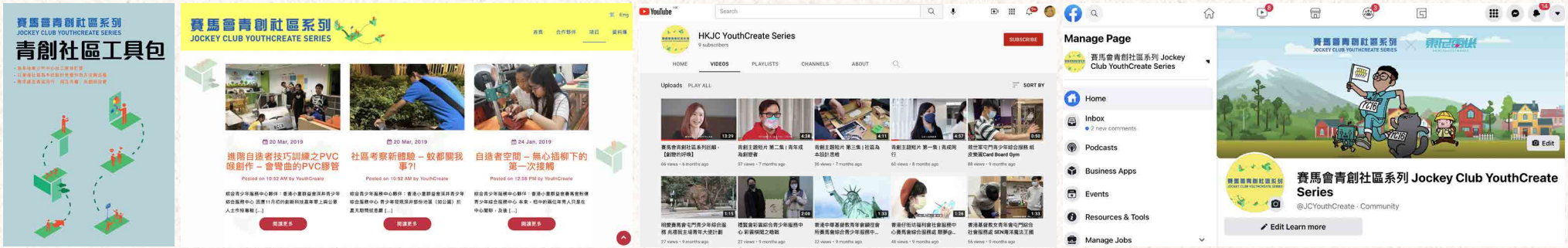
小朋友細細個就可以學習環保，認識多啲能源選擇。

賽馬會青創社區系列 JOCKEY CLUB YOUTHCREATE SERIES

攝聽傾城
PHOTOGRAPHY HEAR TALK CITY
創作單位：
東華三院余振綠綜合服務中心
深水埗係一個充滿人情、歷史同故事嘅社區，
當中不為人知嘅故事又有邊個探究過？
深水埗
Sham Shui Po
參加者透過裝置藝術攝影展，利用「聲音」及「攝影」，為深水埗社區發聲。
賽馬會青創社區系列
JOCKEY CLUB YOUTHCREATE SERIES

成果展演
DANCE SING ANGEL
創作單位：
東華三院賽馬會 利東綜合服務中心
無論幾咁漆黑嘅環境下，青少年依然係最耀眼嘅螢火蟲...
賽馬會青創社區系列
JOCKEY CLUB YOUTHCREATE SERIES

垃圾家族
TRASH STORY
創作單位：
香港中華基督教青年會 順德會所賽馬會綜合青少年服務中心
膠災嚴重，不如就靠「KOL」，用社交平台做啲嘢...
KOL？係咪講緊我呀？
洗潔精 包輸膠
灰、慈觀、
打定輸數、放負
沫浴露 雷斑
野蠻、高賓、
港女、搞生憤養
堅持
水樽 光之德列
正面、樂觀、
富幽默感，有困難
都迎難而上
爽虐水 珍露
性格火爆
扭扭膠樽 安玨
附和、
「被動地」憤恨
賽馬會青創社區系列
JOCKEY CLUB YOUTHCREATE SERIES



Resources for Dissemination and Public Education

YouthCreate Toolkit

To share our knowledge on community social innovation, we compiled a ***YouthCreate Toolkit*** available at the YouthCeate website. We hope both new youth workers and young people may find the step-by-step Toolkit useful in kick-starting their own design thinking journey in the future.

Video Corner

We have produced themed-videos and snapshots to showcase key milestones for YouthCreate and uploaded on our ***Resources Webpage***, including ***Project introduction, Youth-adult partnership, Youth as Changemaker, Community-based Design Thinking, The Journey of YouthCreate, Open House*** and ***Big Ideas of Youth*** (Community Forum Video with Whizoo).

公眾教育及推廣資源

青創社區工具包

為了分享我們在社區創新方面的心得，我們在YouthCeate網站上編制了一個***《青創社區工具包》***。我們希望新入職的青年工作者和在青少年中心的年輕人在日後都可以利用工具包的內容，一步步開展他們的設計思維之旅。

青創社區錄像

我們在青創社區網頁***資料庫***上載了六條短片，包括:***項目簡介、青成同行、青年成為創變者、社區為本設計思維、系列回顧-【創變的呼喚】、青創社區Open House***及***青年社區大想頭***(社區論壇)。

Reflections on Public Education

The success of the online community forum is solid evidence that future dissemination and changemaking must make good and smart use of diverse online platforms, with the support of key opinion leaders. Indeed, this paradigm shift has taken place in a big way after the pandemic.

However, it doesn't mean offline, face-to-face interactions can be totally replaced. During the mid-term Open House, even in the midst of social unrest, most of the centres enjoyed the event and expressed that they felt happy to have the chance to get together, and to enable the participating youth to showcase what they have done and exchange ideas with other youths, and get immediate response with human warmth. Without doubt, a balanced and clever way to integrate online and offline events will maximize the impact of an important project such as YouthCreate.

對公眾教育的反思

在 Youtube Channel 發放的社區論壇獲得成功，點擊率高，證明了要廣傳創變的點子，方法需要創新，懂得巧妙的善用科技及多元數碼平台。這是疫情後的範式轉移。

不過，這並不代表面對面的互動能被完全取代。即使在Open House期間正值社會動盪，大多數中心仍表示最期望能夠聚首一堂，讓參與的青年有機會展示努力成果、與其他青年互相交流，並能即時獲得有溫度的回應。始終，肯定的眼神和鼓勵，是獨一無二的。

因應疫情，我們也學習了變陣、改變，希望今次的公眾教育實驗，成為日後同類型項目的公眾教育和傳播策略的參考。

Acknowledgement
鳴 謝

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部份相片攝於疫情前
Some photos were taken prior to the pandemic

Published on December 2021
出版日期 2021年12月

Initiated and Funded by
策劃及捐助

香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust
同心 同步 同進 RIDING HIGH TOGETHER

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合作機構

Jockey Club YouthCreate Series was a journey of change for 16 Integrated Children & Youth Service Centres since 2017. By providing technical training, hardware upgrade, and capacity building, YouthCreate empowered youth social workers to co-learn with youth, experiment on youth-adult partnerships, and enabled the youth to experience changemaking through engaging with the community.

賽馬會青創社區系列 (Jockey Club YouthCreate Series) 自 2017 年啟動了一個創變的旅程，透過為本港 16 間青少年服務中心提供硬件支援、技術提升和能力建設，鼓勵社工與青少年共學共創，探索和實踐青成同行 (youth-adult partnership)、青年作為創變者 (youth as changemaker)、以及社區參與 (community engagement)。