



Save the Children
救助儿童会

2021年年度报告 ANNUAL REVIEW

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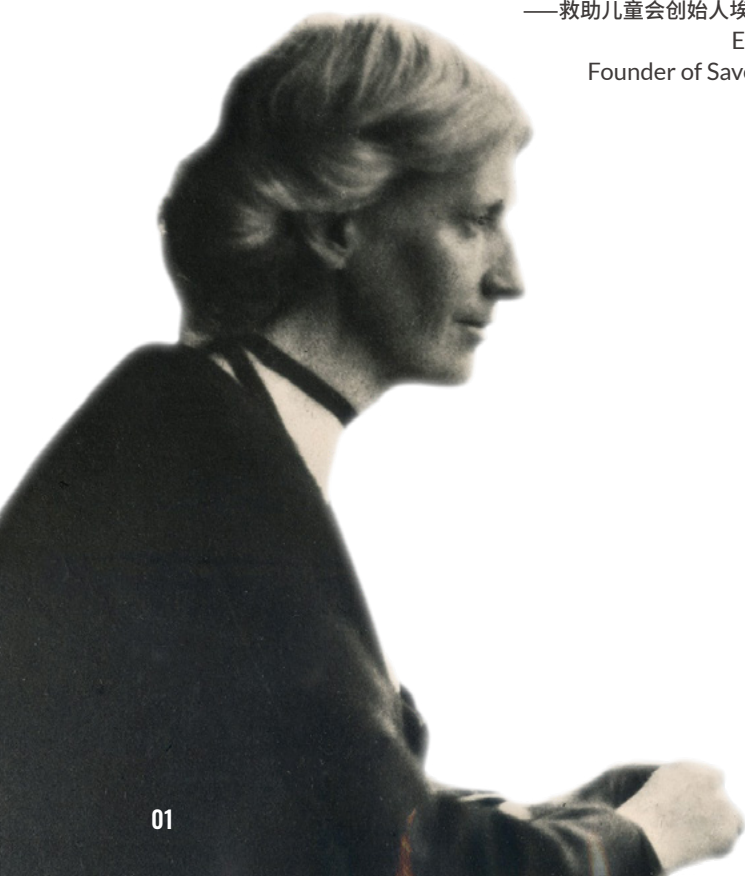
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关于我们 ABOUT US

“我们相信儿童应该生活这样的世界
—— 所有儿童都能生存, 都有学习的机会,
都受到保护, 不受虐待和忽视。”

“We believe in a world in which all children survive,
have the chance to learn, and are protected
from abuse, neglect and exploitation.”

——救助儿童会创始人埃格兰泰恩·杰布
Eglantyne Jebb
Founder of Save the Children



救助儿童会是全球领先的、独立的儿童慈善组织, 1919年成立于英国。目前在全球118个国家开展项目。20世纪80年代起, 救助儿童会进入中国, 开始在安徽、云南、西藏开展项目。2013年6月, 救助儿童会成为在中国民政部注册的24家境外基金会代表处之一。2017年, 依据《境外非政府组织境内活动管理法》, 注册成为境外非政府组织代表机构——国际救助儿童会(英国)北京代表处, 依法在中国境内开展儿童福利和保护、教育、健康、救灾、儿童权益等项目。

Save the Children, established in UK in 1919, is the world's leading independent organization for children working in 118 countries. Save the Children began to develop programs in Anhui Province, Yunnan Province and Tibet in the 1980s. In June 2013, we became one of the 24 overseas foundation representative offices registered with the Chinese Ministry of Civil Affairs. In 2017, in accordance with the Law of the People's Republic of China on the Administration of Activities of Overseas Non-Governmental Organizations within the Territory of China, SC was registered as Save the Children International (UK) Beijing Representative Office.



我们的愿景 OUR VISION

一个所有儿童都能享受生存、保护、发展及参与权的世界。

A world in which every child attains the right to survival, protection, development and participation.

我们的使命 OUR MISSION

推动社会在对待儿童方面取得突破性的进步, 为儿童的生活带来及时和持久的改变。

To inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

我们的价值观 OUR VALUES

我们将践行我们的核心价值: 负责、抱负、合作、创新、诚信。

We will stay true to our values of Accountability, Ambition, Collaboration, Creativity and Integrity.

2030年愿景
OUR 2030 AMBITION

我们的2030年愿景是为儿童带来三个突破性改变，帮助她们健康成长、获得教育并受到保护。
By 2030, we will inspire three breakthroughs for children. Our breakthroughs will help children survive, learn and be protected.

01

消除五岁以下儿童的可预防性死亡。
No child dies from preventable causes before their fifth birthday.



02

所有儿童都能获得优质的基础教育。
All children learn from a quality, basic education.



03

消除一切形式的针对儿童的暴力。
Violence against children is no longer tolerated.



我们的方法
THEORY OF CHANGE



首代寄语

MESSAGE FROM CEO

“随着中国社会经济的发展，儿童的需求日趋多元化，我们将继续与关心儿童健康成长的合作伙伴一起，更好地回应他们的需求，共同为儿童健康快乐成长营造一个良好的社会环境。”

“The social and economic development in China increasingly hits upon diversified needs among children. We shall continue to partner with stakeholders caring for children to respond to children's needs and nurture a supportive social environment for the growth of children.”

——国际救助儿童会(英国)北京代表处
郭中 首席执行官
Gordon Guo Chief Executive Officer
Save the Children International (UK)
Beijing Representative Office

2021年是充满挑战的一年。新冠病毒不断变异，疫情继续蔓延，对全球经济、社会的发展产生巨大影响，也极大地危胁到儿童的生存权、发展权和接受良好教育的机会。同时，气候变化、战乱也使儿童面临更大的风险。一年来，国际救助儿童会25,000名员工在118个国家实施儿童发展和保护项目，在全球范围内支持弱势儿童，维护他们的权益。

2021年，国际救助儿童会通过现金转移项目，向37个国家和地区提供了1.13亿美元的紧急现金援助，旨在改善战乱与欠发达地区儿童及其家庭的生存状况，满足其基本温饱需求，并给孩子们提供基本学习资源。

2021年，国际救助儿童会发表了《生于气候危机》的报告。报告指出，全球近一半的儿童(约10亿儿童)生活在受气候变化影响风险极高的地区，气候变化将加剧代际不公。报告从维护儿童权益的角度出发，呼吁各方关注气候变化对儿童生存、健康与可持续发展带来的负面影响，支持儿童参与应对气候变化的相关活动。

2021年，中国的未成年人保护工作取得了重大进展。新修订的《中华人民共和国未成年人保护法》、《中华人民共和国预防未成年人犯罪法》和新制定的《中华人民共和国家庭教育促进法》先后颁布实施。国家成立了国务院未成年人保护工作领导小组，出台了《关于加强未成年人保护工作的意见》。未成年人保护相关的配套法律法规、制度和政策保障日趋健全，未成年人保护工作日益得到全社会的关注和支持。

在政府有关部门的指导下，国际救助儿童会(英国)北京代表处继续实施儿童关爱保护项目，与国内同行一起推动落实各项未成年人保护政策。一年来，我们支持政府对儿童督导员和村居儿童主任的能力提升工作，积极响应民政部门的三级儿童保护网络体系建设工作。通过培训和现场指导，提高社工等一线儿童工作者和社工机构的能力和服务水平。继续开展受害儿童的“一站式”询问保护中心试点，制定服务规范，以儿童友好的方式一次性完成询问、取证，满足办案需要，同时为受害儿童及其家庭提供所需的服务。支持基层卫生机构提升婴幼儿保健质量。在学前教育中倡导并实践“玩中学”的理念，支持开办“家门口的幼儿班”，使偏远地区学龄前儿童获得良好的早期发展机会。利用当地人才资源，培育一支扎根家乡的农村学前教育队伍。在儿童中开展社会情感教育、性知识、反校园欺凌等方面学习，提升儿童自我保护的能力和意识；在青少年中开展职业素质、数字技能和团队合作方面的培训，推动其更好地适应从学校到职场的转变，帮助其获得体面的生活。在家长 and 监护人中推广科学育儿理念和实践。

项目的实施较好地回应了儿童的需求。同时，我们也意识到，随着中国社会经济的发展，儿童的需求日趋多元化，我们将继续与关心儿童健康成长的合作伙伴一起，更好地回应他们的需求，共同为儿童健康快乐成长营造一个良好的社会环境。

2021 is a year fraught with challenges. The continuous mutation and spreading of COVID across the world badly hit the global economic and social development, and further threatened children's rights to survival, development and access to quality education. At the same time, climate change and regional conflicts also put children at greater risk. Over the past year, 25,000 staff of Save the Children have implemented program in 118 countries to support vulnerable children and defend their rights.

In 2021, SCI has provided USD \$113 million emergency fund to 37 countries and regions through Cash Transfer Programming with the aim to improve the living conditions of children and their families living in conflict and least developed areas, to meet their basic food and clothing needs, and to provide children with basic learning resources.

We have published the climate change report “*Born into Crisis*” in this year. It shows that nearly half of the children worldwide (about 1 billion children) are living in regions at high risk of climate change, and this will exacerbate intergenerational inequality. For the purpose of safeguarding children's rights, the report calls for attention to the negative impact of climate change on children's survival, health and sustainable development, and to advocate their participation in climate change-related initiatives.

Significant progress has been made in the protection of minors in China in 2021. The amended Law on Minors Protection and the Law on Preventing Juvenile Delinquency and the newly developed Family Education Promotion Law have been promulgated and come into force. China has established a Leading Group for the Protection of Minors under the State Council and issued the Opinions on Strengthening the Protection of Minors. The law, policy and mechanism related to the protection of minors continue to be improved.

Under the guidance of relevant authorities, we continue to support the development and protection of children through programs. Over the past year, we have supported the government's efforts to strengthen the capacity of child supervisors and child directors at township and community levels in response to the establishment of a three-level child protection system led by civil affairs authorities. We also focused on improving the service capacity and quality of social workers and civil society organizations through training and on-site guidance. We stayed

true to the pilot program of one-stop centers for child victims of sexual abuse and other types of violence, and continue to develop service standards and provide necessary services for child victims and their families. We supported health facilities at prefecture, county and township levels to improve the quality of healthcare service for infants and babies. We advocated and practiced the “learning through play” in kindergartens. We supported preschool classes for mix aged children groups in rural communities to increase access to pre-school education and developed a team of local paraprofessional preschool teachers who would continue work in local communities. We provided children with social and emotional learning, sex education and anti-bullying knowledge and skills to improve their resilience. We supported youth in acquiring employability skills, digital literacy and to facilitate their smooth adaption to the employment context upon graduation from school and prepare for a decent life. We also promoted scientific and positive parenting knowledge and practice among caregivers.

Our work responds well to the needs of children. The social and economic development in China increasingly hits upon diversified needs among children. We shall continue to partner with stakeholders caring for children to respond to children's needs and nurture a supportive social environment for the growth of children.

受益人数 及项目分布 PEOPLE REACHED AND GEOGRAPHIC FOOTPRINT



	儿童 Children			成人 Adults		
	女孩 Girls	男孩 Boys	总数 Subtotal	女性 Women	男性 Men	总数 Subtotal
儿童健康与营养 Health and Nutrition	111,799	113,091	224,890	154,085	86,859	240,944
儿童早期发展和教育 Early Childhood Care and Development and Education	129,847	135,286	265,133	23,587	12,242	35,829
儿童保护 Child Protection	24,837	21,642	46,479	30,846	23,205	54,051
青少年发展与就业 Youth Development and Employment	7,160	8,744	15,904	6,930	3,134	10,064

	儿童 Children	成人 Adults
儿童健康与营养 Health and Nutrition	17,572	386,825
儿童早期发展和教育 Early Childhood Care and Development and Education	147,788	264,186
儿童保护 Child Protection	40,114	346,465
青少年发展与就业 Youth Development and Employment	11,502	492,987



1

儿童健康与营养 HEALTH AND NUTRITION

四川、新疆、云南
Sichuan, Xinjiang, Yunnan

2

儿童早期发展和教育 EARLY CHILDHOOD CARE AND DEVELOPMENT AND EDUCATION

云南、上海、新疆、广东、河北、山西、广西、江苏
Yunnan, Shanghai, Xinjiang, Guangdong, Hebei, Shanxi, Guangxi, Jiangsu

3

儿童保护 CHILD PROTECTION

云南、四川、贵州、新疆、广东
Yunnan, Sichuan, Guizhou, Xinjiang, Guangdong

4

青少年发展与就业 YOUTH DEVELOPMENT AND EMPLOYMENT

云南、四川、新疆、上海、江苏、广东
Yunnan, Sichuan, Xinjiang, Shanghai, Jiangsu, Guangdong



我们的工作与产出： 儿童教育、安全和保护 CHILD EDUCATION, SAFETY AND PROTECTION: STRONG FOUNDATION FOR GROWTH



针对儿童实施的任何形式的暴力、虐待、剥削、严重忽视等都会对儿童身心造成伤害。火灾、地震等自然灾害以及流行疾病也对儿童健康和生命造成了威胁。在家庭、学校和社区建立完善的儿童保护机制，提高家庭、学校的灾害管理能力，支持儿童发展安全 and 自我保护意识和能力，社会和情感技能，健康卫生习惯以及坚韧的心理复原力有助于使儿童免受暴力和安全风险的影响，能够从暴力及灾害造成的创伤中逐步恢复，并且应付日常生活中自我照料及预防传染性疾病的需要。

我们通过多种方式来提高儿童安全和保护，这些工作包括参与基层儿童保护机制与服务提供建设，提升各类儿童保护工作者能力，支持儿童之家开展服务。我们继续探索针对性侵害受害儿童的“一站式取证与保护中心”服务模式，持续推广正向教养的理念和方法，支持社会组织儿童保护服务专业化和组织的可持续发展。

我们与教育行政部门及研究机构合作共同推动学校和家庭减轻灾害风险的能力和韧性提升。

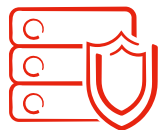
在儿童综合能力发展方面，我们搭建了针对儿童社会心理支持的三级体系，包括普及性的社会情感技能活动、利用艺术进行心理疗愈，以及通过个案管理的方式为遭受暴力等困境儿童提供心理支持。此外，我们也针对儿童直接开展包括儿童权利、自我保护、卫生健康教育、性教育、气候变化及数字技能等在内的活动。

Any form of violence, abuse, exploitation, neglect, etc. committed against children can be physically and psychologically harmful to children. Natural disasters such as fires and earthquakes, as well as epidemic diseases, also pose a threat to children's health and lives. Establishing comprehensive child protection mechanisms and improving the disaster management capacity in families, schools and communities, supporting children to develop awareness and capacity for safety and self-protection, social and emotional skills, health habits and psychological resilience can help children to be protected from violence and safety risks, to recover gradually from trauma, to manage self-care, and prevent infectious diseases.

We worked to improve child safety and protection in a variety of ways, including participating in front line child protection mechanisms and service delivery, enhancing the capacity of child protection workers, and supporting Child Friendly Spaces (CFS) to provide services. We continued to explore the service model of “One-stop Center” for child sexual assault victims, and continue to promote the concept and methods of positive parenting, and support the professional and sustainable development of child protection services for CSOs.

We worked with education departments and research institutions to promote the capacity and resilience of schools and families to reduce disaster risks.

In terms of comprehensive child development, we developed a three-tiered social and psychosocial support for children, including social-emotional learning, HEART (Healing through Education and ART), and psychological support for children in difficult situations such as violence through case management. In addition, we also provided activities to children on child rights, self-protection, health education, sexuality education, climate change, and digital skills.



基层儿童保护与服务机制建设

CHILD PROTECTION MECHANISMS AND SERVICE DELIVERY

在云南省沧源县、文山市，贵州省黔东南州，四川省眉山市、广元市、合江县，我们参与到基层儿童保护与服务机制建设中。参与各地民政部门牵头的多部门儿童保护个案管理会商机制，为儿童保护工作队队伍提供政策及实务等方面的培训。在云南省，我们与省民政厅合作组织《未成年人保护法》宣传活动，推广12345儿童保护热线。在四川省，我们与四川省民政厅合作建立了四川省儿童保护技术中心，开发未成年人保护中心的工作指南、社工站服务标准等。我们与四川省眉山市民政局及市未成年人保护中心共同开发了个案管理质量标准。我们在四川、云南、贵州等地配合当地民政部门开展儿童保护个案管理培训，通过培训提升各地个案服务专业人员的服务能力和服务技能。

In Cangyuan County and Wenshan City, Yunnan Province, Qiandongnan Prefecture, Guizhou Province, Meishan, Guangyuan, and Hejiang County, Sichuan Province, we participated in child protection mechanisms and service delivery. We cooperated with civil affairs departments to improve the multi-department child protection case management consultation mechanism, and provided training to child protection workforce. In Yunnan Province, we cooperated with Yunnan Provincial Civil Affairs Department to organize campaigns for the Law on the Protection of Minors and promoted the 12345 child protection hotline. In Sichuan Province, we cooperated with the Sichuan Provincial Civil Society Department to establish the Sichuan Provincial Child Protection Technical Center and developed guidelines for the work of minors' protection centers and service standards for social work stations. We developed case management quality standards with the Meishan Municipal Civil Affairs Bureau and Meishan Municipal Minor Protection Center in Sichuan Province. We cooperated with local civil affairs departments in Sichuan Province, Yunnan Province, and Guizhou Province to conduct child protection case management training for child protection workforces.

创新、产出及影响

INNOVATION, OUTPUT AND IMPACT

2021年共有9,944名儿童主任、儿童督导员以及其他从事与儿童保护相关工作的人员完成了我们与北京师范大学公益研究院联合开发的儿童主任、儿童督导员、儿童保护强制报告线上课程，获得课程证书。

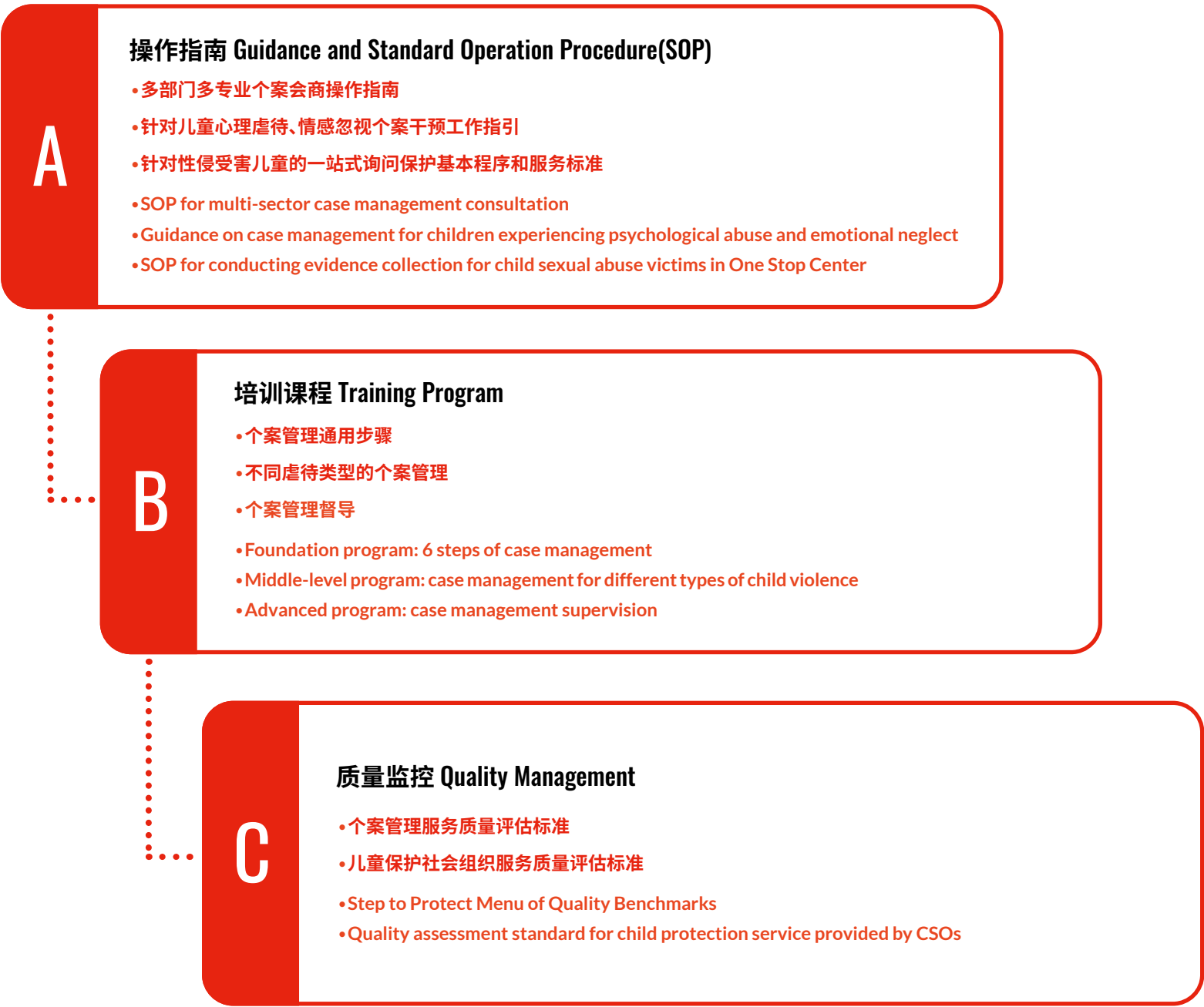
《中国侵害未成年人案件强制报告制度现状调查研究》考察中国未成年人侵害案件强制报告制度（以下简称强制报告制度）的执行现状和主要难点，为后续行动和干预措施提供研究支持。《报告》建议全社会应携手共促强制报告的落实：首先，提高普及程度和提升责任主体的报告意识。其次，建立信息归口机制和分级分类机制。另外，各级政府可以推动建立“一站式”救助保护中心，还可以在学校和医院建立联络员机制、完善报告热线和平台，建立和完善临时安置机制等措施。

In 2021, a total of 9,944 child directors, child supervisors and others working on child protection area completed online course jointly developed by us and partner organization for child directors, child supervisors and the online course on mandatory reporting on child protection, and received course certificates.

The Study on the Current Status of China's Mandatory Reporting System for Violence Against Minors examined the current status and major difficulties in the implementation of China's mandatory reporting system for violence against minors (hereinafter referred to as the mandatory reporting system), and provided research support for follow-up actions and intervention measures. The Report suggested that the whole society works together to promote the implementation of mandatory reporting: firstly, to raise the awareness of mandatory reporting system among responsible subjects. Secondly, establish information management and classification mechanism. In addition, governments at all levels could promote the establishment of "one-stop centers", as well as liaisons in schools and hospitals, improve reporting hotlines and platforms, and establish and improve temporary placement mechanisms.

个案管理实践工具(部分)

Child Protection Case Management Products





学校儿童保护机制 IN-SCHOOL CHILD PROTECTION

我们积极探索学校儿童保护机制的实践，在云南省文山州麻栗坡县、红河州金平县、新疆维吾尔自治区库尔勒市和四川省丹棱县，我们与小学开展合作，结合学校的安全管理体制，成立了校内儿童保护委员会。通过引入学校社工服务，为师生提供儿童保护相关培训和服务支持，完善学校儿童保护事件发现、报告和处理儿童保护的个案工作，为学校困境儿童、面临疑似风险的儿童提供更有力的支持。学校儿童保护特别关注了性教育、预防性侵、校园欺凌等问题。

We actively explore the practice of in-school child protection. In Malipo County, Wenshan Prefecture, and Jinping County, Honghe Prefecture Yunnan Province; Korla, Xinjiang Uyghur Autonomous Region, and Danling County, Sichuan Province, we supported elementary schools to establish dedicated protection committees based on their existing school safety management system. We also tested the role of social workers in protection in schools including handling child protection cases in schools.

创新、产出及影响 INNOVATION, OUTPUT AND IMPACT

我们总结开发了《学校儿童保护机制指引手册》、《学校儿童保护机制建设与运营资源框架》等技术文件，技术文件详实的介绍了校内儿童保护机制搭建的过程以及服务实践中的活动和培训的开展等内容。

We developed technical documents such as “Manual on In-School Child Protection Mechanisms” and “Framework for the Operation of in-School Child Protection Mechanisms”. The technical documents described in detail the process of building child protection mechanisms in schools as well as the activities and training conducted.



儿童之家服务平台 CHILD FRIENDLY SPACES

我们在贵州省支持社区建立儿童之家服务平台，以儿童为中心，促进儿童的参与和发展，为有需要的儿童及家庭提供保护性和发展性服务。在云南省文山州，我们与文山州社会工作促进会开展合作共同加强和促进文山州社会组织工作人员能力建设和社区儿童之家服务工作。2021年底，在文山州民政局的指导下，我们与文山州社会工作促进会与达成共识，开启了以5个社区为试点，面向全州推广的综合儿童服务模式，通过以社区儿童之家为平台确保儿童身心成长过程中的权益和安全得到保护，并得到全面综合的发展。

在专业服务人才培育方面，我们与各地社会组织开展合作，共同推动社会组织人员能力建设，提升儿童领域专业服务能力，同时搭建社会组织共同参与的儿童保护网络。在云南省、四川省、江苏省和贵州省等地，我们为社会组织工作人员提供儿童保护、儿童权利、个案管理培训；支持社会组织进行发展规划，逐渐成为儿童提供服务的资源网络。同期，我们与贵州省亚桥公益服务中心合作，倡导成立了贵州省儿童保护服务网络，为在贵州省内开展儿童服务的机构提供能力建设、资源连结、分享和交流、个案转介等支持的平台。截至2021年12月，该平台已吸纳75家成员单位，并开始自主运营。在江苏省南京市我们与协作者合作，支持其成立了建邺区儿童保护网络，并成为南京市儿童保护联盟的主要成员之一。

In Guizhou Province, we supported communities to establish CFS to promote child-centered, child participation, and provide protective and developmental services to children and families in need. In Wenshan Prefecture, Yunnan Province, we cooperated with Wenshan Social Work Promotion Association to strengthen and promote the capacity building of CSO staff and CFS services. Under the guidance of the Wenshan Civil Affairs Bureau, we reached a consensus with Wenshan Social Work Promotion Association to start a comprehensive children’s service model in five communities to demonstrate the role of CFS in providing protection and developmental support for children.

To professionalize CSO staff and social workers, we cooperated with local CSOs to jointly promote the professional capacity in child protection services and build a child protection network with the participation of CSOs. In Yunnan Province, Sichuan Province, Jiangsu Province and Guizhou Province, we provided training on child protection, child rights and case management for CSO staff. We supported CSOs in establishing network to better protect and support children. We cooperated with Guizhou Yaqiao Public Service Center to advocate the establishment of the Guizhou Child Protection Service Network, providing a platform for capacity building, resource linkage, sharing and exchange, and case referral. The platform absorbed 75 member organizations and started to operate independently. In Nanjing, Jiangsu Province, we cooperated with the Facilitator to support the establishment of the Jianye Child Protection Network and participate actively in the Nanjing Child Protection Alliance.





一站式取证与保护中心 ONE STOP CENTER

在云南省昆明市盘龙区开展的性侵受害儿童的“一站式”取证与保护模式的工作中，我们针对儿童保护的社工开展个案管理实务及督导培训，针对未成年人案件法律援助律师队伍开展业务培训。我们协助省市级检察院推广盘龙区“一站式”取证与保护模式，提供技术支持。我们支持中国政法大学针对性侵害未成年人案件询问与证据运用的初步研究。

In One Stop Center for child sexual assault victims in Pan Long District of Kunming, Yunnan Province, we conducted training and supervision on case management for child protection social workers and legal aid lawyers. We assisted provincial and municipal procuratorates in promoting the “One Stop Center” model. We supported the Research on Forensic Interview with Sexual Abused Children and Application of Evidence.

创新、产出及影响

INNOVATION, OUTPUT AND IMPACT

我们开发了《“一站式”未成年人取证与保护中心儿童询问保护基本程序和标准》、《受新冠肺炎疫情等公共卫生事件影响时期“一站式”性侵受害未成年人取证保护中心应急预案》。

我们参与《未成年人司法社会工作服务规范（征求意见稿）》国家行业标准的草拟研究并提供后续反馈意见。

We developed the “Basic Procedures and Standards for Child Interrogation Protection at the One-Stop Center for Minors” and the “Operation Plan for the One Stop Center for Child Victims of Sexual Abuse during Epidemics”.

We provided feedback on the draft of National Industry Standard on Specification for Judicial Social Work Services for Minors.



学校和家庭减轻灾害风险 DISASTER RISK REDUCTION

为使城镇家庭和具备防灾减灾能力，我们与中国教育科学研究院合作，在河北省石家庄市、广西省梧州市、江苏省泰州市、河南省郑州市开展学校防灾减灾项目。与壹基金合作开发、测试和推广学校教育的教学资料以及配套的减灾盒子，形成儿童友好的辅教工具。我们还在《家庭安全计划》手册及配套的《家庭安全计划活动手册》的基础上，开发了家庭安全计划H5互动网页及微信小程序，探索线上家庭安全教育宣传途径，并开展“家庭安全计划”公众宣传倡导活动，充分利用微信、微博、直播软件等社交媒体，引导河北省石家庄市新华区的学生和他们的家庭踊跃参与家庭安全计划图片视频征集大赛，将安全知识应用到生活中。

To equip urban families and schools with capacity on mitigating and reducing disaster risks, we cooperated with the National Institute of Education Sciences to support schools in Shijiazhuang in Hebei Province, Wuzhou in Guangxi Province, Taizhou in Jiangsu Province, and Zhengzhou in Henan Province. We cooperated with the One Foundation to create, test and promote teaching materials and disaster reduction boxes for schools. We developed the Family Safety Program H5 interactive webpage and WeChat mini program to explore online family safety education promotion and raise public awareness.



创新、产出及影响

INNOVATION, OUTPUT AND IMPACT

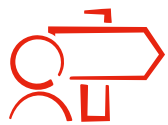
与国家级专家团队合作完成《中小学安全管理标准》并在全范围内四个项目实验区学校试行。

家庭安全计划H5互动网页及微信小程序：以社交平台为载体，将制定“家庭安全计划”的理念与知识通过学生传递给家庭，支持学生及其家庭成员立即采取行动、增强家庭的安全性和他们应对灾害与事故的韧性。

The Safety Management Standards for Primary and Secondary Schools was developed with national experts and tested in project schools.

Family Safety Program H5 interactive webpage and WeChat mini program enabled the impartation of knowledge on family safety from students to families, and supported families to take immediate actions to enhance the resilience of their families.





正向教养 POSITIVE PARENTING

我们通过培养正向教养家长导师和儿童引导师，以及面向家长和儿童开展正向教养家庭服务，来减少家庭中针对儿童的暴力，提高家长的教养观念和技能，从而改善亲子关系，提高家庭对儿童的保护和支持。在国际技术指导材料和一线实践的基础上，我们完成了《正向教养儿童成长小组引导师协作手册》的编写工作，旨在持续支持家长进步的同时，帮助儿童掌握应对生活压力和处理人际关系的知识和方法，推动儿童权利的实现。此外，我们微信公众号上设立了“正向教养经验谈”专栏，分享导师开展正向教养服务、家长践行正向教养理念的经验，以及儿童在正向教养的家庭中成长的故事，从而提高公众对于非暴力的教养方式的认知。

Protection at home is especially important for children. We continued to roll out training of facilitators on positive parenting and reached more families through partnerships with CSOs, schools and other stakeholders.



儿童综合能力 COMPREHENSIVE CHILD DEVELOPMENT

在儿童综合能力方面，我们基于学校和社区的实践形成包括儿童社会情感技能教育、艺术疗愈、个案管理中社会心理支持服务在内的三级支持体系。社会情感技能活动针对所有儿童，使他们具有情绪认知、情绪管理、人际关系等能力，以及成长性思维。我们招募学校教师、社会组织工作者、儿童福利院工作人员参与艺术疗愈导师培训项目，由他们进一步为儿童提供应对日常生活中的压力及遭受暴力、自然灾害后等创伤后的情绪表达、情绪疏导、心理复原等方面的支持。在针对社会组织工作人员开展的儿童保护个案管理培训中，我们加入了遭受身体创伤和情感忽视儿童的支持模块，使遭受暴力的儿童得到相应的支持。

此外，我们通过学校、社区儿童之家、学校社团、工厂夏令营等方式培养儿童自我保护意识、健康卫生习惯、数字化技能、气候变化知识及环保意识。例如在上海，我们支持学校开展儿童数字化社团活动，开发家长培训材料并举办“数字时代下的养育”家长社群讲座等。助力商业向善新趋势，以及针对暑期职工子女缺乏陪伴所带来的心理和安全感问题，我们与企业合作开展心理素养和数字化技能相关的夏令营活动，以此增进儿童与父母的亲子关系、丰富儿童的暑期生活。

We developed a three-tiered social and psychosocial support for children, including social-emotional learning, HEART (Healing through Education and ART), and psychological support for children in difficult situations such as violence through case management. The social-emotional learning enabled children to recognize and regulate emotions, manage interpersonal skills, and have growth mindset. We recruited school teachers, CSO workers, and children's welfare home staff to participate in HEART training, who further provided support to children to cope with stress in daily life and trauma. In child protection case management training, we developed a module for focusing on supporting children experiencing physical trauma and emotional neglect.

In addition, we improved children's awareness of self-protection, health and hygiene habits, digital skills, climate change knowledge, and environmental awareness CFSs, schools, and summer camps run by corporates. For example, in Shanghai, we supported schools to establish clubs on digital skills for children, and provide training materials for parents and hold lectures on "Parenting in the Digital Age". We cooperated with enterprises to run summer camps to strengthen digital skills of children and enhance the parent-child relationship.

创新、产出及影响 INNOVATION, OUTPUT AND IMPACT

我们与学者和一线儿童保护服务人员合作，编辑出版了《困境儿童中的心理虐待及情感忽视》（已出版）以及《家庭矛盾与适应：儿童心理虐待与情感忽视的多维度干预》（即将出版）两书。

我们基于儿童保护的实践经验，在《家庭教育促进法》、《未成年人学校保护规定》、《法律援助法》公开征求意见的时候，提供反馈意见。

We produced two books based on child protection case management work. Psychological Abuse and Emotional Neglect Among Children in Difficulties (published) and Family Conflict and Adaptation: Multidimensional Interventions for Child Psychological Abuse and Emotional Neglect (to be published).

We provided feedback on the Law on Promotion of Family Education, the Regulations on Child Protection in Schools, and the Law on Legal Aid.



她的正向教养探索之路 HER EXPLORATION JOURNEY ON POSITIVE DISCIPLINE



段璐瑶 Duan Luyao

段璐瑶是一名特殊教育学校的教师。在工作两年后，她参加了2019年国际救助儿童会开展的第11期正向教养家长导师营（眉山），开启了她的正向教养探索之路。

在将正向教养的理念应用在特殊教育儿童身上时，段老师遇到了很多挑战。在不断的学习和运用之中，她认识到实施正向教养的前提，是实施者本身能够先照顾好自己，才能照顾好孩子。基于新的自我认知，段老师学会更加平和地跟自己、跟学生相处。

小学的时候，我是一个妥妥的学渣，因为成绩太差连续换了三所学校才毕业。在第一所学校，倒数第一名和倒数第二名常常是我和另一个小女生换着当，以至于老师们都不大喜欢我。记得有一次，我和同学互抄作业被老师发现，她让我站在讲台上，揪我的脸，反复说一些女孩子脸皮厚之类的话。当时，难堪、委屈、愤怒的情绪交织在一起，我怀疑自己，也对老师的行为感到不解。

四年级的时候，有段时间，我寄住到了亲戚家。宿家的阿姨偶然发现我的卷子，问我“题上面是8，你怎么写成6了呢？”这件事情让我印象很深刻，直到成为特殊教育工作者，我才意识到，我当时可能已经有轻微的书写和阅读障碍，或者视力有问题。但是谁也没有发现和深究，唯一看到问题的阿姨，也权当是我粗心大意才出的错吧。

DUAN Luyao is a teacher in a special education school. After working for two years, she joined the 11th Positive Parenting Mentor Camp (Meishan) organized by SC in 2019, which started her exploration of positive teaching in schools.

Ms. DUAN encountered many challenges in applying the concept of positive discipline to children with disabilities. Through continuous learning and application, she realized that the premise for positive discipline is that the practitioner can take good care of herself before taking care of the children. Based on her new self-awareness, Ms. DUAN learned to be more at peace with herself and her students.

When I was in primary school, I was a student with poor academic performance. Because of the bad grades, I transferred to three schools in a row before graduating. In my first school, I was often the last or the second to the bottom of the class. The teachers didn't like me. I remember one time when my teacher caught me copying homework from a classmate, and she made me stand on the podium, grabbed my face, and repeatedly said how cheeky I was. At that time, I was embarrassed, aggrieved and angry. I doubted myself and was puzzled by my teacher's behavior.

When I was in the fourth grade, I lived with relatives for a while. The relative accidentally found my exam paper and asked me: "The no. is 8, how did you write 6?" I didn't realize until I became a special educator that I might have had a slight dyslexia, reading disorder or vision problems at that time. But no one found it out.

“因为经历过黑暗，所以更向往光明”，用这句话来形容我对正向教养的感受再合适不过。
“Because of the experiences in darkness, I yearn for the light more”
is the perfect phrase to describe how I feel about positive discipline.

在广安读了一学期，我又转回了九寨沟的另一所小学。因为总是眯着眼睛看东西，被妈妈打、骂了一年多。大概在五年级的时候，我终于被带去检查了视力，才发现双眼已有400度的近视了。成年之后，我回想当时400度近视却没有戴眼镜，再怎么努力睁大眼睛仍旧“四顾心茫然”，心里不免有许多遗憾。倘若妈妈不是用打骂来责备我，而是相信我说的，我真的看不清楚，也许，也许……但我知道，我没有理由去责怪妈妈。

童年里发生的这些事情，让我在面对特殊教育学校的孩子们时，多了一份亲近。回忆起自己小时候不愉快的经历，我暗暗下了决心：努力学习，爱护孩子，给他们美好的回忆。这些也许就是埋在我心里的正向教养种子。

机缘巧合，我在2019年接触到了正向教养，开始寻找暴力管教以外的其他道路，过去的困惑，逐步找出答案，并开始努力将所学运用到工作中。

实践的过程，遇到很多的坑。要将正向教养应用在养育特教孩子时，有些困难在课程中找不到答案。当我向家长传达并请求支持和配合时，家长却纷纷表示难以操作，我很沮丧。

After a semester in Guang'an, I transferred back to another primary school in Jiuzhaigou. I was beaten and scolded by my mother for over a year because I always squinted. When I was in grade five, I was finally taken to have my eyesight checked, and found that I was 400 degrees nearsighted in both eyes. As an adult, I thought back to the time when I was 400 degrees nearsighted but did not wear glasses, and how hard I tried to keep my eyes open but still "looked around and was at a loss", I cannot help but have many regrets. If my mom didn't scold me, but believed me when I said that I really couldn't see clearly, maybe, maybe... but I knew that I had no reason to blame my mother.

What happened in my childhood made me feel closer to the children in special education schools. Recalling the unpleasant experiences in my childhood, I secretly made up my mind to study hard, love the children and give them good memories. These may have buried the seeds of interest in positive discipline in my heart.

I was introduced to positive discipline in 2019 and I gradually found answers to my past perplexities and began to work on applying what I learned to my work.

I encountered many pitfalls in practice. Sometimes I couldn't find solution for applying positive discipline to children with disabilities. I was frustrated when I communicated with parents and asked for their support and cooperation, but they all expressed their difficulties.



图：璐瑶老师开展正向教养家长工作坊
Photo: Ms. DUAN conducting positive discipline workshop

特殊学校的教学内容注重贴近生活，把生活场景和生活常识在课堂上教给孩子们，帮助孩子习得自我照顾的技能。和普通学校一样，孩子们也会有快有慢，例如刷牙这样的技能，部分孩子长时间学习还是没有办法掌握起来。

在这个过程中，我常常不自觉地忽视了学生自身能力的限制，忘记了自己曾经学过的正向教养理念，被情绪所控制，变得不耐烦，用不恰当的方式，例如剥夺孩子们珍视的奖励。

等冷静下来慢慢梳理，我意识到情绪的产生是因为结果与期望的差距，愤怒、挫败、着急和无力感油然而生。最后无计可施，只好降低希望，然后将一切归咎于学生能力不足。可是这种责怪是无力的，就像医生责怪病人不该生病一样。

久久不能抹去的，还有对自己的自责。知道和做到的距离，意识和行为的差距，反反复复折磨着我自己。有时候，我会偷偷地想：还不如不去学习正向教养，至少那样我不会觉得自己做得不对，可以心安理得地以“为他好”的名义继续着老模式。

学生不断出现新的问题，我继续应用正向教养的知识，同时努力处理自己受挫时产生的怀疑、焦虑、想放弃又不舍而挣扎的情绪问题。好像探索了很多，但最后什么收获也没有，问题总是一波未平一波又起。我唯一能做的，是坚持着，尝试，不成功，尝试。

直到去年4月份，我参加了一个关于高光时刻的对话工作坊。在这个过程中我对自己有了崭新的认知——我发现我的高光时刻都是来自外在的认可和肯定，几乎没有来源于自己的顿悟和内心的成长。

正向教养有两条主线，一方面是对孩子的关爱、指导，另一方面是对成年人的自我照顾，后者却极易被学习者忽视：照顾好自己，才能照顾好孩子。突如其来的自省打开了我对自我认知探索的开关。我开始理解自己的焦虑，对孩子说出“老师今天真的很累”，接纳自己。我坦诚地向导师和同伴说出我的困惑，获得他们情感和技术上的支持。

自我认知就像一个皮球，你只有把这个皮球丢给外界，反弹回来的那些才是你曾经忽略的自我的部分。在反复的碰撞中看见和觉察，在实践中磨练，回归和照顾到自我。正向教养允许我们停下脚步，从教育他人回归到自我照顾。

也许是因为在自我认知上前进了一大步，当我再次把目光转向“正向教养”的时候，会先把“照顾好自己，再照顾好孩子”铭记在心。同时，我也开始把非暴力沟通作为一个不断练习的工具。与原先的自己相比，我感觉现在的我更平和了，面对孩子时更愿意等待他慢慢来。

上学期，我接手了新的启智二年级，学生能力普遍优于之前我的班级。学生会过来招呼你，有自己的小脾气，会东奔西跑，甚至有些小朋友会表达自己的不乐意。这些都让我真正体会到正向教养带来的乐趣，与学生交流过程的妙不可言。

有一个中午，小景把书包摔在地上发脾气，当时我心里很生气，我想教训他。就在我捡起书包要扔出窗外的时候，我突然停住了，正向教养的灵光闪现，我把他轻轻拉到自己跟前。他的样子看起来很难过，也很生气，却无法表达出来。

我低声询问他：“你想背书包去吃饭吗？不想把书包留在教室里？担心书包放在教室里，会被别人拿吗？”他听到我的问题连连点头，情绪也因为我的理解而稳定下来。我同意他背着书包去食堂吃饭，但是不能再乱扔东西了，也鼓励他要把自己的想法说出来。

The teaching content of special schools focuses on helping children acquire self-care skills. Some children learn fast and some slow. For example, brushing teeth is a skill that some children have not been able to master over a long period of time.

I often unconsciously ignore the limitations of students’ own abilities and forget the positive discipline concepts I have learned. I got overwhelmed by emotions, lost my patience, and used inappropriate methods, such as depriving children of their cherished rewards.

When I calmed down, I realized that the negative emotions were generated because of the gap between the results and the expectations, and that anger, frustration, anxiety and powerlessness arose spontaneously. In the end, there was nothing to do but to blame everything on the students’ lack of ability. But this kind of blame was not sensible, just like a doctor blaming a patient for being sick.

What I could not erase for a long time was the self-reproach. The distance between knowing and doing, the gap between consciousness and behavior, tormented me again and again. Sometimes, I secretly thought: it’s better not to learn positive discipline, at least then I won’t feel like I’m doing the wrong thing and can continue the old pattern in the name of “for his own good” with peace of mind.

As students continued to have new problems, I continued to apply the knowledge of positive discipline, while trying to deal with my own emotions of doubt, anxiety, and struggling. The only thing I could do is keep trying.

Until last April, I attended a dialogue workshop on highlight moments. In the process, I learned a whole new thing about myself — I found that my highlight moments came from external recognition and affirmation, and almost none from my own epiphany and inner growth.

There are two interlinking components in positive discipline: one is caring and guiding children, and the other is self-care for adults, the latter is highly neglected by learners: only by taking care of yourself can you take care of children. The sudden introspection turned on a switch in my exploration of self-awareness. I began to understand my anxiety, to say to children, “Teacher is really tired today,” and to accept myself. I openly shared my confusion with mentors and peers for receiving emotional and technical support.

Self-awareness is like a ball, you have to throw this ball to the outside world, and the ones that bounce back is the part of self that you once ignored. We need to see and perceive in repeated collisions, hone in practice, return and take care of the self. Positive discipline allows us to stop and return from educating others to self-care.

Perhaps because I have taken a big step forward in my self-awareness, when I turned my attention to “positive discipline” again, I would remember to “take care of myself before taking care of children”. At the same time, I began to use nonviolent communication as an ongoing practice tool. Compared to my previous self, now I feel that I am more peaceful and more willing to wait for my child to take time.

Last semester, I took over a new class, and the students’ abilities were generally better than in my previous class. Students would come over to greet me, had their own little tantrums and run around, and some children would expressed their displeasure. All of this has really made me appreciate the fun that positive discipline brings and the wonderful process of communicating with students.

At one noon, Xiaojing (a child) dropped his school bag on the floor and lost his temper. I was angry and I wanted to criticize him. I suddenly stopped when I was picking up the schoolbag to throw it out the window, and the aura of positive discipline flashed, then I pulled him gently towards me. He looked very sad and angry, but he could not express it.

I asked him in a low voice, “Do you want to carry your bag to lunch? Don’t want to leave your bag in the classroom? Are you worried that someone will take your bag if it is left in the classroom?” He nodded repeatedly and calmed down. I agreed with him to carry his schoolbag to the canteen.

我成功综合地用上了
“觉察感受”及“同行引导”的技巧。
I successfully used the skill of
“awareness of feelings” and “peer guidance”.



图：璐瑶老师在任教学校授课
Photo: Ms. DUAN teaches at her school

就在这个时候，徐老师走过来说：“不能背就是不能背，大家都没有背。”他难过地掉下眼泪。我拉着他到窗前说：“我们一起来看看，如果有小朋友背书包回家，我们就背书包，如果没有我们就把书包放在教室里好吗？”他听话地跟着我来到了窗边仔仔细细地看着楼下的小朋友们。

当他看见没有小朋友背书包的时候，我又告诉他：“不要担心，我会把教室门锁起来的，不会有人拿你的书包的。”他马上觉得安心了，在去排队的路上告诉我“段老师，要把窗子也关紧哦”。

回忆起这件事情的发生过程和处理方式，我觉得很开心，我成功综合地用上了“觉察感受”及“同行引导”的技巧——先认同了小景的难过并了解他的想法，等他建立起安全感之后，再和他一起寻找解决方法。即使是特需儿童，他们也有自己的感受和需求，也许我可以再靠近他们一点点，用心去观察和发现。

这件事之后，小景每次看到我都要特意走过来在我的身边站一会。他与我建立了信任的安全关系，我想，我很享受这种感觉。这也鼓励我认真学习与实践正向教养知识，将这一温暖的教养工具用于工作和生活，认识自己、温暖自己、照亮他人。

过去两年多的正向教养之路，我走得很慢很慢，也遇到了一些困难和挫折。但正是在这个过程中我越发坚信这样的理念和方法需要我们不断地坚持和执行，让每个大孩子都能更好地照顾好自己，让每个小孩子都能被温暖对待。感恩正向教养，感谢自己的坚持不懈。

At that time, Mr. XU (another teacher) came over and said, “If you are not allowed to carry it, you can’t carry it. No one carried their bag.” Xiaojing shed tears. I pulled him to the window and said, “Let’s have a look, if there is a child carrying schoolbag, we will carry the schoolbag, if not we will put them in the classroom, okay?” He obediently followed me to the window and looked carefully at the children downstairs.

When he saw that there were no children carrying school bags, I told him, “Don’t worry, I will lock the classroom door, no one will take your school bag.” He immediately felt relieved and told me on the way to the line, “Ms. Duan, close the windows tightly too.”

Looking back on this, I felt very happy that I successfully used the skill of “awareness of feelings” and “peer guidance” — firstly identifying with Xiaojing’s sadness and understanding his thoughts, and then working with him to find a solution after he had built up a sense of security.

After that, Xiaojing came up to me and stood beside me for a while every time he saw me. He developed a trusting and secure relationship with me, and I think I enjoyed that feeling. This encourages me to seriously learn and practice positive discipline, and to use this warm parenting tool in my work and life, so as to know myself, warm myself, and shine on others.

Over the past two years, I have been slow in applying positive discipline and encountered some difficulties and setbacks. But I became convinced that we need to be persistent.

我们的工作与产出： 儿童早期发展 **ECCD: EARLY START FOR LIFE**



0到6岁是儿童生命发展的关键时期，包括良好的健康、充足的营养、早期学习机会、回应性照料、安全的环境在内的综合性支持可以为儿童的发展奠定坚实的基础。我们开展包括母婴保健、儿童疾病综合管理、婴幼儿照护服务、学前教育及儿童保护等几项工作，促进儿童身心全面发展。

The first six years of life are key to a child's lifelong development. Comprehensive support, including good health, adequate nutrition, early learning opportunities, responsive care and a safe environment, can provide a solid foundation for a child's development. We worked on maternal and child health care, integrated management of childhood diseases (IMCI), ECD services for children aged 0-3 and child protection to promote physical and psychological wellbeing of children.



母婴保健 **MATERNAL AND CHILD HEALTH CARE**

母婴保健工作旨在加强基层医护人员妇幼保健服务能力，提高群众卫生健康意识。我们支持国家级合作伙伴探索改善早产儿健康的循证依据，促进全国21家医院试点“早产儿袋鼠式护理（KMC）”；支持北京大学第一医院牵头4家省级医院研究新生儿早期基本保健（EENC）在剖宫产中的运用，进一步优化助产流程，改善母亲分娩体验及新生儿健康。在四川省凉山彝族自治州，我们为凉山州10个县的24家县级医院及2家州级医院提供EENC技能培训和督导，提高新生儿存活和纯母乳喂养。在凉山州喜德县，我们开展母婴保健服务质量提升工作，提供基层妇幼保健专项培训，招募志愿者协助乡镇医院普及母婴保健信息，为孕妇提供交通补贴及营养早餐，鼓励其接受定期产检并且住院分娩。

Our maternal and child health care work aims to build up capacity of front line health workers to provide maternal and child health care service and to raise public awareness of health. We supported national partners in their exploration of evidence-based approaches to improving health of premature babies, and piloting of Kangaroo Mother Care (KMC) for preterm babies in 21 hospitals nationwide. We also supported the study on the application of Early Essential Neonatal Care (EENC) in caesarean by 4 provincial hospitals led by Peking University First Hospital to further improve process of midwifery and enhance both mother's delivery experience and new born health. In Liangshan Yi Autonomous Prefecture, Sichuan Province, we provided EENC skills training and instruction to 24 county-level hospitals and 2 prefecture-level hospitals to get a higher chance of neonatal survival and promote exclusive breastfeeding. In Xide County, Liangshan Prefecture, we worked to improve the quality of maternal and infant health care services, provided front line health workers with specialized training on maternal and infant health care, recruited volunteers to assist hospitals in villages and towns in transmitting knowledge about maternal and infant health care, provided pregnant women with transportation allowance and nutritious breakfast, and encouraged them to receive regular antenatal care and choose institutional delivery.

创新、产出及影响 INNOVATION, OUTPUT AND IMPACT

在四川省凉山州建立了EENC州级师资队伍,13名师资能持续为全州所有分娩助产机构提供培训。凉山州26家医院全部接受EENC技能培训,并逐步将这一技术纳入常规流程。项目医院产后立即皮肤接触率达77.40%、住院期间纯母乳喂养率达86.20%。

KMC试点医院产后病房KMC应用率达72.10%、新生儿重症监护病房应用率达20.60%。项目支持国家重点单位开展KMC相关研究并在国内外权威医学期刊发表了9篇文章,为KMC在中国的应用提供更多医学循证证据,推动主管部门出台相关指南。

In Liangshan Prefecture, Sichuan Province, the EENC master trainers team was established. All of the 26 project hospitals have gradually applied the technique to routine processes. The postpartum skin contact rate increased to 77.40% and the exclusive breastfeeding rate during hospitalization reached 86.20% in these hospitals.

KMC was applied in 72.10% of postpartum wards and 20.60% of neonatal intensive care units in the 21 pilot hospitals. We also supported national level KMC-related research and publication of 9 papers in influential medical journals at home and abroad, providing more medical evidence for the application of KMC in China and accelerated the development of relevant national guidelines.



我们开发了EENC系列培训视频,得到了中国疾病预防控制中心国家妇幼保健中心的大力支持,并在其管理的在线平台“[儿童健康与营养在线培训系统](#)”进行了推广,33,098名学习者完成了学习。

在四川省喜德县,全县实际住院分娩率从76.1%提升到95.5%,冕山镇五次产前保健完成率从50%提升到71.0%,且拖乡五次儿童保健完成率提升到83.7%,冕山镇五次儿童保健完成率维持在较高水平的87.2%。

The EENC training videos developed by us were made available and promoted on Online Training System for Child Health and Nutrition run by National Center for Maternal and Child Health of the Chinese Center for Disease Control and Prevention. 33,098 learners completed the training.

In Xide County, Sichuan Province, the hospital delivery rate increased from 76.1% to 95.5%. The completion rate of five antenatal care in Mianshan Village increased from 50% to 71.0%, and the completion rate of five times health care in Qietuo Town increased to 83.7%, while Mianshan Village maintained at a high level of 87.2%.

在四川省喜德县,冕山镇卫生院首次尝试招募母婴保健服务志愿者,由志愿者辅助妇幼专干开展工作。志愿者利用当地人群智能手机使用率比较高的特点,利用微信群提醒孕妇按时产检,提供彝语语音的孕期保健知识。相比线下的孕妇学校,利用微信群宣传母婴健康教育灵活度更高,孕妇可以选择在闲暇时间进行学习。

In Xide County, Sichuan Province, Mianshan Village Health Center recruited volunteers to assist the maternal and child health workers in their work. Taking advantage of the high usage rate of smartphones among the local population, the volunteers use WeChat groups to remind pregnant women to have their maternity checkups on time and provide pregnancy health care information in Yi language. This flexible approach was proved to have increased the uptake of the service.



儿童疾病综合管理 INTEGRATED MANAGEMENT OF CHILDHOOD DISEASES (IMCI)

儿童疾病综合管理工作主要在新疆维吾尔自治区巴音郭楞蒙古自治州八县一市与和田市开展。我们开发了儿童疾病综合管理在线学习课程,优化了电子化治疗小程序,对儿童疾病综合管理培训师资开展培训,对基层医务人员进行督导,提高社区健康意识。新疆项目地区基层医务人员的儿科常见病评估、分类和治疗能力有了极大提升,培养了一支包括州县两级医生的优秀的师资队伍。

Integrated Management of Childhood Illness (IMCI) is mainly carried out in eight county in Bayingol Mongolian Autonomous Prefecture and Hotan City in Xinjiang Uygur Autonomous Region. We developed an IMCI online learning course, optimized a micro program, trained IMCI trainers and primary medical staff, and raised community health awareness. The ability of medical staff to assess, classify and treat common pediatric diseases was greatly improved.

创新、产出及影响 INNOVATION, OUTPUT AND IMPACT

与2019年项目开展前相比,项目地区将测量体温、询问危险体征和检查主要症状等评估环节几乎完全执行。在治疗环节,转诊前治疗正确率、抗生素使用准确率、复诊告知比例大幅度提高。其中,抗生素使用准确率从项目开展前的33%提高至84%。

The medical staff could completely implemented all the IMCI steps required such as taking temperature, asking about warning signs, and checking major symptoms. During the treatment, the percentage of correct treatment before referral, the correct usage of antibiotics, and the proportion of return visit notification increased significantly. In particular, the accuracy rate of antibiotic use increased from 33% to 84% after the program.



儿童营养 CHILD NUTRITION

在云南省沧源县,我们与沧源县卫健局开展合作,从“专业权威”和“大众生活”两个层面入手改善农村地区的儿童早期营养状况。县人民医院、妇幼保健院等专业机构应用最新循证研究实践支持养育人从新生儿出生后的第一天开始科学喂养孩子。出院回归家庭后,项目培养的农村社区婴幼儿喂养宣传指导员为养育人提供与专业机构一致的喂养宣教、指导和问题转介服务。

In the nutrition program we implemented in Cangyuan County, Yunnan Province in cooperation with Cangyuan County Health Bureau, two county level hospitals supported moms on breastfeeding for new born babies during hospitalization. In selected communities, continued breastfeeding support was provided to moms by trained health workers.

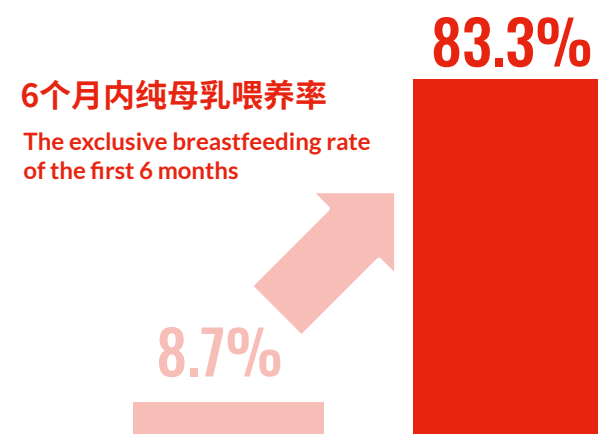
创新、产出及影响 INNOVATION, OUTPUT AND IMPACT

2021年,全县超过2,000名2岁以下儿童和4,000名儿童主要养育人直接受益。该项目得到政府、医院、社区的充分认可。由北京大学医学部执行评估显示项目干预地区6个月内纯母乳喂养率从8.7%提高到83.3%。沧源县人民医院院长在评估访谈时表示:“沧源县拥有全国40%的佤族人口,佤族儿童营养状况直接关系到整个民族的人群素质,意义重大”。县人民医院产科主任说:“这么好的项目应该推广,我很愿意带着自己的团队,去邻近县市交流、分享自己的参与经验。因为我这就是活生生的案例。”

In 2021, over 2,000 children under 2 benefited from the program. The exclusive breastfeeding rate of the first 6 months increased from 8.7% to 83.3% based on final evaluation.



+2,000
2岁以下受益儿童人数
Children Under 2 Benefited



婴幼儿照护服务 ECD SERVICES FOR CHILDREN UNDER 3

在云南省沧源县、上海市闵行区的梅陇社区和新疆维吾尔自治区巴音郭勒蒙古自治州焉耆县,我们与卫生、教育、妇联等部门合作,针对0-3岁家庭提供包括早期学习、喂养指导、回应性照料、家庭儿童保护等在内的婴幼儿照护服务。在云南省沧源县岩帅镇和勐董镇的少数民族农村社区,接受过培训的村级服务人员为0-3岁婴幼儿及其照料人组织每月两次的集体亲子活动和育儿知识小课堂,对于不便参加集体亲子活动的家庭提供入户指导。在两个少数民族农村社区设立的社区儿童早期发展中心受到孩子和照料人的欢迎。沧源县妇幼保健院和沧源县人民医院的母乳喂养咨询指导人员为所有产后母亲及其家人提供标准化的母乳喂养宣教、指导和咨询服务。我们与上海市闵行区梅陇社区卫生服务中心合作,针对高危儿(如早产儿、低体重儿等)家庭开展亲子互动主题系列家长讲座,并每个月定期开展亲子活动,为家庭提供游戏、阅读、亲子互动方面的指导。在新疆焉耆县,村医和幼儿园教师为照料人和儿童提供早期发展的支持。

In Cangyuan County, Yunnan Province, Meilong Community in Minhang District, Shanghai, and Yanqi Hui Autonomous County, Bayingol Mongol Autonomous Prefecture, Xinjiang, we cooperated with health department, education department, and women's federation to provide ECD services including early learning, feeding guidance, responsive care, and family child protection for families with children under 3. In the tea farming communities in Cangyuan County, Yunnan Province, trained ECD workers organized parent-child group sessions and parenting classes twice a month, as well as home visits. ECD centers set up in the communities were popular among children and caregivers. Breastfeeding counselors from Cangyuan County Maternal and Child Health Hospital and Cangyuan County People's Hospital provided standardized guidance and counseling services on IYCF (Infant and Young Child Feeding). We cooperated with Meilong Community Health Service Center in Minhang District, Shanghai to conduct monthly parent-child group sessions for families with high-risk children (such as premature babies and low-weight babies) focusing on parent-child interaction, reading and play. In Yanqi County, Xinjiang, village doctors and kindergarten teachers provided bimonthly parent-child group sessions as well.



创新、产出及影响 INNOVATION, OUTPUT AND IMPACT

我们与复旦大学公共卫生学院的专家团队合作,面向0-6岁婴幼儿家长,拍摄制作了10集亲子互动系列短视频,让家长学习如何在日常生活中与婴幼儿互动,促进儿童早期发展。

In cooperation with experts from the School of Public Health of Fudan University, we filmed a series of 10-episode parent-child interaction videos, so that parents can learn how to interact with children in daily life and strengthen bond and stimulation.



学前教育 PRESCHOOL EDUCATION

在学前教育领域,我们遵循3-6岁儿童的发展和学习特点,珍视游戏和生活的独特价值,在云南省楚雄州大姚县、大理州巍山县和上海市闵行区支持幼儿园创设丰富的教育环境,通过教师培训、跟岗实习、集体教研、入园督导等一系列教师能力建设活动帮助教师提升保教能力,合理安排学前儿童一日生活,将游戏融入到幼儿园的一日活动中,最大限度地支持和满足幼儿通过直接感知、实际操作和亲身体验获取经验的需要。我们也针对家长开展宣传和 Education,鼓励家长增加与儿童的陪伴、互动。在疫情期间,项目支持幼儿园采用线上家长会的形式,利用家长微信群进行知识讲解和技能示范。我们与云南省教育厅合作,开展了16所省级一级一等幼儿园与34所项目幼儿园结对帮扶、入园指导活动、线上远程指导,切实提升幼儿园保教质量。同时,针对云南省40所省级幼儿园的骨干教师开展“玩中学”培训,并在当地开展了二级培训,进一步推进了云南省学前教育课程游戏化工作。云南省大姚县的学前教育项目获得第十一届公益节“2021年度公益项目奖”。

In Dayao County, Chuxiong Prefecture, Weishan County, Dali Prefecture, Yunnan Province, and Minhang District, Shanghai, we worked with local education bureaus, kindergartens and families to support children aged 3-6. We supported teacher capacity building such as training, practice, teaching research, and supervision. Kindergartens integrated play into the daily activities. We conducted awareness and knowledge building for parents and wider public to encourage them to increase company and interaction with their children. In cooperation with the Yunnan Education Department, we facilitated support from 16 provincial first-class kindergartens to 34 project kindergartens. We also conducted “Learning through play” training for key teachers of 40 provincial kindergartens in Yunnan Province, and provide secondary training in the local areas to catalyze play in preschool curriculum in Yunnan Province. The work in Dayao County, Yunnan Province won the “2021 Charity Project Award of the Year” at the 11th Charity Festival.



儿童保护 CHILD PROTECTION

在所有针对照料人和为儿童提供支持的人员培训中,我们都加入儿童权利、儿童保护、性别平等内容,从预防角度降低儿童遭受忽视、虐待、性侵犯和剥削等风险,并且强调与儿童工作相关的人员在儿童保护强制报告中的义务。

We incorporated child rights, child protection, and gender equality to all training for caregivers and workforces who provided support to children to prevent children from risks and violence, and emphasized their obligations on mandatory child protection reporting.

创新、产出及影响 INNOVATION, OUTPUT AND IMPACT

我们支持云南省巍山县在25个农村社区建立了混龄幼儿班,增加偏远农村儿童的入学机会。在巍山县培养了一支扎根乡村的、留得住、教得好的农村幼儿教师。教师流动率较低,一年流动率为7%,两年流动率为20%。

针对农村家庭缺少玩具的情况,我们将涵盖亲情陪伴、认知、创意想象、情绪管理和习惯教养相关知识的五本绘本与锻炼孩子创意想象和动手能力的磁力片组成“家庭图书玩具包”赠送给农村家庭。

我们与云南教育报刊社合作出版了《云南省幼儿园优秀游戏活动案例专刊》,向全省发行。我们制作了18集涵盖亲子阅读、早期语言、早期数学、社会情感、卫生健康、正面管教等6方面内容的视频,帮助家长们更好地认识到在生活中如何帮助孩子积累早期发展各领域的核心经验。

在2021年全国第十个学前教育宣传月期间,我们主持了正向教养、亲子阅读、在玩要中学习为主题的3期直播,向公众倡导正确的儿童早期发展和家庭教育的知识,3次直播总计6,547人次参与。

We supported mixed-age preschool classes in 25 rural communities in Weishan County, Yunnan Province, to increase access to education for remote rural children. A team of preschool teachers was cultivated and willing to stay with quite a low turnover rate.

In response to the lack of play resources for rural families, we provided the “Family Book and Toy Kits” to rural families, which consists of five picture books covering knowledge about bonding, cognition, creative imagination, emotion management and habit, and magnetic cards to build children’s creative imagination and hands-on skills.

We cooperated with Yunnan Education Press to publish a special issue of “Cases of Excellent Game Activities in Kindergartens of Yunnan Province” for distribution to the whole province. We produced 18-episode video on interactive reading, early language, early math, SEL social emotional learning, health and hygiene, and positive education for parents.

During May 2021, the 10th National Preschool Education Publicity Month, we hosted three live broadcasts on positive parenting, interactive reading and learning through play, to transmit ECD knowledge to the public.



我在凉山为新生生命而奔赴 STRIVE FOR THE LIFE OF THE NEWBORN IN LIANGSHAN

背上培训所需要的模型, 前往十几里之外的基层医院, 每年5-6次的实地指导、培训, 每次培训过后一两个月的定期督导, 已经成了马秀英和武兴意的工作日常。

作为四川省凉山州妇幼保健计划生育服务中心感染管理办公室科长, 马秀英见证了中国二十多年来的产科分娩发展历程。在她与凉山州妇幼保健计划生育服务中心围产保健部部长武兴意以及众多骨干人员的不懈努力下, 整个凉山州的新生儿早期基本保健“EENC” (Early Essential Newborn Care) 覆盖率已达到了80%。

2016年, EENC首次引入中国, 凉山州也成为了第一批在中国推广的试点地区是新生儿早期基本保健技术项目内容之一。2013年, 西太平洋地区各国联合制定和发布了“世界卫生组织西太平洋地区健康新生儿行动计划”, 并颁布了“EENC指南”。EENC让宝宝在出生时立即擦干全身、延迟断脐, 在手术台上享受到妈妈的第一次拥抱, 被认为是新生儿早期基本保健的一次飞跃。

马秀英回忆道, 在她工作初期, 产妇不得不面临难忍的剧痛, 后来随着2008年无痛分娩的引进, 加之医院设施和医疗条件的改善, 产妇的生产体验得到了极大改善, 2016年, EENC的引入又进一步促进了产科分娩流程的优化。

寒冷是新生儿面临的最大挑战。EENC推广之前, 即使把宝宝放在高温辐射台上, 灯管把助产士的头发都烤得炙热, 但是宝宝的脚还是冰凉的, 尤其是天冷的时候, 宝宝的体温更难回升。但是有了EENC, 宝宝和妈妈在皮肤上进行十几分钟的接触之后就能使体温迅速回升。同时, 宝宝会自主爬行觅乳, 而这也促进了妈妈早开奶, 促使母乳喂养率大大提升。

MA Xiuying and WU Xingyu have been used to their routine work to train and supervise health workers at county level, which occurred 5 or 6 rounds a year. They travelled ten or more miles away to each county-level health facility carrying the models for trainings and providing on-site supervision in each round, which cost 1 or 2 months continuously.

As the Section Chief of the Infection Management Office at the Liangshan Prefecture Maternal and Child Health and Family Planning Service Center (the Center), Sichuan Province, MA has witnessed the development of obstetric delivery in China over the past two decades. Thanks to her unrelenting efforts, together with WU, the Head of the Perinatal Health Department of the Center, the Early Essential Newborn Care (EENC) coverage rate has reached 80% throughout Liangshan Prefecture.

In 2016, EENC was first introduced to China, and Liangshan Prefecture became one of the first pilot areas to be promoted in China. In 2013, countries in the Western Pacific region jointly developed and published the “WHO Western Pacific Action Plan for Healthy Newborns” and promulgated the “The EENC guidelines”. The EENC guidelines, considered a leap forward, allowed babies to be dried immediately after birth, delay umbilical cord cutting, and enjoy their mother’s first embrace.

MA recalled that in the early days of her work, women in labor had to face excruciating pain, and then with the introduction of painless labour in 2008, coupled with improved hospital facilities and medical conditions, the labor experience was greatly improved. In 2016, the introduction of EENC further contributed to the optimization of the obstetric delivery process.

Cold was the biggest challenge for newborns. Before EENC was popularized, even if the baby was placed on a high temperature radiation table and the lamp heated the midwife’s hair up. The baby’s feet were still cold, especially when the temperature was low, and it was harder for the baby’s body temperature to come back up. But with EENC, a baby’s body temperature could rise quickly after just a few minutes of skin-to-skin contact. At the same time, babies would crawl on their own to find breast milk, and this promoted early initiation of breast milk for mothers, leading to a much higher breastfeeding rate.



把宝宝从襁褓里解放出来, 我们能更好地看到宝宝的一些天性和自主反应, 也能够时时带给父母和医护人员一些惊喜。大家都低估了宝宝的潜能!

By freeing the baby from the swaddling, we are able to better see some of the early signs of the feeding cues from babies, which surprise parents and health workers at times. We all have underestimated the potential of babies!



但是，EENC的早期推广十分艰难，按马秀英的话说“这颠覆了我们之前学到的知识”。长久以来，在中国传统的接生教育是在宝宝出生后进行常规吸痰操作，立即断脐，与母亲分离，并将其置于高温辐射台上，再给宝宝穿好衣服。而EENC却很大程度上颠覆了传统分娩流程，主张彻底擦干、晚断脐、脐带不消毒不包扎、不擦胎脂、早接触、宝宝自己完成早吸吮、不常规吸引口鼻、袋鼠式护理等。对于这种新旧分娩流程的碰撞，相比于产科医生，常年来接受常规吸引、插管等教育的儿科医生表现出了更高的谨慎度。

除了让产科和儿科医生接受新理念的实践，EENC的推广亦离不开妈妈们。

However, the early adoption of EENC was very difficult, and according to MA, “This is very different from what we have learned before”. For a long time, traditional midwifery education in China involves routine sputum aspiration after birth, immediate umbilical dissection, separating the baby from the mother, placing the baby on radiation warmer, and then dressing the baby. EENC, on the other hand, largely reverses the traditional delivery process, advocating thorough drying, late umbilical cord cutting, no disinfection or wrapping of the umbilical cord, no wiping of fetal fat, early skin-to-skin contact, early initiation of breastfeeding, routine suction of mouth/nose, Kangaroo Mother Care (KMC), etc. Pediatricians, trained for years on routine suction and intubation, are more cautious about the collision of old and new processes than obstetricians.

In addition to getting obstetricians and pediatricians to embrace new practices, the promotion of EENC also relies on the mothers.

项目刚开始时，
有的产妇对于腹部清洁不太能接受，会害羞。
但是通过对一些一胎经过传统接生流程，
二胎EENC的妈妈，
她们普遍认为后者的流程更加温馨与人性化。

At the beginning of the program,
some mothers were shy and uncomfortable
with abdominal cleansing.
But for mothers who have gone through traditional
delivery procedures for their first child,
EENC for their second-born,
they generally feel that the latter procedure is
more welcoming and humane.

为什么在困难重重的情况下，还要坚持推广EENC？

Why do we insist on promoting EENC despite all the difficulties?

此前开展的各类医疗项目都要投入很多设备和其他用具，
而EENC仅需要投入毛巾，毛巾的成本又可以忽略不计。
但是，几乎为零的投入带来的回报却是巨大的：婴儿的存活率显著提高，
患者的认可度大大改善，医患矛盾纠纷也相应减少。

Previous medical projects require a lot of equipment and other appliances,
but EENC only needs towels, which cost negligible amounts.
However, the rewards of this zero cost investment are enormous:
a significant increase in infant survival rates, much better patient recognition,
and a corresponding reduction in doctor-patient conflicts and disputes.

为了尽可能打消妈妈们的顾虑，护士和助产士从产前检查、28周之后的每次宣教都会对EENC的科学性做出详细的解释，循序渐进的教育和科普也让妈妈们的接受度有了明显的提高。

在推广初期，每个人都表现出了高度紧张。孩子会不会从新手妈妈的身体上滑落下去？不进行吸痰操作是否会阻碍宝宝呼吸？EENC推广早期，由于担心意外发生，一名产妇的分娩工作需要四五个医生同时开展。马秀英称，甚至第一次使用EENC分娩时，中心的产科主任、护士长、护理部、医务科、儿科主任等人员齐刷刷全部站在产房里，生怕宝宝或者妈妈出现什么意外。但是经过了三十余例经验的积累，大家也由衷感受到EENC的科学性和安全性是完全有保障的。现在，随着医务人员熟练度和专业度的提升，一个助产士基本可以完成全流程的分娩工作。

In order to dispel mothers' concerns as much as possible, the nurses and midwives explained the scientific nature of EENC in detail from the prenatal checkups and every health education session after 28 weeks. Gradual education and popularization of science also significantly improved the mothers' acceptance.

In the early stage of adoption, everyone was extremely nervous. Will the baby slip off the new mother's body? Will the baby's breathing be obstructed without suctioning? In the early promotion of EENC, the delivery of one child needed to be carried out by four or five doctors simultaneously due to the fear of accidents. MA said that for the first delivery using EENC, the center's chief of obstetrics, head nurse, nursing department, medical department, pediatric director and other staff all stood in the delivery room in case anything happened to the baby or the mother. However, after the accumulation of more than 30 cases, everyone sincerely feels that the scientificity and safety of EENC is fully guaranteed. Nowadays, with the improvement of the medical staff's proficiency and professionalism, the whole process of delivery can be generally handled by one midwife.



此前给妈妈缝合伤口的时候，她会经常感到疼痛，但是EENC可以让宝宝挨着妈妈。因为这种情况下妈妈会更关注宝宝，所以能一定程度上分散她的注意力，促进子宫的复旧，从而减少痛苦。另外，宝宝和妈妈在一起，也能快速复温，迅速安静下来，促进自身发育。我们很开心地看到，宝宝和妈妈进ICU或者使用呼吸机的几率也有所降低。

Previously, mothers used to feel pain when stitching up but EENC can keep the babies close to mothers. Because the mothers are more focused on the babies in this situation, it can distract them to a certain extent and promote the recovery of the uterus, then reducing the pain. In addition, babies stay with their mothers can also quickly rewarm and quiet down, and promote their own development. We are happy to see that both the babies and the mothers are less likely to end up in the ICU or on a ventilator.

此外，EENC提倡的“少干预”理念更体现了一种温情的人文关怀。

从2016年到2021年，凉山州妇幼保健计划生育服务中心已经和救助儿童会就EENC的推广开展了两轮合作。从如履薄冰到信心满满，从略有生疏到驾轻就熟，从第一阶段的试点发展到第二阶段的推广中，无论是产科和儿科领域的老师还是妈妈们的认可度、接受度、执行度都有了很大提升。但是，打造EENC试点不是“栽盆景”，而是要把成功的经验和案例推广到更多地区。于是，凉山州妇幼保健计划生育服务中心也发挥自身辐射效应，积极面向全州招进修生，学员们学习流程并进一步落地推广。

与传统培训方式不同的是，救助儿童会在器具配备和教授流程上都进行了创新。一方面，各种实操模具的配备增强了实际操作性，能够让临床一线的老师可以反复地在模型上练习，从而确保在真人身上面能够有效地开展工作。另一方面，救助儿童会也邀请国家级师资前往凉山州开展全州培训。每位老师精准对接不同的县，县级老师在熟练掌握EENC操作流程之后，再继续到区域内医院进行培训。就这样，每位老师利用其“培训+督导”的推进模式，将更多医院纳入了EENC的推广范围之内。据马秀英介绍，凉山州妇幼保健计划生育服务中心的老师们会定期参加救助儿童会组织的有关孕产保健的培训会，并发挥好“传帮带”的作用，将EENC操作流程系统教授给实习生和其他进修老师。中心的老师们“走出去”宣传培训，也“引进来”别的老师到这里参与培训，形成了常态化的学习机制。中心的老师亦是学生，他们在接生流程、新生儿护理流程等方面遇到相关问题，也能快速得到国家卫生部门和救助儿童会的支持。

此外，救助儿童会也根据地方医院对于EENC的接受程度，灵活确定培训和督导的频次。刚开始试点推广的时候，采用的是“一轮培训+一轮督导”的方式。但是，中心的老师们很快发现学员有接受度不高的情况，也和救助儿童会协商增加督导的次数，即使对地方医院掌握不熟练的地方进行辅导和解答，EENC的实施效果也得到了显著增强。在凉山州妇幼保健计划生育服务中心和众多基层医院的不懈努力下，凉山州17个县市EENC的知晓普及率达到了100%，实际操作执行率也高达80%。马秀英和武兴意说，她们非常期待在下一个三年看到EENC能在凉山州实现100%的执行普及率，通过加强督导促进偏远地区尽快形成完善的院内操作流程。



In addition, the concept of “less intervention” advocated by EENC reflects warm humanistic care.

From 2016 to 2021, the Center worked with SC in two rounds of cooperation on EENC promotion. The recognition, acceptance and implementation of both trainers in the field of obstetrics and pediatrics and mothers had been greatly enhanced. The Center also played its catalyst role and actively recruited trainees in the prefecture so that the trainees could learn and apply the process on the ground.

The equipment and coaching process has been adapted. On the one hand, a variety of practical operation molds were equipped to enhance the practicality and enable the front-line clinical doctors to practice on the model repeatedly, so as to ensure that they could effectively carry out on the real person. On the other hand, SC invited state-level trainers to conduct training. Each trainer made precise contact with different counties, and after the county-level trainers mastered the EENC operation process, they continued to train other doctors in county-level hospitals. This had greatly expanded the EENC coverage.

In addition, SC has adapted the frequency of training and supervision based on the Center’s feedback. At the beginning of the pilot promotion, we adopted the way of “one round of training + one round of supervision”. However, the trainers of the Center soon found that there were cases of poor acceptance so they negotiated with SC to increase the number of supervision sessions and provide immediate coaching to local hospitals where they were not proficient. The effectiveness of EENC was significantly enhanced. With the unremitting efforts of the Center and many front line hospitals, 17 counties and cities in Liangshan had reported the EENC adoption rate of 100%, and the actual implementation rate of 80%.

我们的工作与产出： 青少年发展与就业 YOUTH DEVELOPMENT AND EMPLOYMENT: TRANSITIONAL SKILLS TO SUCCESS



青年是国家经济社会发展的生力军。如何帮助青少年从家庭和学校顺利地步入职场，离不开政府的支持和学校的培养，同时也应该成为社会力量关注的重点。2021年，我们在广东、上海及长三角、四川、云南和新疆等地区为15-24岁的农村、偏远地区青少年及城市地区需要关注的青少年群体提供支持，开展了职业素养提升、职业指导、创新创业（双创）能力培养、数字技能培训、绿色发展倡导等活动，以提高他们的就业意识和职业能力，提升就业支持服务，帮助他们实现体面就业与自我发展。

Youth are the driving force of the country's economic and social development. How to help young people move smoothly from home and school to the workplace is inseparable from government support and school training, and should also be the focus of social development sector. In 2021, we supported vulnerable youth aged 15-24 in remote rural areas as well as in urban areas in Guangdong Province, Shanghai and the Yangtze River Delta, Sichuan Province, Yunnan Province and Xinjiang Uygur Autonomous Region. Our work included employability skills training, career guidance, innovation and entrepreneurship capacity building, digital literacy, and green skills.



职业素养提升 THE EMPLOYABILITY SKILLS

职业素养提升注重职业技能综合水平的培养，培育青少年工匠精神，提升青少年能力与劳动力市场要求的契合度。在云南省沧源县、四川省成都市、新疆维吾尔自治区伊宁市，我们支持中等职业学校推进青少年职业素养培养的实施、推广及成效评估。在广东省广州市，我们与当地社会组织合作，通过参与式培训的方法开展了职业素养培养活动，为青少年提供了职业素养提升学习材料。

The employability skills focuses on the cultivation of comprehensive skills, craftsman spirit to improve the suitability of youth's competencies to the needs of labor market. In Cangyuan County, Yunnan Province, Chengdu City, Sichuan Province, and Yining, Xinjiang Uygur Autonomous Region, we supported secondary level vocational schools to promote the implementation, promotion, and evaluation of employability skills for youth. In Guangzhou, Guangdong Province, we cooperated with local civil society organizations to support the growth of employability skills of youth.

创新、产出及影响 INNOVATION, OUTPUT AND IMPACT

支持社会组织和职业学校能力提升 Building Capacity of Civil Society Organizations and Vocational Schools

为了更好地支持当地社会组织和职业学校支持青少年职业发展，我们根据各地的社会组织和职业学校的需求，开展了一系列发展性的能力建设培训，包括参与式培训理念、可持续发展观念、项目管理能力、设计思维能力和青少年职业发展活动协作能力等。在2021年，我们与4家社会组织合作，共同培养了超过50名社会组织工作人员和学校老师。

We provided capacity building to CSOs workers and vocational schools teachers on participatory training methods, sustainable development, project management skills, design thinking skills, and cooperation skills. In 2021, we worked with 4 CSOs to jointly train over 50 staff and school teachers.





职业指导 CAREER GUIDANCE

职业指导旨在帮助青少年明晰职业生涯规划,促进多元化就业信息传递和职业体验,增强青少年与职场连接。在广东省广州市,我们与企业、社会组织和职业学校合作,开展了线上导师学徒制活动,促进青少年制订更加清晰的职业发展目标和职业规划方案。

Career guidance helped youth clarify their career planning, promote delivered employment information, share experience career experience, and strengthened the link between youth and the workplace. In Guangzhou, Guangdong Province, we cooperated with enterprises, social organizations and vocational schools to conduct online career mentorship to help young people develop clearer career goals and plans.

创新、产出及影响 INNOVATION, OUTPUT AND IMPACT

线上导师学徒制 Online Career Mentorship

为了使青少年更直观地了解职场和自己感兴趣的行业,同时获得来自“前辈”的职业发展建议,我们与企业合作,共同探索出了线上导师学徒制的项目模式。利用互联网不受空间限制的优势,我们通过社会组织招募有需求的青少年,邀请企业优秀员工作为志愿者导师对青少年提供指导。2021年,我们成功招募了81名导师为30名青年提供了服务。

We recruited youth who needed career guidance through CSOs and invited outstanding corporate employees to provide guidance to them as volunteer mentors. In 2021, we successfully recruited 81 mentors to service 30 youths.



创新创业能力培养 THE CULTIVATION OF INNOVATION AND ENTREPRENEURSHIP CAPACITY

创新创业能力培养注重培养青少年的创新思维和企业家精神,增强青少年创新解决问题的能力。在新疆伊宁市,我们支持了当地职业院校和社区创业孵化中心组织了双创教师能力建设活动,开展学生职业发展社团的创业培训和创业大赛,并对有创业需求的乡镇青年提供双创培训和指导,开展创业方案选拔等活动。

The cultivation of innovation and entrepreneurship capacity focuses on developing innovative thinking and entrepreneurship among youth and enhancing their innovative problem-solving skills. In Yining, Xinjiang Uygur Autonomous Region, we supported local vocational colleges and community business incubation centers in organizing capacity building activities for teachers of innovation and entrepreneurship, conducted student entrepreneurship training and entrepreneurship competitions, and provided training, guidance to rural youth on developing entrepreneurial plans.



数字化素养 DIGITAL LITERACY

数字化素养强调培养青少年的数字化技能和网络保护意识,促进青少年参与数字经济、助力数字化发展。在上海,我们通过与高校和社会组织合作,分别研发了数字化素养的核心技能框架和供家长阅读的数字化时代养育学习材料,以支持社区工作者和家长参与到青少年数字化素养培养活动。在新疆伊宁市,我们与社会组织合作,为青少年提供了包括计算机基础操作、电子商务、摄影及后期处理等数字化技能培训。

Digital literacy emphasizes the development of youth digital skills and awareness of online protection, and promoted youth participation in the digital economy and digital development. In Shanghai, we developed a core skills framework for digital literacy and learning materials on parenting in the digital age for parents through cooperation with universities and civil society organizations, to support community workers and parents to participate in youth digital literacy development activities. In Yining, Xinjiang Uygur Autonomous Region, we worked with civil society organizations to provide digital skills training for youth, including basic computer operation, e-commerce, photography and post-processing.



绿色发展技能 GREEN SKILLS

绿色发展素养注重培养青少年可持续发展意识和环保理念,提升其综合型绿色发展素养和专业型行业绿色技能。通过与高校合作,我们研发了面向青少年的绿色素养培养框架,并开发了绿色发展素养培训材料,以支持社会组织工作人员和学校老师开展青少年绿色发展素养能力建设活动。

Green Skills focuses on cultivating youth's awareness of sustainable development and environmental protection, and improving their green skills. Through cooperation with universities, we created a green literacy development framework for youth and green literacy training materials to support civil society organization staff and school teachers in youth green skills building activities.



志愿者导师陈姑娘 VOLUNTEER MENTOR, MS. CHEN



陈翠华 Chen Cuihua

社工陈姑娘，32岁，2021年参与了救助儿童会的线上导师学徒制活动，成为一名志愿者导师。

“我大学学习的是工商管理专业，小时候很喜欢看TVB港剧，也很喜欢里面的社工的角色，所以那时开始，我就很向往有一天自己也能成为社工，帮助别人，回馈社会。2021年通过和救助儿童会合作，我在社区里开展了线上导师学徒制的探索，我自己也成为了一名志愿者导师。”

在问到参与这个项目获得的最大感受的时候，陈姑娘动情地说道：“我们都经历过或者正在经历青年的阶段，在就业上也遇到过困惑和烦恼。以前只能自己埋头解决，感觉很迷茫，很孤单，但是现在的青年能通过线上导师学徒制活动找到支持，找到同行者，孤单跟迷茫的感受有所降低，而我可以帮助他们，这让我非常有成就感。”

在志愿者导师与青少年开展活动的过程中，救助儿童会会提供多样化的支持。“救助儿童会在青年职业支持服务中给到了我很大的支持和帮助。刚加入项目时，对接触青年，我个人是有点害怕的，感觉自己的年纪有点大，接触时很容易代入‘长辈’的身份，后来通过与救助儿童会负责青年服务的人员交流后，听他们分享青年服务的有趣经验跟青年的特征特性，慢慢找回自己‘青年’的感觉，再通过救助儿童会的导师培训，掌握与青年沟通相处的技巧，慢慢地，自己对提供青年服务更有信心了，在与青年相处时也没那么紧张了。”

“当完成学徒小怡的线上职业指导后，我才发现对我来说，虽然我做的只是一件微不足道的事情，但是却带给他人的强有力的积极影响。小怡是职业学校社会工作专业二年级学生，她是因为调剂才就读‘社会工作’专业，与自己原来的专业期望不一致，而又因为种种原因而‘坚持’读了下来。现在即将面临实习就业了，小怡感到很迷茫。我专业不对口的就业经历仿佛给小怡打了一支定心针，让她明白专业不代表一切，要在意的是自身能力的培养及运用。”



Ms. Chen, a 32-year-old social worker, became a volunteer mentor in 2021 when she participated in SC's online mentorship apprenticeship program.

"I majored in business administration at university. When I was young, I loved watching TVB Hong Kong dramas and I liked the characters of the social workers, so from then on, I aspired to become a social worker one day to help others and give back to the community. In 2021, I explored online mentorship apprenticeship in the community, and then I became a volunteer mentor."

When asked what her deepest feeling about the project was most about participating in this project, Ms. Chen said emotionally, "We have all been through or are going through the youth stage, and we have encountered confusion and troubles in employment. I used to feel lost and lonely because I could only solve the problem by myself, but now young people can get support from partners and through the online mentorship project, so the feeling of loneliness and confusion can be mitigated. I am fulfilled that I can help them."

SC provides a diverse support to volunteer mentors as they work on activities with young people. "SC has been very supportive and helpful to me with the youth Careers Support Service. When I first joined the program, I was a little afraid of approaching youth, because I felt that I was a little bit older and could easily take on the role of an 'elder'. Through the mentor training of SC, I was able to master the skills of communicating with young people, and gradually I became more confident in providing youth services and less nervous when dealing with young people."

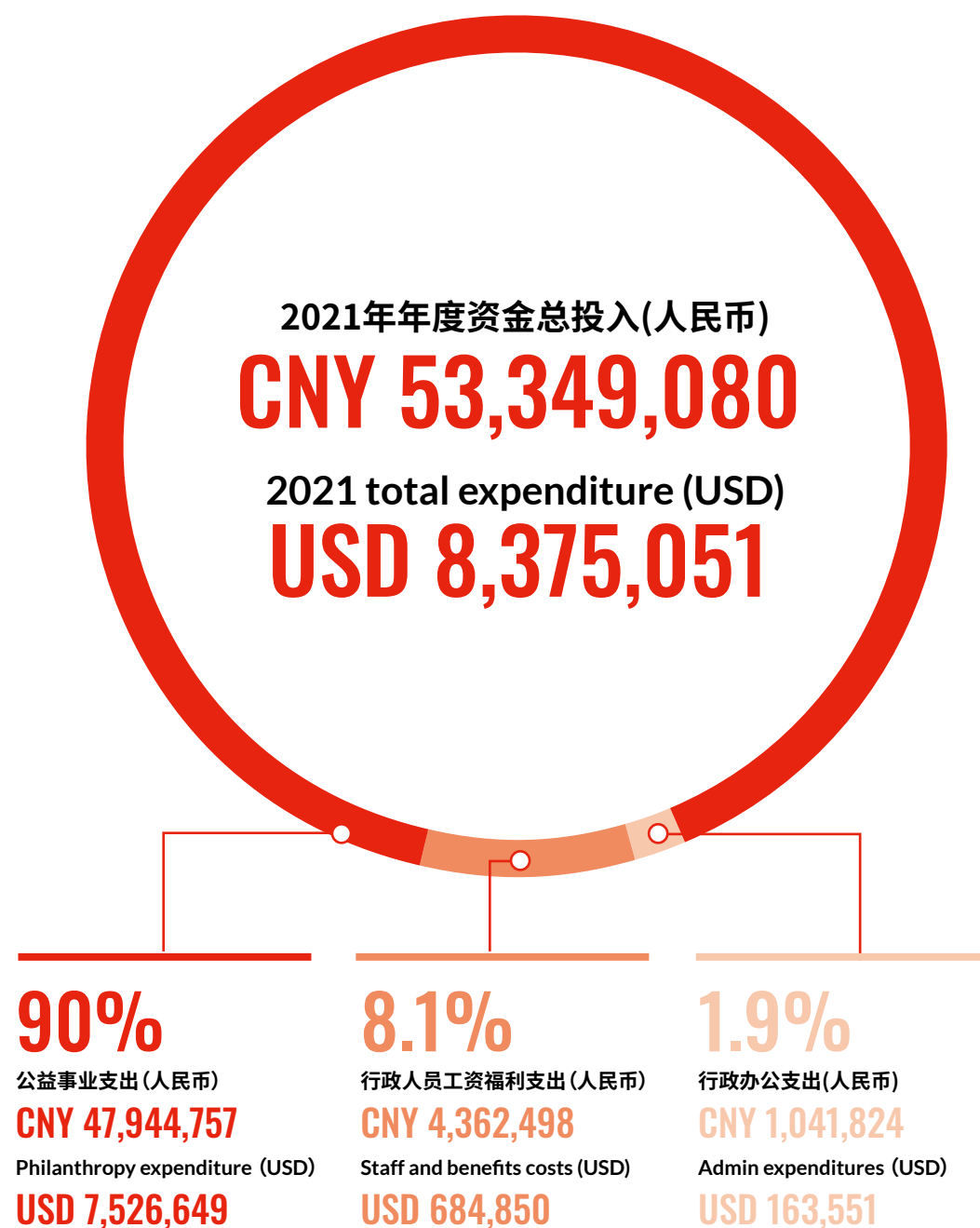
"After completing Xiaoyi's online career coaching, I realized the powerful positive impact it had on others, even though it was a small thing for me to do. Xiaoyi is a second-year social work student at a vocational school. She was transferred to the 'social work' major and it was not in line with her original professional expectations, but she insisted on studying it for various reasons. Now she needs to find an internship and employment, and Xiaoyi feels very confused. The employment experience of my mismatch seemed to give Xiaoyi a shot in the arm, making her understand that majors are not everything, what she needs to care about is the cultivation and application of her own ability."

我们都经历过或者正在经历青年的阶段，在就业上也遇到过困惑和烦恼。以前只能自己埋头解决，感觉很迷茫，很孤单，但是现在的青年能通过线上导师学徒制活动找到支持，找到同行者，孤单跟迷茫的感受有所降低，而我可以帮助他们，这让我非常有成就感。

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财务信息 FINANCIAL INFORMATION



儿童保护
Child Protection

CNY 16,303,324 USD 2,559,391

儿童早期发展和教育
Early Childhood Care and
Development and Education

CNY 15,039,690 USD 2,361,018

青少年发展与就业
Youth Development and Employment

CNY 9,312,171 USD 1,461,879

儿童健康与营养
Health and Nutrition

CNY 7,289,571 USD 1,144,359

携手同行 COLLECTIVE IMPACT THROUGH PARTNERSHIPS

2021年,在各级政府部门的指导和支持下,我们与基金会、社会组织、高校、研究机构等合作伙伴在项目研究、评估、干预工具开发、培训、服务提供等方面开展广泛合作,共同支持儿童发展。(以下仅为部分合作伙伴信息)

We cooperated with foundations, CSOs, universities and research institutes widely in 2021 on program research, evaluation, training, curriculum development and service delivery for children to achieve reach and impact for children.

基金会和社会组织

北京慈幼儿童福利研究中心	成都市成华区爱芽妇女儿童社会服务中心	广州善导社会工作服务中心
广州市白云恒福社会工作服务社	广州利康社会工作服务中心	广州市黄埔区同人社会工作服务中心
贵州省社会工作协会	贵阳南明启明社会工作服务社	贵州省亚桥公益服务中心
贵州省凯里市彩虹社会工作服务中心	昆明市盘龙区新天地未成年人保护中心	昆明市盘龙区春翼青少年发展研究中心
南京市协作者社区发展中心	乔治全球健康研究院(澳大利亚)北京代表处	深圳壹基金公益基金会
四川省泸州市心源社会工作服务中心	上海市联劝公益基金会	上海百特教育咨询中心
云南省文山州社会工作促进会	云南省临沧市沧源佤族自治县关爱妇女儿童服务中心	云南省文山州第八天青少年事务社会服务中心
云南省家馨社区儿童救助服务中心		

学术研究机构

北京师范大学	北京师范大学珠海分校	北京大学第一医院
妇幼健康研究会	复旦大学公共卫生学院	华东师范大学
首都儿科研究所	四川省儿童保护与发展研究中心	同济大学
西华大学	浙江大学公共卫生学院	中国教育科学研究院教育法治与标准研究所
中国政法大学	中国农业科学院农业经济与发展研究所	



为了让更多关注儿童权益的社会各界爱心人士和救助儿童会一起为儿童权益保驾护航;为了让我们的项目工作人员更加专业,项目能最大程度、最有效的改善儿童的生活,我们设立了报告与反馈机制。如果您有任何建议或意见,欢迎通过以下方式向我们反馈:

发送电子邮件至:
frs.china@savethechildren.org

填写在线问卷:
请扫描以下二维码



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All photos got consent from contributors.



**Save the
Children**

救 助 儿 童 会



www.savethechildren.org.cn