

婦女基金會呈獻

與 T.E.E.N. 同行

創新及多方融合的協作計劃



BREAKING THROUGH TO TEENS

AN INNOVATIVE RAPPORT-BASED APPROACH by THE WOMEN'S FOUNDATION

SUPPORTED BY:
贊助商:



研究 • 合作 • 改變
婦女基金會

出版日期: 2012年3月
版權所有 不得翻印

Published in March 2012
All rights reserved

與 T.E.E.N. 同行
創新及多方融合的協作計劃
婦女基金會呈獻

「里昂證券主席信託基金」
全力支持



Breaking Through to Teens

An Innovative Rapport-Based Approach by
The Women's Foundation

Supported by:
CLSA Chairman's Trust



目錄

婦女基金會簡介	1
前言 - 里昂證券	3
前言 - 平等機會委員會	5
引言：與「突破T.E.E.N.才計劃」同行的一年	9
共闢新T.E.E.N.地	13
TEEN·真·歲月	23
▪ 「T.E.E.N.才」故事	
▪ 突破自我限制的觀念	
▪ 克服被孤立的恐懼	
▪ 尋找學習榜樣 改善人際關係	
▪ 突破學業障礙的框框	
▪ 克服創傷	
▪ 突破男性角色定型及經濟困難	
▪ 找尋與人的聯繫	
▪ 「T.E.E.N.才」蛻變	
▪ 大哥哥和大姐姐的啟示	
▪ 「失敗者」並不存在	
教導青少年	39
▪ 性別定型的影響	
「突破T.E.E.N.才計劃」的啟迪：一切源自聯繫	45
▪ 充滿信任的夥伴：「里昂證券主席信託基金」	
▪ 關愛滿溢的同行者：保良局社工、老師、義工	
後記：「突破T.E.E.N.才計劃」舊生籌委會	52
參考資料	53
鳴謝	98

Contents

Introduction to The Women’s Foundation	2
Foreword - CLSA	4
Foreword - Equal Opportunities Commission	6
Preface: A Year with T.E.E.N.	55
The Beginnings of T.E.E.N.	59
TEEN Stories	69
▪ The Importance of Stories	
▪ Breaking Through Self-Limiting Views	
▪ Overcoming Fear of Isolation	
▪ Identifying a Role Model; Developing Relationships	
▪ Breaking Through Academically Weak Stereotype	
▪ Coping with Trauma	
▪ Overcoming Masculine Stereotypes and Financial Hardship	
▪ Searching for Connection	
▪ Seeing is Believing: Teen Transformation	
▪ Lessons for Big Brothers & Sisters	
▪ There is No Such Person As A Failure	
Teaching Teens to Critique Gender Stereotypes	85
▪ The Effects of Gender Stereotypes	
The Lesson of T.E.E.N.: It’s All About Relationships	91
▪ Trusting Supporter: CLSA Chairman’s Trust	
▪ Lots of Love: Po Leung Kuk’s Social Workers, Teachers & Volunteers	
Postscript: T.E.E.N. Alumni Committee	96
References	97
Acknowledgments	99

婦女基金會簡介

七年前，一班思想相近，同樣渴望改善香港婦女及年青少女生活的女士，決心將她們的理念付諸行動。婦女基金會這個非牟利機構就此誕生。

基金會的創辦人認為要有效改善香港女性的生活，必須要深切了解構成她們生活困難的根本原因。為此，基金會先後進行了兩項研究。在2006年發表了「香港女性現況」調查，探討了香港女性面對的困難和挑戰。隨後在2008年發表了「拉近香港的性別差距：與社會對話」報告，廣泛收集社會上各持分者對性別議題的看法。

此研究刻劃出香港社會性別的不平等，又揭示了不成比例的女性生活在貧窮線下。有鑑於此，基金會決定集中探討引發這些問題的根本原因：性別定型，尤其是性別偏袒，阻礙了女性作更勇敢的事業和生活選擇；增加領導階層的女性數目；並為低收入女性充權，以改善她們及其家庭的生活質素。

在研究方面，基金會正與思匯政策研究所及「香港過渡期研究計劃」合作，從性別角度，探討香港自九零年代起，在態度及關注點上的改變，以及女性新社會經濟地位的變化。這項創新研究，將與本會另一項研究，與香港中文大學性別研究中心及香港社會服務聯會合作的「香港女性現況2011」相輔相成。

在媒體參與方面，我們繼續透過南華早報及信報網站的每月專欄，推動社會對女性議題的關注。另外，我們亦舉辦學校講座，以提升學生與老師的性別意識。

本年，基金會推行了四項社區項目：第二屆「突破T.E.E.N.才計劃」，專為弱勢青少年而設的一項嶄新領袖及性別意識培訓計劃；「理財認知計劃」，為特定社群的邊緣婦女充權，協助她們增加經濟自主能力；第三屆「女性領袖師友計劃」，培訓專業女性領袖人才；「智選人生」試點計劃，為青少年充權，鼓勵她們對傳統作反思、敢於作出改變，並用正面形象取代負面的刻板定型，以更好地掌握自己的人生。這些計劃都廣受參加者歡迎。



Introduction to The Women's Foundation

Seven years ago, a group of like-minded women convened to act on a passion they shared - the desire to improve the lives of women and girls in Hong Kong. Thus, The Women's Foundation was established as a non-profit organisation in Hong Kong.

The founders were of the belief that to be effective they needed to have a good understanding of the root causes behind the challenges facing women and girls in Hong Kong. As a result, two research studies were conducted. The first, on "The Status of Women in Hong Kong," was released in 2006 and examined the problems and challenges faced by girls and women in Hong Kong. This was followed by another study in 2008, "Closing the Gender Gap in Hong Kong: Conversations with the Community", which canvassed a wide cross-section of stakeholders within the community to share their views on gender issues in Hong Kong.

The research painted an alarming picture of gender inequality and revealed that a disproportionate number of women were living in poverty in Hong Kong. As a result, the Foundation decided to focus on these issues by addressing their root causes - gender stereotyping especially to the extent gender biases prevent women and girls from making braver career and life choices, increasing the number of women in leadership positions, and empowering low-income women to achieve a better quality of life for themselves and their families.

On the research front, we are partnering with Civic Exchange and the Hong Kong Transition Project on an exciting new project that focuses on shifting attitudes and concerns from a gender perspective since the early 1990s, as well as a new socio-economic study on the status of women in Hong Kong. These new research initiatives complement the Foundation's existing collaborative projects with The Chinese University of Hong Kong's Gender Research Centre and the Hong Kong Council of Social Service to examine the status of women and girls in Hong Kong in 2011.

On the media engagement front, we are continuing to create awareness of pressing issues for women with our monthly column in the South China Morning Post and on the Hong Kong Economic Journal website. We also offer school talks to raise awareness among students and teachers about gender stereotyping.

This year, we are running four dynamic community programmes: the T.E.E.N. (Talent Empowerment, Equality and Networking) programme, now in its second year, which is an innovative leadership and gender awareness programme for high-need high-potential teens; a financial literacy programme targeting specific communities of marginalized women which will empower marginalised women in poverty to achieve greater economic self-reliance; our third consecutive best-in-class mentoring programme for professional women; and last but not least, the pilot launch of our Life Skills programme to empower mid-late teen girls to examine, question and challenge the status quo, to replace negative stereotypes with positive images, to experience more control in their lives and feel empowered to effect change. The programmes have been well-received by their participants.

前言 | 里昂證券

里昂證券和「里昂證券主席信託基金」，自2009年開始已與婦女基金會攜手合作。里昂證券的歷史植根香港，這裡不但是里昂證券創立之地，而且見證了公司過去25年的蓬勃發展，我們不少員工均在這裡辛勤工作、安居樂業。因此，我們能夠略盡綿力，回饋香港社會，實在感到自豪。

「里昂證券主席信託基金」的宗旨，是在我們經營所及的社區，為有需要人士提供援助。我們透過獨特的員工贊助計劃，鼓勵員工積極參與所有服務社群的項目。這是基金的核心信念，務求營造出服務社會的文化，加強關注有需要人士。

連同我在內，里昂證券共有50多位員工參與「突破T.E.E.N.¹才計劃」。這項計劃給予我們機會，即時和直接造福香港青少年和社會。里昂證券全力支持這項領袖培育計劃，讓家境有困難的青少年，能獲得所需的技能和經歷，更勇於作出人生的抉擇，昂然踏上成長之路。

只要細讀這份報告，就會明白「突破T.E.E.N.才計劃」締造了何等深遠的影響，改寫了所有參加者的生命，受惠的不獨只有青少年。我自己也有兩個兒子，他們都是青少年，因此「突破T.E.E.N.才計劃」和這份報告所帶出的重要訊息和學習經驗，令我深有共鳴，伴隨我走過養兒育女的旅程。

里昂證券很榮幸能夠支持這項獨特的領袖培育計劃，增強香港青少年的力量。



里昂證券
董事長及首席執行官
施立宏

¹T.E.E.N.代表 Talent Empowerment、Equality 和 Networking，意即培育才能、平等和聯繫網絡。

Foreword | CLSA

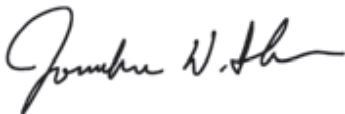
CLSA and its charitable foundation, the CLSA Chairman's Trust, have worked with The Women's Foundation since 2009. Our history is deeply rooted in Hong Kong and we are proud to contribute directly to the community where our company was founded and has prospered during the past 25 years, and where so many of our staff work and live.

The CLSA Chairman's Trust provides grants to those in need, in the communities in which we operate. Through our unique staff sponsorship programme, we encourage CLSA staff to become actively involved in all initiatives supported. This is at the heart of the Trust's mandate and helps drive a culture of social engagement and greater awareness for those less fortunate.

Over 50 CLSA staff members, including myself, have been involved with the T.E.E.N. Programme. This project enables us to have a direct and immediate impact on individuals and communities in Hong Kong. Our support of this leadership development scheme for teenagers from challenged backgrounds equips the participants with skills and experiences to help them make braver life choices as they approach adulthood.

As you read this report, you will come to understand the magnitude and impact of this programme. It has changed the lives of all involved - not just the teens themselves. Indeed, as a parent of two teenage boys, the key messages and learning from the programme and this book resonate with me as I navigate my own parenthood journey.

CLSA is proud to support this unique leadership programme empowering young adults in Hong Kong.



Jonathan Slone
Chairman & CEO of CLSA

前言 | 平等機會委員會

很高興能為婦女基金會的青少年領袖培育項目「突破T.E.E.N.才計劃」撰寫前言。

工作生涯中，我常目睹性別定型的負面影響。曾見過女同事拒絕升職，原因是不願在事業上超越丈夫。也見過面對財困的男士，為怕未能達到世俗對兩性那些不合時宜的期望而倍添壓力。我也曾與一些自覺前程有所局限的青少年傾談，原來他們都很在意在旁人眼中將來所選擇的工作算不算「合適」他們的性別，思想的框限令他們躊躇不前。

性別定型可算是一頭無處不在的隱形獸，亟需盡早設法把它根除，免讓它羈絆我們邁步向前，因此平機會十分歡迎「突破T.E.E.N.才計劃」。它為參加者、青少年以至成年人帶來正面的能量，有助年輕人挑戰性別定型觀念，讓他們重新衡量自己的潛能。他們亦可藉此成為榜樣，協助散播真正性別平等的種子。

平等機會委員會很高興能與婦女基金會合作推動普世的平等觀念，並十分支持「突破T.E.E.N.才計劃」。這項具前瞻性的活動及所培育的未來領袖，令香港更見多元、更易共融，我祝願這計劃蓬勃發展。

林煥光

平等機會委員會
主席
林煥光

Foreword | Equal Opportunities Commission

It is with pleasure that I write this foreword to the report of The Women's Foundation (TWF) on its pilot teen leadership initiative, the T.E.E.N. (Talent Empowerment, Equality and Networking) Programme.

Throughout my career, I have seen first-hand the detrimental effects of gender stereotypes. I have worked with women who refused promotions for fear of surpassing their husbands professionally. I have met men who, facing economic difficulties, suffered from the added stress of not living up to outdated expectations on gender roles. I have chatted with teenagers who felt limited in their future career opportunities because of others' perception of what are "suitable" jobs.

Gender stereotyping is an all-pervasive monster, and efforts to eradicate it must start from an early age if we are to succeed. I am heartened by initiatives such as the T.E.E.N. Programme. As the following pages reveal, T.E.E.N. has had a positive impact on the lives of its participants, youths and adults. Importantly, the programme helps young people to challenge gender-based assumptions and see new possibilities for themselves. They can then be role models for others, helping the seeds of true gender equality to spread.

The Equal Opportunities Commission is delighted to support the T.E.E.N. programme and The Women's Foundation in our shared goal of equal opportunities for all. Hong Kong has been enriched by this forward-thinking initiative and the new generation of leaders it produced. I look forward to seeing its continuation in the years ahead.



LAM Woon-kwong
Chairperson, Equal Opportunities Commission

突破 人才 大計劃

Talent Empowerment

Equality

Networking



突破

與

「突破T.E.E.N.才計劃」

同行的一年



引言：與「突破T.E.E.N.才計劃」同行的一年

承蒙「里昂證券主席信託基金」、保良局，以及眾多熱心義工富有遠見，全力支持，婦女基金會於2010年夏季展開了一項前所未有的領航計劃，旨在協助青少年發掘潛能，盡展所長。值得留意的是，這項計劃同時培訓男生和女生，彰顯了婦女基金會的信念，就是若要確保女性的健康和福祉，必須向男性灌輸知識，激發他們協助社會實現兩性平等。這項計劃的第一屆學員，於2011年5月正式畢業。

婦女基金會行政總裁周素媚和副總監程沛玉最初來找我，建議我撰寫一份個案研究，記錄其第一年的領袖培訓項目-「突破T.E.E.N.才計劃」的試辦成果時，我還以為很簡單，只需以新聞寫作的筆觸，秉持客觀的態度，記下參加者的意見，並搜尋相關的背景資料，然後加以聯繫，提出清晰的個案，證明透過大學生的幫助，為資源匱乏的中三青少年推行指導計劃，能夠取得有效成果，就已足夠。

但隨着計劃展開，我卻看到截然不同的故事，帶來仿如寓言般的教訓，當中突顯了人與人之間的正面聯繫，可以有重塑人的文化、轉變人的力量，更可以改變對自我、對四周的看法，以及個人自處的角色。這一切不但出乎意料，且令我獲益不少，我相信每位參與及協助推行計劃的人都有同感。毫無疑問，參加計劃的青少年都經歷了蛻變。他們評價這項計劃時，最多人提出兩點觀感，首先是感激所有工作人員對他們的關愛，其次是計劃為他們提供了豐富的機會，擴闊他們的閱歷和世界觀。其實，計劃所帶來的影響，亦伸延至協助推行計劃的成年人，我也不例外。

我們做事，往往因為我們覺得「應該」去做。若然幸運，做應該做的事，可以燃起我們的信心，放眼更遠大、更有意義的目標。我們參與「突破T.E.E.N.才計劃」，當然便是這個原因。我們學懂了，做事不只要談「應該」，更重要是去探索「應該」背後的深層意義。計劃結束的時候，不少工作人員都學會了透視「應該」背後的意義的能力，明白有些事情別具意思，「必須」完成。

不止一次，我聽見學生說：「我知道應該更努力讀書，但卻不知道為甚麼不去做。」看看自己，我也曾試過明知應做，最終卻沒有做。缺乏動力，不去做應做的事情，背後其實是缺乏信心。對第三組別（Band Three）²的學生來說，或許就是無法相信在校內取得好成績，能為他們帶來大學入場券。「就算我在班中考第一，也比不上Band Two（第二組別）和Band One（第一組別）學校的一位普普通通學生？」一位學生慨嘆。

香港不少家境稍遜的青少年，都對自己的能力缺乏信心，也不相信身邊的人能夠助他實現理想中的未來。信心的建立，有賴不斷注入及強化正向的經驗。簡單來說，很多青少年被成年人批評，指他們缺乏動力和決心，背後其實是青少年感到懷疑，甚或悲觀，不相信人可以改變自我和四周的狀況。缺乏信心，包括欠缺自信、信念、信任等特質，導致青少年失去希望，而失去希望，正正就是人缺乏動力的原因。誠如正向心理學之父 Martin Seligman博士所形容，「習慣性的無助感」（Learned Helplessness）令我們變得凡事舉步維艱。

環顧香港，「習慣性的無助感」已滲透於我們的文化，每次聽見別人說：「不由得我選擇」、「我改變不了甚麼」，其實都是源於這種無助感。即使我們成年人之中，也有很多不相信自己有能力改變和控制身處的文化，因此我們學會了接受，安於所有，並將自己掙扎求存的經驗傳給下一代。我們因無法改變自己和四周的環境，而產生了恐懼，繼而透過給予下一代忠告，將恐懼投射到他們身上，自以為對他們好。但最終，這只會造成循環不斷的挫敗。在這樣的文化之中，能夠給予個人去探索，去發掘自我真正潛能的空間，可以說少之又少，更遑論發展一己所長，又或以信念行動，去支持和培育他人進行有關的探索。

²全港小六畢業生在接受教育局的中學學位分配時，均會因應其校內成績而被歸類為三個組別（第一、二及三組別）。相對成績最優秀的學生會被派往較佳及出名的學校，這些學校被統稱為第一組別學校，成績稍遜的學生則被派往第二組別學校，甚至第三組別學校。



信念，就是相信別人或任何事物，縱使還未能證明所相信的是事實。尚未發掘的潛能、創意，甚至領導能力，均須倚靠信念，才能釋放出來。憑藉信念而行，亦即是「忠誠或忠實待人的責任」(an obligation of loyalty or fidelity to a person)³。

對我來說，這次個案研究及撰寫是一個難逢機會，見證以勇氣、信念和熱誠支持的行動，透過這彼此間的關係，埋下了文化轉移的基礎，開放了令人蛻變的空間。看見參加者的成長，重燃了我的信念，相信香港人也可以掌控和塑造自己的命運。

我衷心希望「突破T.E.E.N.才計劃」第一年的故事，可以展示出幫助青少年培養他們的自信和對他人的信任，其實就是加強並拓展希望、信念、行動三者之間的互動。

希望，是一切的開端，「突破T.E.E.N.才計劃」的故事也不例外。但接下來的故事，將展示出計劃不同之處，是每位曾參與計劃的人士所傾出的信念和行動。「突破T.E.E.N.才計劃」的成功故事，其實是由每一位勇敢投入時間、精力參與其中，並互相信靠、信任的一眾人士所組成。

作者

蘇詠寧

(中文翻譯：王自恆)

³資料來源：www.dictionary.com

若我們認為兒童有地方需要改變，應先仔細審視，看看要改變的，其實會否是我們自己。

| 瑞士知名心理學家卡爾·榮格

在香港成長

我的願望之一，是儲夠首期買樓。

如果可以選擇，我想做最有錢的人，因為有錢萬能；沒有錢就萬萬不能。

如果可以選擇，我不會做香港人。我們面對太大壓力、競爭太激烈、政府支援太少。

| 為「突破T.E.E.N.才計劃」擔任青年導師的本地大學生



「真係生件叉燒好過生你，最少生件叉燒我可以食落肚！」

- 聯合國兒童基金香港委員會與Voices of Youth 網上電台，進行的共同研究⁴，引述了一位母親責罵兒女的說話

婦女基金會的董事局於2009年，決定為香港青少年發展一項嶄新的師友計劃。副總監程沛玉最初於2009年夏季，為「突破T.E.E.N.才計劃」擔任義工，進行多個焦點小組，以確定這項旨在培育未來領袖，並特別加入性別意識培訓的計劃，最能令哪一類青少年受惠。

程沛玉的焦點小組，涵蓋了國際學校學生、家境稍遜的中一學生、正面對不同挑戰的中四學生，以及最優秀的本地中二和中三學生。「我們希望挑選最能在計劃獲益的學生。」程沛玉解釋。這樣已排除了家境最佳的學生，因為他們本身已擁有豐富自我發展機會；將升讀中四學生亦不在考慮之列，因為他們即將面對很多考驗，學習生活十分繁忙，難以全身投入參與「突破T.E.E.N.才計劃」的全年活動。

最後，程沛玉選擇了以「資源較貧乏」的中二升中三學生作為服務對象，例如他們缺乏經濟支援或父母支持。換句話說，程沛玉希望所挑選的學生，在獲得機會擴闊視野之後，能夠產生足夠動力，從中獲益。

4 聯合國兒童基金香港委員會和聯合國兒童基金會青年使者計劃 2011 (2011)，《親子情緒虐待調查》，摘錄自以下網頁：<http://voy.unicef.org.hk/zh/voy20110623/>
網上新聞稿：<http://www.unicef.org.hk/news-media/unicef-news/news/367/Emotional-Maltreatment-in-Familysection-press;>

「我們所接觸的中一學生，根本不知道領袖是甚麼，他們亦沒有甚麼學習榜樣。」程沛玉回想說：「很多青少年無法與父母溝通，因為父母只懂得以傳統的一套管教孩子，青少年卻覺得是支配和束縛。」

程沛玉於2009年10月全職加入婦女基金會之後，隨即著手設計，為計劃增添大哥哥和大姐姐元素，以求縮窄訓練導師和參加者之間的代溝，與他們建立緊密關係，並作為他們的學習榜樣。計劃亦特別開闢空間和機會，讓參加者可以安心透過在不同類型的活動和經歷中探索，增強自信心，以及提高對性別議題的關注。最後，所有參加者都要完成一個社區項目，並向他們的同儕分享在計劃中的得著。

「雖然課堂和講座的形式，對教育青少年有一定幫助，但我們從焦點小組之中，了解到青少年喜歡互動元素較強的活動。」程沛玉說。因此，無論迎新日、夏令營、攝影和短片製作工作坊，以至參觀香港交易所，所有活動的設計均以互動為主，以鼓勵參加者全情投入參與。我們亦與計劃的訓練伙伴保良局作緊密交流，確保對方籌辦訓練項目時，貫徹同一方針。



以下為「突破T.E.E.N.才計劃」的一年活動概覽：
「突破T.E.E.N.才計劃」2010-2011活動概覽

28/5/10 | 大哥哥大姐姐迎新日



7-8/6/10 | 大哥哥大姐姐訓練營



14-18/6/10 | 大哥哥大姐姐影子工作體驗



26/6/10 | 「突破T.E.E.N.才」迎新日



27/6/10 | 性別意識工作坊



7/7/10 | 大哥哥大姐姐培訓



12-15/7/10 | 「突破T.E.E.N.才」夏令營



19-22/7/10 (第一組) 26-29/7/10 (第二組)

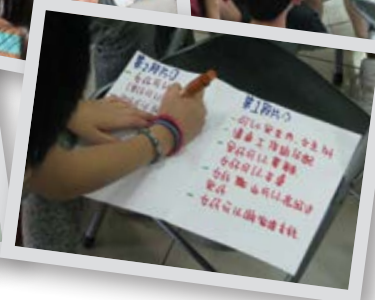
影子工作體驗



10/8/10

參觀平等機會委員會

社區項目簡介



23/8/10 | 短片製作工作坊



24/8/10 | 攝影工作坊



27/8/10 | 汪明欣分享會及「突破T.E.E.N.才」夏季總結



19/9/10

戲劇工作坊



21/11/10

「校園藝術大使」計劃「拍出耆妙旅程」攝影活動



12/10-3/11

一系列互動英文工作坊



23/12/10

聖誕派對



28-29/12/10 | 藝術工作坊

A. 鉛筆掃描工作坊 (28/12/10)



B. 中國毛筆書法工作坊 (29/12/10)



C. 水彩畫工作坊 (29/12/10)



12/3/11 | 陳方安生講座及社區項目發佈



19-26/3/11 | 個人形象工作坊



14/3/11 | 「突破T.E.E.N.才」閉幕典禮



「突破T.E.E.N.才計劃」的參加者，很多都不曾踏足中區，因此能夠獲得邀請，在里昂證券的辦公室參與約一星期的影子工作體驗，以及參觀香港交易所，真的令他們眼界大開。不過，問到他們最珍視的經驗時，絕大部份參加者異口同聲，都說是計劃開始時的夏令營，因為能夠與眾多大哥哥、大姐姐建立聯繫，好好相處，是他們覺得最珍貴之處；而里昂證券的影子工作體驗，則緊隨其後排名第二。

我最擔心的是...

我曾在教會見過幾個Band One學校的學生，聽他們說在他們的學校考60多名，已經很難入大學。我讀的是Band Three學校，那豈不是沒有希望？我很擔心自己的前途，如果入不到大學怎麼辦？找工作並不容易。我在學校的成績不差，但連Band One學生也擔心，那我的未來會怎樣？

「突破T.E.E.N.才計劃」 令我開心的是...

認識很多朋友和參加活動，使我不用待在家中。

我在學校有很多朋友，但現在更可以在學校以外，認識更多來自不同地區的朋友。

「突破T.E.E.N.才計劃」幫助我...

...明白別人對我的看法，不一定好像我所想的那樣。

...了解到投身企業工作，並非困難的事。

...勇敢發言，因為有人會聆聽。



「T.E.E.N.才」故事

我們要相信一個人，第一步要做的，就是聆聽。我常聽見成年人談論今天的青少年時，會指責和批評說：「他們又懶惰又不積極」、「我在他們的年紀時，要負的責任多很多」、「他們不懂照顧自己」、「他們不知感恩」。我雖然身為大學導師，並且曾聘用大學生為實習生，但亦不禁人云亦云，抱持這樣的想法，直至我停下來思索，並嘗試提出一些簡單的問題：究竟為甚麼青少年會有這樣的舉動？他們心裡究竟在想甚麼？為甚麼會這樣想？他們到底有甚麼感覺？為甚麼會有這樣的感覺？

只要我們提出這些問題，就可以將我們的視線，引入更豐富的故事之中。我們很多時會用故事，為別人確立個人、群體和社會的身份，但更值得留意的，是我們亦會用故事，釐定他人相對我們的身份。我們成年人說青少年處事不積極，其實是想表達：1) 我們比他們更積極；及 2) 他們缺乏積極動力，並非我們的責任，是他們自己有問題。很多時，我們只以單一故事，去理解青少年的一切、他們應該成為怎樣的人，以及他們所面對的情況。我們的社會，很多時喜歡將故事單一化，但實際上，同一故事有很多側面，而且在不同情況下，總有不同的故事存在，全部均有關連，同樣有啟發性，只是我們往往傾向重視單一角度，而忽略其他；因為青少年活在世界，是由成年人建構出來，他們的故事往往會被忽略。

「有些參加者經常對我們所做的一切裝作漠不關心，但我們明白他們內心其實一直渴望獲得關懷，有可以傾訴的對象。他們真的很渴求這份聯繫。」程沛玉說。她強調，建立聯繫所需的時間，是重質不重量。「我覺得他們信任我，是因為他們能夠感覺到「真正」的關懷。真誠、坦誠及平等相待，是最重要的溝通質素，但現代人卻常常忽略。」



當與參加者單獨傾談，問到他們在計劃下的影響時，「Rita」(參加者對程沛玉的暱稱)是最經常出現於我們對話之中，亦是他們分享中的唯一共通點。有太多的故事，講述Rita的親切，如何感動了參加者的心，加上在計劃進行期間，她亦經常與參加者，還有大哥哥和大姐姐，以電郵和短訊保持聯繫。

下文敘述了「突破T.E.E.N.才計劃」其中七位參加者的故事，讓我們一窺他們的世界。

面對每位學生，我都會用約一小時跟他們交談。完成訪問之後，有一位男生發短訊給我，感謝我聽他說話，令我特別感動。他說自己很久沒有機會「講心事」。與我交談的所有參加者，似乎都是這樣。他們當中，甚至有些連怎樣才算「講心事」也不知道。若要真正打開青少年的心扉，必須傾力聆聽他們的說話，並且與他們建立聯繫，當中需要耐心，也需要我們放下平日看事物的角度。



每位參加者的故事結束後，均會由Rita總結與他們相處近一年的觀察。兩者之間的對比，很值得深思和提問：青少年為甚麼和怎樣學習以如此方式，寫下自己的故事？為甚麼他們這麼快就放棄理想？只是批評他們缺乏所需的性格和特質，固然容易，但要支持他們，給予他們機會，以帶領他們踏上前路，在身處的生活、社區、文化，以及社會的環境和限制下，發掘和實現自己真正的潛能，卻是另一回事。

Hannah: 突破自我限制的觀念

我約了Hannah在快餐店進行訪問，並提議請她吃下午茶，但給她一口拒絕了。每次訪問前，我都會請受訪者帶一件可以代表自己的物件，或是對自己有重要意義的東西。Hannah帶來的是一根小草，象徵面對困難時堅毅不屈。「我是個很容易放棄的人。」她解釋說。



對她來說，夏令營是全年計劃中最有意義的活動。「我第一次和一班互不相識的人去宿營，令我明白到人人性格不同，因此相處方式也有不同。我來自女校，除了爸爸及弟弟之外，很少機會與男性溝通，因此在夏令營中，我學懂了一些跟男生溝通的技巧。」

Hannah在「突破T.E.E.N.才計劃」的社區項目中，與同組組員製作並發佈了一輯短片，提倡性別平等，當中的準備工作不但具挑戰性，而且帶來了十分寶貴的學習經驗。「我明白到要由零開始完成一件事，並不容易。為了完成項目，我們有很多東西要學習，還要動員大家同心協力，實在十分困難。但到了完成的一刻，我很慶幸自己沒有中途放棄。」

Hannah受到美國流行劇集 *Lie to Me* (中譯：《謊言終結者》) 的影響，說有興趣成為心理學家，但她很快又補充：「聽說讀心理學十分困難，除了要中英文良好之外，還要記很多理論。媽媽想我加入警隊，因為警察受人尊重。如果工作需要高學歷，她擔心我應付不了。」值得注意的是，Hannah就讀的是 Band one 名校，她說自己在班中的成績屬於中上。「如果我再努力一點，成績或者可以更進一步。」她說。



Hannah就讀名校，而且成績不錯，卻仍欠缺追尋理想的自信；自己尚未嘗試，就已願意接受家人為她安排一條較為安穩的路。「爸媽工作很忙，我們很少時間見面，但我知道他們很關心我，希望我能找到一份收入不錯的工作，然後可以置業。」

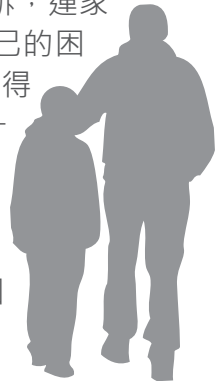
Rita的觀察：Hannah在這一年真的成長了很多，現在的她更勇於克服恐懼。她最初來到夏令營時很害羞，不敢認識新朋友，亦怯於在人前表達意見。後來她在學校的早會上，與組員向全校同學介紹她們在計劃下的社區項目，得到推薦她參加計劃的老師讚許，認為她的演說技巧及自信心均有明顯進步，並能清晰地向老師及同學解說性別定型等不同的性別議題。

Arthur: 克服被孤立的恐懼

Arthur (化名) 在外地出生，11歲才來到香港，最初很容易適應。「但過了一段時間，我開始感受到文化差異。別人看事物的角度和我不同，而且價值觀亦有差異，例如我不喜歡別人說話粗魯、處事不認真，但其他人卻有不同的看法。」

Arthur跟Hannah一樣，有興趣成為心理學家。「很多人遇到問題會找我傾訴，但我卻不懂得幫助他們。若我能成為心理學家，就可以幫助別人，同時更理解不同人的想法。」

Arthur遇到困難或不開心時，不會向身邊最親近的人傾訴，連家人也不例外。「我不想家人擔心。我曾經向他們說出自己的困難，但他們非常擔心，嘗試用各種方法去幫我，令我覺得自己是他們的負擔，因為他們每天長時間工作，已經十分疲累。我不想打擾別人，因此也不會向朋友傾訴，但我會與其他成年人傾談，例如一位和我一樣喜愛天文學的成年朋友。他為人友善，就像我的爸爸或叔叔。我很相信他，常會跟他說自己的困擾。」談到自己面對的困擾，Arthur說主要是與同學相處的問題。「我很害怕身邊的人離我而去。」



Arthur很重視與別人的關係。「對我來說，跟友人一起玩，以及家人早下班回家，都會令我開心。」他說父母絕少在晚上7時前回家，通常是9時或10時。

Arthur覺得自己被別人誤解。他曾多次提到，希望別人相信他，不去質疑他的行為。「人人做事都有自己的動機，我希望別人相信我，我做事有自己的理由。」

Arthur說參加了「突破T.E.E.N.才計劃」之後，學懂怎樣與人更融洽相處，而且很享受在夏令營內，大家團結共處的體驗。

Rita的觀察：Arthur很投入「突破T.E.E.N.才計劃」，與不同學校的同學相處融洽，但似乎與他老師形容他在校內的表現不同。他很有潛質，但與不少青少年一樣，很容易因為與人相處或其他成長問題而產生挫敗感。因此，我推薦他參與了另一項領袖訓練計劃。他能夠把握機會與大學生相處，進一步擴闊了自己的生活圈子。我看見他成長了不少，思想亦變得成熟了。

Chloe: 尋找學習榜樣 改善人際關係

Chloe (化名) 帶來代表自己的東西，是一對耳筒，因為她除了上學之外，大部份時間都在聽音樂。她聽的主要是韓國和日本的流行曲，因為她不喜歡香港的音樂。「聽音樂令我與同學之間有共同話題，亦會令我開心一些。」令她感到不快的，往往是聽到父母因為金錢而爭執。



她加入「突破T.E.E.N.才計劃」，是因為想認識多些朋友。「我在學校的朋友圈子很小，跟同學亦沒有太多話題。中二的時候，我因為與一個同學相處不好，而遭全班同學排擠。他們不是真的很討厭我，只是不理會我，因此我不會視同學為朋友。我很羨慕姐姐有很多朋友。」

我最初見Chloe的時候，她的書包中有幾本從圖書館借來的歐洲設計書籍，她說自己想從事設計工作。Chloe十分喜愛閱讀，並且很主動了解自己有興趣的事物，例如她會因為喜歡日韓流行曲，而自學日文及韓文。但要她想一些詞語形容自己時，她卻說了「慢」及「懶」兩個字。她覺得自己很多時在學業上缺乏動力，但跟朋友一起做別的事情時，又沒有這種感覺。

「爸爸很少跟我說話，但媽媽每天都會問我過得怎樣，我總會跟她說很多事情。有時候她回家晚了，我仍會跟她說。他們很少告訴我應該怎麼做，有時候媽媽會教我一些下廚的秘訣，就是這樣。」Chloe這樣形容與父母的關係。

訪問結束前，我問Chloe有沒有補充，她立即說：「我想見Rita！」我問她參加「突破T.E.E.N.才計劃」的最大得著是甚麼，她回答：「跟Rita見面。」

「Rita是一個很好的榜樣，她願意嘗試不同的事物，例如大部份女性都是長頭髮，我也想過剪短頭髮，但又怕不好看而後悔，Rita的短髮造型卻十分好看。此外，她對人觀察入微，並會提出建議。例如有一次她留意到我的衣服有汗漬，她會告訴我除漬的方法。我覺得她十分細心。」

Rita的觀察：相比其他同齡的青少年，Chloe較為成熟。每次與她交談，我都有跟成年人談話的感覺。這可能就是她在計劃初期未能與大夥兒融合的原因。幸好不知從哪一天開始，我突然發覺她已被同伴接納了。看到她在計劃期間逐步打開了自己的心扉，建立了勇氣和自信，毋須刻意改變自己，仍能獲得其他人接納，我很替她高興。

Vincent: 突破學業障礙的框框

Vincent的學業成績比不上其他同學，但卻是運動健將，曾參加國際性的跆拳道及足球比賽，並且是這兩項運動的教練。他帶了一個迷你足球來接受訪問，因為他的理想是成為職業足球員。



「爸媽說我應該多用時間讀書，因為必須多讀書，才能考上大學。『不然怎樣找工作？』」但Vincent完全沒有興趣上大學。我提議他修讀一些對發展體育事業有幫助的課程時，他說：「其他人讀書是為了找工作，但我已經有一份喜歡的工作，為甚麼還要讀書？」

雖然Vincent這樣說，但他卻為了參加「突破T.E.E.N.才計劃」的英文工作坊，而放棄了在星期六教跆拳道。雖然Vincent形容自己不喜歡讀書，但得到支持及改進自己的機會時，他還是會積極參加。

Vincent的課餘時間，大部份會用來教授或練習跆拳道，他每星期教跆拳道10小時，另外練習16小時。他很少跟父母吃晚飯，因為母親要晚上10時半左右才下班，而父親更要工作至凌晨3時。他說做運動和贏得比賽，是他最開心的事情，因為會令自己覺得受到他人重視和讚賞。他說自己沒有甚麼害怕，但說得準確一點，可能是他總會避免去想和談及自己害怕的事物，例如學業成績欠佳。

Rita的觀察：Vincent的學校老師都曾認為他已放棄了學業，但他在參加計劃的一年間，卻取得四個進步獎，當中包括「突破T.E.E.N.才計劃」的最飛躍進步大獎，就連他學校的副校長亦察覺他開始認真學習，並為他而感到高興。回想起年初，他與陌生人（包括我）說話時，從不敢直視對方和以完整句子表達出自己的感受。不過，他最近卻在「突破T.E.E.N.才計劃」的舊生籌委會選舉中，向所有參加者發表了自己的政綱，最終成功在競爭激烈的選舉中脫穎而出，當選委員。

Elizabeth: 克服創傷

Elizabeth（化名）的成長故事既令人心傷，卻又啟迪人心。她讀中一時，母親因癌症逝世，兩年後父親亦因心臟病過身。雖然年少喪親，令人傷痛，但Elizabeth卻能以樂觀堅強的態度面對。她感受到身邊不少人愛護，例如與她同住的姑媽，以及一眾學校老師。

「我不知道為甚麼身邊的人總覺得我樂觀而成熟，可能是因為我經歷了很多。每次回想起那件事情，我仍會情緒低落。我不開心時，會向別人傾訴。老師們都很關心我，經常找我聊天，令其他同學也有點妒忌。」大部份時候，Elizabeth都會將自己的感受告訴兩位好朋友。

Elizabeth參加「突破T.E.E.N.才計劃」，是因為覺得夏令營和其他不同類型的活動都很吸引。回顧過去一年，她亦談及其他參加者的轉變。「有一位女生最初不能太融入我們當中，但我們在計劃中，加深了對她的認識，現在她已是我們的一份子。此外，這項計劃亦改善了我的演說技巧，減少了我在人前說話的恐懼。」

「我十分喜歡英文工作坊。我想這項活動並不在原先計劃之內，是因為Rita知道我們想學好英文而增設的。我一直想去外國旅遊及升學，但家境不容許，因此希望有機會跟外國人溝通，卻苦無機會。我曾告訴Rita自己的想法，她之後就找來外籍義工教我們英文。」

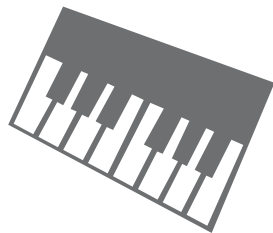
Rita的觀察：縱使不知道Elizabeth的家庭背景，只要看見她燦爛的笑容及開朗的性格，你也會輕易被她吸引着。她是另一位缺乏自信的參加者，尤其是在公開演說方面。過往她每次要在人前發言時，總不能好好說完一句話，但在「突破T.E.E.N.才計劃」閉幕禮中，她被選為分享者之一，在台上分享自己的改變和進步。此外，她也在自己學校的學期末歌唱比賽中，獲選擔任司儀一職。她在兩個活動中均大放異彩！



Frank: 突破男性角色定型及經濟困難

Frank (化名) 的一位老師說他家境困難，「突破T.E.E.N.才計劃」正好給他機會，去認識生活圈子以外的世界。在此之前，他從未乘搭過地鐵，也不曾踏足尖沙咀和中環，因此「突破T.E.E.N.才計劃」真的為他開拓了一個新世界。

「我無事可做的時候，就會感到不快和沉悶。我想去沙灘或其他好玩的地方，但卻沒有錢。」「突破T.E.E.N.才計劃」多姿多彩的活動，令Frank放下了Facebook、MSN和網上遊戲，從家中走出來。



Frank選了鋼琴代表自己。我問他學到哪一級，他卻說從未彈過鋼琴。「我只是想學。我曾告訴老師我想學鋼琴，但學校沒有鋼琴班。」

談到為甚麼參加「突破T.E.E.N.才計劃」，他說：「不知道，可能真的太悶，反正沒有其他事可做。」他說自己十分享受這一年的不同活動，以及認識計劃中的大哥哥、大姐姐，還有其他成年人。

「我常常跟Pan（婦女基金會的項目主任）聊天，跟他說很多事情，並且問他很多問題，因為他讀過心理學，令我十分好奇。」我問Frank是否了解自己，他說：「嗯，雖然我不知道自己想要甚麼。我經常在擔心，連遊玩時也會感到憂慮。但當我有憂慮時，便會想去玩。我覺得自己做甚麼事都缺乏動力，故常常感到沉悶。」

雖然Frank覺得自己在這一年沒有太大轉變，但他的老師和曾跟他相處的人，都覺得他已走出了自己的世界，由當初靜靜站在一旁，到現在積極投入參與。他更有勇氣在眾多同學面前，分享自己參加計劃的體驗。

Rita的觀察：Frank最初很害羞和沈默，說話輕輕的，很容易被同學和計劃下的其他參加者忽略。但現在，他敢於在人前自信地演說，例如在學校的早會上分享自己在「突破T.E.E.N.才計劃」中，籌辦社區項目的經驗，以及在「突破T.E.E.N.才計劃」的閉幕禮中參與表演及分享。此外，他亦在新一屆的「突破T.E.E.N.才計劃」夏令營中提供協助，獲得當中的大哥哥及大姐姐的讚賞。他更當選為「突破T.E.E.N.才計劃」舊生籌委會的成員。

Mio: 找尋與人的聯繫

Mio（化名）跟我的對話，大部份時間都圍繞着她的感情，以及她所喜歡的一隊日本樂隊，因為她在網上認識，並曾拍拖59天的20歲男朋友，跟她一樣喜歡這樂隊。Mio的朋友大部份都是男性，因為她不喜歡女孩子講是講非。

她的母親離開了家，與她的哥哥同住，而她則跟爸爸一起居住，爸爸雖很痛惜她，但常常無故對她大吵大鬧，她已習慣了默默承受。

Mio跟Frank一樣，除了在家睡覺及上網外，經常無所事事，因此參加了「突破T.E.E.N.才計劃」。她在計劃中有很多得著，而最叫她珍惜的是當中認識的新朋友。她跟一位來自別校的女生成成了好朋友，而她不開心的時候，還會向計劃中的大哥哥和大姐姐傾訴，他們陪伴Mio克服過去一年最困難的時刻，她不開心的原因大多與感情有關。



Mio沒有意思考大學，她希望讀完中五之後，從事髮型設計或化妝的工作。「我希望有更多機會，學習不同的實用技能，或取得多一些工作經驗。」

Rita的觀察：一眾大哥哥和大姐姐真的幫了Mio不少。她最初是個典型的青少年，喜歡化妝和所有潮流事物。她曾經反叛，對家人生氣，但她在這一年成長了很多。在計劃初期，她總以性感服飾示人，並以頭髮遮蓋雙眼。她曾經說過：「如果我不遮着雙眼，其他人會取笑我的。」漸漸地，她的衣著打扮，隨着她的思想而變得成熟、進步。現在她出席我們的活動時，會穿著合適的衣服，並整理好頭髮，讓人看到她的雙眼。此外，她還獨自創辦了一個網上電台節目。



「T.E.E.N.才」蛻變

每位參與「突破T.E.E.N.才計劃」的工作人員，無論是婦女基金會的員工、保良局的社工，抑或老師，都對所有參加者，還有眾位大哥哥、大姐姐於這一年取得的成果，感到十分驚訝。參加者變得更勇敢、更有自信、更主動、更願意溝通和嘗試新事物。雖然這些成果難以量化，但所有負責籌辦和協助執行計劃的工作人員，均從參加者所正式發表的社區項目成果，以及平日的輕鬆接觸之中，看見他們的進步。

「突破T.E.E.N.才計劃」參加者均須分組創作社區項目，每組可自由選擇表達方式(最終大部份參加者選擇創作短片)，以提升他們校園內對性別定型的關注。他們不但要製作短片，還要在同學和老師面前發表。這項任務最初看來艱巨無比，尤其夏令營結束後，參加者回歸校園，面對繁忙的學習生活，要維持他們的拼勁有一定難度。保良局的社工都覺得，要學生貫徹完成為期一年的計劃，是很大的挑戰。不少大哥哥和大姐姐都感到氣餒，因為他們無法激勵青少年著手進行社區項目。

最終大家堅持不懈，完成的社區項目都有不俗的成績，對不少普遍存在的性別定型問題作出批判。他們獲得的成果，令不少導師和老師感動流淚，眼見學生由事事漠不關心，到了今天積極為自己製作的短片安排在校內播放，對他們的成長，感到欣慰，並對生命充滿肯定。



葵涌循道中學的賴潔敏老師說：「令我喜出望外的是看到學生自發決定做的事，並且付諸行動時，原來也可以很有動力。這些工作並非學校要求他們去做，但他們仍然付出很多心機。」

「突破T.E.E.N.才計劃」的領袖培訓，或許不會令參加者成為未來的行政總裁，而這亦非計劃的目標。「我們希望培養參加者有自主及抗逆能力。」Rita說。無論他們日後得到甚麼機會，作出甚麼選擇，只要他們能建立信心、勇於為自己訂定及實踐理想、敢於面對當中的衝突和挑戰，並能從挫折之中站起來，那麼「突破T.E.E.N.才計劃」便是十分成功。

「突破T.E.E.N.才計劃」社區項目的短片及廣播劇：
[\[http://www.youtube.com/playlist?list=PL1FB2512FBA2F8D76\]](http://www.youtube.com/playlist?list=PL1FB2512FBA2F8D76)



大哥哥和大姐姐的啟示

我於計劃早期，曾與一眾大哥哥和大姐姐傾談，他們當時正費盡心思，抽出時間與自己的組員會面，一起商討社區項目的工作。他們都覺得很洩氣，因為夏令營期間大家情緒高漲，關係好像十分緊密，但組員回到自己的生活後，卻不太理會大哥哥和大姐姐。

「擔任青年導師並非想像中容易。我不知道自己能不能維持幹勁和積極，貫徹全年的活動。」一位大姐姐在年初表示。

保良局一位社工回想說：「有一天，我們大家約好了見面，但我收到一位大哥哥的電話，說他真的想哭。我趕到麥當勞的時候，他真的一副快哭出來的樣子，而另一位大姐姐也在強忍着淚水。他們應該要討論社區項目的進展，但情況卻亂七八糟，大家只顧爭論，完全不聽對方說話。之後，大家都很不開心，不懂如何收拾局面。但在過程之中，我看到眾位大哥哥、大姐姐成長了很多，他們學會怎樣稱讚組員，體會他們的心情，並給予他們安慰。組員需要支持的時候，大哥哥和大姐姐真的能夠陪伴他們，組員都很讚賞和感激他們的關心。」

組員和大哥哥、大姐姐之間，需要時間才能建立緊密的關係。夏令營提供機會，讓大哥哥、大姐姐第一次長時間與組員相處，正好奠定了此一基礎。在夏令營中，所有大哥哥和大姐姐均發覺到，讚賞原來是提高積極性的有效工具。

「夏令營結束後，我看世界的角度不同了。我明白到鼓勵和支持十分重要，並且看到讚賞所帶來的正能量。」一位大姐姐分享說。

大哥哥和大姐姐的工作，當然不是一帆風順，但透過Rita、婦女基金會團隊、保良局社工的協助和指導，他們明白了只要堅持不懈，就會看見回報。電郵沒有回覆，就嘗試用Facebook，結果成為他們與組員溝通的主要渠道。每隔一段時間，他們都會透過Facebook訊息或網上聊天，查看組員的近況。過了數個月，隨着他們與組員的感情更深厚，組員還會主動聯絡大哥哥和大姐姐，傾訴他們的煩惱和問題。

「分享非常重要，以自己的經歷，更容易啟發他們，給予他們希望。他們常常以為凡事都不可能。」另一位大姐姐說。

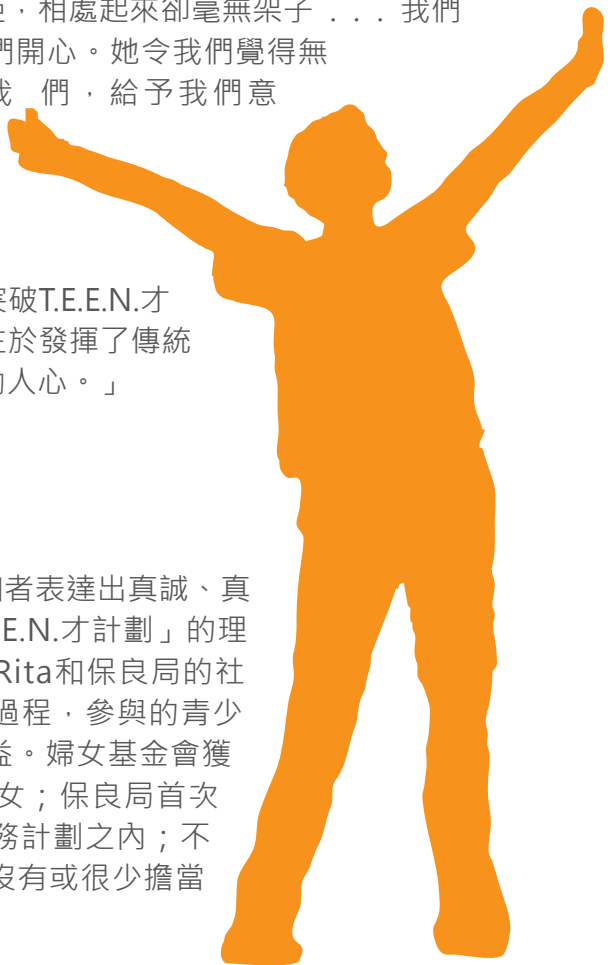
對不少大哥哥、大姐姐來說，「突破T.E.E.N.才計劃」是很珍貴的學習經驗。他們學懂了每個人皆有其潛質，而且一個人的關懷，可以影響另一個人。他們更學會了有效的時間管理、個人對他人的影響、承諾的重要性，甚至是電郵通信的禮儀。

眾多大哥哥和大姐姐與組員相處時，都視Rita為榜樣。「Rita很有愛心，雖然與我們有點年齡差距，相處起來卻毫無架子...我們每次與她見面，她都會令我們開心。她令我們覺得無論有甚麼問題，她都會支持我們，給予我們意見和幫助，而非施壓要求我們取得成績。」一位大姐姐補充說。

就如另一位大姐姐指出，「突破T.E.E.N.才計劃」的成功，關鍵或許就在於發揮了傳統智慧：「將心比心，自能觸動人心。」

「失敗者」並不存在

Rita與她的同事，處處向參加者表達出真誠、真心、坦率，其實與「突破T.E.E.N.才計劃」的理念息息相關。打從一開始，Rita和保良局的社工，就已視這項計劃為學習過程，參與的青少年和籌辦的工作人員同樣獲益。婦女基金會獲得機會，首次服務青少年男女；保良局首次將性別議題，融入青少年服務計劃之內；不少大哥哥和大姐姐，過往亦沒有或很少擔當導師的經驗。



與其他最繁榮的金融中心一樣，香港的文化和教育制度，均事事以「成功」和「成績」為主導。學生在校內成績不佳，往往會被視為「失敗者」，被逼承受「失敗者」的烙印，且被摒棄於主流「成功」的觀念外，例如成績優良、就讀Band One學校、升讀大學、找到工資優厚的工作、置業、結婚、生兒育女等等。失敗令人蒙羞，無分年齡，任何人都會覺得不是味兒。家境稍遜的青少年，本來已要奮力掙扎，方能建立身分認同和自我價值，任何失敗蒙羞的經歷均會累積地壓在他們本已脆弱的自信上。Rita深明此理，因此希望營造出合適的環境，令青少年可以安心，不會受到失敗的批評。她相信若青少年身處不會被區分或標籤為成功者或失敗者的環境，他們會更放心及有信心探索和嘗試新事物，在過程中的經歷和得著會更豐富。

「至一年計劃差不多結束時，很多參加者似乎無法完成社區項目，但我認為無論怎樣，參與社區項目和與其他組員相處的過程本身，已是很好的學習經歷。因此，我勸說大哥哥和大姐姐，不要向組員施壓，也不要因為進度不佳而責罵他們。相反，我們只需告訴他們，面前有甚麼選擇，還有後果是甚麼。我們要讓他們理解，抉擇應由他們自己作出及承擔。我覺得與其批評他們，不如給予他們選擇的機會，這樣更能推動他們，並顯示出我們信任和尊重他們。」Rita解釋。

我們成年人常常認定青少年的行為是一事無成、懶惰、消極、反叛。不過，婦女基金會卻沒有將他們這些行為，視為拒絕社交和不負責任的表現，反而認為若能探討他們的行為背後，是否為了對應或逃避一些聯繫危機（例如害怕失敗或被拒絕），可能更有幫助。舉例，沉默寡言的青少年，可能只是想保護自己，因為他們過往可能已多次嘗試表達自己，但卻被否定，繼而感受傷害。

對參加者來說，自己的見解獲得認同，而且能夠看見和體驗到自己並非無力、孤立或失敗（學業成績欠佳、經濟資源不足、不受別人歡迎等等），可能已是最能釋放他們心靈、增強他們能力的學習。

我喜歡做女性，因為可以柔弱一點，讓男生保護我，幫我做粗重工夫。

我喜歡做男性，因為我體格較強壯，可以控制身邊的事物。

我不喜歡做女性，其中一個原因是較為危險 - 女性欠缺力氣，較容易遭受暴力和性侵犯。

我不喜歡做男性，其中一個原因是男性有很多責任，不能辜負社會和家庭的期望，例如要承擔財政壓力、必須堅強等等。

我的夢想之一，就是嫁個有錢人。



| 擔任「突破T.E.E.N.才計劃」青年導師的本地大學生

性別定型的影響

在香港中文大學研究青少年及性別議題的潘宇軒，義務為「突破T.E.E.N.才計劃」的青年導師培訓營擔任其中一節的訓練員。在培訓營中，他觀察到性別定型的觀念，如何深深影響了很多大學生的行為和信念。

「男生會說只要有錢，就能交到女朋友。他們認為大家都有這樣的想法，因此不會質疑。但他們亦會於其他情況下，察覺到性別定型的影響。舉例說，有一位女生，為向祖母證明她值得擁有接受教育的機會，而有必須取得好成績的壓力。」潘宇軒回想說。

有一位專業女性告訴男同事，婦女基金會設有幫助專業女性的師友計劃，男同事卻說：「若妳以事業為先，便不會有男人肯娶妳。」

香港很多年青人在不知不覺間，已被植入性別角色定型，男性的形象總是體力和智力較強，而女性的形象則較為軟弱和倚賴。這種性別角色定型的負面影響，會局限了正在尋找身份認同的男女孩的發展。男生會感到壓力沉重，時刻要建立及維持理想的男性形象；而女性的自我價值，則與不切實際的身體形象掛鉤，並會對發展自己的長處和潛能感到不安。

青少年所表達出來的觀念，並非全部由他們自創，當中也反映了傳承下來的觀念，是前人作出篩選後遺留給他們的。定型的觀念，是生活的一部份，它與群體的規範同時存在，由社會、文化、家庭、同儕所訂立。青少年需要我們支持，方能學會在自我價值和傳統規範的矛盾中周旋，抵抗盲目接受規範的壓力。

若青少年不學會如何理解傳統規範，突破定型觀念的狹隘枷鎖，他們的生命就會受到局限，並感到不受自己控制。當他們嘗試遵從這些有局限性的觀念時，往往會發現自己所追求的理想和慾望，不被視為成長的機會，反被視為不理想的危機，因此感到矛盾。更重要的一點

是，他們只被容許活在別人期望的範圍下，被剝奪了以真我和他人建立真正聯繫的機會，與別人建立關係時會傾向較為狹窄和淺薄。

根據社會心理學家Suzanne Kobasa 的壓力耐受性 (Stress Hardiness) 理論，能夠妥善處理壓力的人，會以三種態度或角度面對壓力：首先是能夠有意識地控制和選擇，而非感到無力；第二是視挑戰為應該面對和克服的困難，而非要恐懼和逃避的威脅；第三是正面尋求其他協助，與他人共同承擔，而非令自己陷入孤立無助。⁵曾經經歷，並能選擇接受面前的限制或提出質疑的人，最有抗逆能力。要培養這些態度，青少年必須有批判性的思考能力，敢於作出探索和選擇，而非盲目地全盤接受社會和文化規範。

在芸芸定型觀念之中，對女性影響最深遠的，就是迷信瘦身和身體的吸引力，與女性的自我價值和可愛性等同。舉例，在「突破T.E.E.N.才計劃」的個人形象品牌工作坊裏，參加者中最纖瘦的女孩，仍表示自己希望有更瘦削的身體。不少女孩認為，身體和外表的吸引力有助她們吸引男性，令男性給予她們物質上的享受。

Rita跟青少年交談時，發覺很多青少年都想做兼職，以購買最新的手提電話和潮流服飾。有些青少年會玩網上遊戲，贏得獎賞之後，再賣出賺錢。個案中其中一位男生，便曾因玩網上遊戲賺錢，而獲得爸爸的稱讚。我們很容易明白這套以消費為主的價值觀，如何引致少女進行援交。根據香港性教育、研究及治療專業協會 (HKSEART) 於2009年進行的研究顯示，在2,966位接受調查的學生之中，有87%表示進行援交的主要原因之一，是為賺錢購買名牌手袋等奢侈品，更有4.6%受訪者承認曾經參與援交。⁶事實上，少女參與援交並非純粹為賺錢購物。在HKSEART的調查中，有46%受訪者認為援交，是滿足她們渴望得到認同及欣賞的途徑。



⁵Kobasa, S. C., Maddi, S. R., & Kahn, S. (1982) Hardiness and health: a prospective study. *Journal of Personality and Social Psychology* 42: 168-77.

⁶香港性教育、研究及治療專業協會 (HKSEART) (2009) . 《中學生對援交的認知及價值觀調查》, 可於網上閱覽：
[http://www.hkasert.org.hk/Survey%20of%20compensated%20dating\(Revised\).pdf](http://www.hkasert.org.hk/Survey%20of%20compensated%20dating(Revised).pdf)

雖然大部份人以為性別定型的觀念，對女性的影響較大，但其實香港男孩或年青男性可能面對更大壓力，以符合狹隘的性別規範。潘宇軒被問到如何說明大學女生為何在課堂之中，明顯較大學男生敢言、堅定和自信時，便嘗試解釋：「通常表現良好的為最優秀的一成男生，但其餘九成男生卻難以找到自己的位置，尤其對香港男性而言，『成功』的定義十分狹窄。」對少女來說，社會對女性的期望較男性為低，可說是好壞參半。舉例，男生擅長繪畫，往往會被視為浪費時間，但女生卻可以發展自己的興趣。男生另一障礙，是假如他們表達或做出一些錯誤或不為他人所接納的事情時，會受到較大打擊。」對男性來說，在別人面前失敗會構成心理和社交上的恥辱。

根據Suzanne Kobasa 的理論，欠缺壓力耐受性的人，會傾向作出有害和逃避的行為。在香港，青少年常見的有害行為包括濫藥、飲食失調、援交、自殘，甚至自殺。醫院管理局的數字顯示，於2008至2009年間，因心理問題尋求治療的13-19歲青少年人數，較前一年上升了8%。⁷ 以美國精神醫學協會DSM-IV標準下診斷的失調症（即焦慮、抑鬱、注意力不足/過度活躍、對立性反抗、行為失調和濫藥），在香港青少年中的普遍程度，估計為16.4%。⁸ 此外，基督教家庭服務中心曾於去年5月和6月進行調查，訪問了1,607位中一至中三學生，接近四成有抑鬱症狀，當中不足一成曾經尋求任何治療。⁹

上述統計數據所揭露的，只是香港青少年生活的冰山一角。統計調查通常由非政府機構和本地傳媒推行，務求敲響警鐘，顯示問題所在，希望手握權力的一群，無論是家長、老師抑或政府，能提出解決方法。不過，這些數據很少觸及問題的根源，即青少年感到與社群脫勾和無力掌控自己的生命。因此，若要為這些社會問題找出良方，最重要是培育青少年的「內在資源」和抗逆能力。

⁷Wong, Rosanna (ed.) (2011),香港青年趨勢分析2011香港青年協會青年研究中心 p. 105

⁸蔡穎怡 熊思方. (2011). 香港青少年精神健康問題概覽, 青年研究學報, 17, 3-8. 香港青年協會青年研究中心

⁹《明報》於2011年8月28日的報道，可於網上閱覽：<http://hk.news.yahoo.com/逾半初中生抑鬱-願求助不足-成-215016000.html>

性別定型會影響男孩和女孩的成長和發展，令他們難以建立健康的自我形象，無法從中找到自己的「力量支柱」。若要協助青少年認清和發展他們的「力量支柱」或「內在資源」，必須給予他們空間和支持，讓他們去討論、批判、甚至質疑社會規範和定型觀念。這代表要讓香港青少年接觸不同的文化，讓他們經歷和培養與別人的正面聯繫，當中的聯繫還可以為他們提供榜樣、給予他們勇氣、機會去探索、經歷、練習，以健康的方式抗逆，並從失敗之中學習。

「突破T.E.E.N.才計劃」的其中一環，是安排青少年參加平等機會委員會（平機會）舉辦的性別平等工作坊。香港大部份學校的課程，均沒有加入性別教育。不僅如此，平機會審閱香港學校所使用的課本時，更發覺不少教材包含性別定型的觀念。¹⁰ 「在課本中，男性較常被描繪成勇敢的探險家和英雄人物，而女性的形象則傾向柔弱；男性更常被認定為世界知識的泉源，而女性則被視為較擅長於建立人際關係。這些信息會以潛移默化的方式，影響年青人對性別角色的看法。」平機會高級傳訊主任陳蘭妹解釋。

為了協助「突破T.E.E.N.才計劃」參加者活學活用，發揮從平機會性別平等工作坊所學到的概念，他們均要完成一項社區項目，旨在促進其學校和同輩間對性別議題的關注。對所有參加者來說，社區項目是一項富挑戰性的學習過程，但最終他們的成功完成，令他們明白自己有能力完成任何事情。

陳蘭妹說：「我很欣賞不少學生願意表達意見，並且提出問題，我覺得他們很珍惜這項計劃。我認為『突破T.E.E.N.才計劃』的內容很豐富、很有意義，而且規劃周詳，因為整項計劃的設計，以青少年的長遠及持續發展為重心，而非單次性的工作坊。計劃內容也力求擴闊參加者的閱歷和經驗，因為資源匱乏的學生，往往很難有這方面的機會。」

¹⁰平機會委員會（1999），《分析課本與教材內定型觀念研究》，研究摘要可於網上閱覽：
<http://www.eoc.org.hk/eoc/graphicsfolder/inforcenter/research/content.aspx?itemid=5276>



所有「大人」都很好人。

很多人為這項計劃付出。

每個人都真誠地付出自己的時間和耐心。
所有社工、大哥哥和大姐姐都親切地
照顧我們，待我們如親弟妹。

每個人都真心為對這項計劃付出。

他們真的很照顧我們。



| 參加者完成計劃後的分享

「突破T.E.E.N.才計劃」的啟迪：一切源自聯繫

婦女基金會推行「突破T.E.E.N.才計劃」時，並非孤獨前行，而是擁有一群出色的夥伴，同心協力，共展所長。

充滿信任的夥伴：「里昂證券主席信託基金」

「我很幸運能夠獲選參與計劃 - 活動進行期間，我學會了如何分享和關懷... 在改變或幫助一個人前，應該先好好認識那個人，想想怎樣賦予他動力、怎樣支持他。我很享受這次十分有意義的經驗和挑戰，多謝！」

- 里昂證券影子工作夥伴Anne Ho

計劃的成功不能單憑愛心便可，更重要的是有高瞻遠矚的贊助企業支持，里昂證券就是這一重要夥伴。

據Rita解釋，在社福界很難推行類似「突破T.E.E.N.才計劃」的計劃，尤其是接受政府資助的機構；因為大部份撥款機構均只重視量化成果，例如提高參加人數，卻不太注重質變的目標，例如提升參加者的積極性和投入感。

「里昂證券深明很多事物難以量化，例如增強青少年的信心和抱負。」Rita說：「他們明白若要有效針對青少年的需要，並持續給予指導，參加者的數目不能太多，我們對此十分感激。」

「里昂證券主席信託基金」一開始已承諾支持「突破T.E.E.N.才計劃」三年。基金的成立，是為了紀念創辦里昂證券的兩位主席，支持各項幫助弱勢社群的活動，範圍遍及亞洲各地。里昂證券每年均會安排一日，將全數交易佣金撥捐予基金。基金在亞洲已資助了約60項支援弱勢社群的活動，「突破T.E.E.N.才計劃」就是其中之一。

里昂證券的前任傳訊部主管 Simone Wheeler表示：「我們撥款支持計劃的基本原則，是員工必須積極參與。『突破T.E.E.N.才計劃』十分適合，因為里昂證券以香港為總部，我們一直希望支持一項香港本土的活動。」

「尋找合適的夥伴，讓我們能積極參與，緊密合作，對我們來說十分重要。『突破T.E.E.N.才計劃』旨在回饋社會，服務資源匱乏的年青一群，與我們目標一致。」里昂證券人力資源部主管Zoe Henham指出：「香港的生活可以很無憂無慮，我們不少同事都是這樣，根本不明白貧窮是甚麼。我認為這是一個機會，幫助他們了解貧窮問題的真貌。」

里昂證券與很多贊助企業不同，透過慈善活動，以爭取大量曝光機會，並不是他們的重心。「我常常為里昂證券的積極參與，卻沒有得到很多曝光機會，而感到內疚。」Rita說。

Henham強調：「我們不是追求甚麼指定和具體的成績，令我們驚喜的反而是眾多員工的積極參與，當中包括一對一的輔導、影子工作計劃、為大哥哥和大姐姐而設的師友計劃、為參加者的英語工作坊擔任義務導師等，他們從中均獲益良多。『里昂證券主席信託基金』的宗旨，就是作出有效的貢獻，協助改善問題。」

里昂證券除了提供金錢上的支持，更與婦女基金會合作，為所有大哥哥、大姐姐和計劃參加者提供約一星期的影子工作體驗。這項安排不但極受參加者歡迎，里昂證券的參與員工亦很珍惜這次經歷。

負責籌劃影子工作計劃的里昂證券助理人力資源經理岑政芝表示：「與青少年相處，真的很有挑戰性。你必須富有無比耐性，經常要估計他們心裡的想法，設身處地，體察他們的需要。我最難忘的一刻，是參加者發表他們在里昂證券的工作體驗，當看到他們如此努力製作簡報，且運用了短片和音樂等各種科技，實在感到妙不可言及十分感動。」

彼此信賴，竭誠相待，是雙方能順利合作的關鍵，但更重要的，是里昂證券十分認同婦女基金會致力推行以質取勝為先，務求帶來更深遠影響的計劃。

誠如Henham所解釋說：「實際要做的工作，遠比我們預期為多，是一項龐大的投資。但投入愈多，成果亦愈美滿。我們工作的行業，講求即時回報，但這亦是值得我們深思的地方：『我知道已給予他們很有意義的經歷，但只有時間才能證明一切。』他們今後還需要面對很多不同經歷、不同壓力，當中有喜有悲，因此最終成果如何，仍需要更長時間去印證。」

關愛滿溢的同行者：保良局社工、老師、義工

如果沒有保良局協助推行計劃；沒有學校老師堅持鼓勵學生參加計劃；沒有熱心的義工協助舉辦各項工作坊和活動，包括星期六上午的英語工作坊、攝影工作坊和個人形象品牌工作坊等等，「突破T.E.E.N.才計劃」的體驗肯定截然不同。回顧全年計劃，參與的義工數目高達 80 多位，合共舉辦了42 項活動。

「突破T.E.E.N.才計劃」是全無往績的領航計劃，因此最初難以說服學校參與，幸好透過婦女基金會和保良局的網絡，仍能找到有遠見和勇氣的老師，協助向學生推廣這項計劃。

同樣地，保良局於青少年服務工作雖然經驗豐富，但較少接觸性別議題。不過，保良局仍然願意踏出一步，與婦女基金會攜手合作，特別為參加計劃的青少年和大學生設計全新的訓練教材，以提升他們對性別議題的關注。

「保良局的社工們真的非常投入我們的計劃，完全並非視之為工作。他們會抽出私人時間，參與我們在週末舉行的各類活動。他們又因為擔心參加者不能準時完成社區項目，因此自發提出以額外時間，與他們每月會面一次。最重要的，是他們思想開明，願意嘗試新事物。在計劃結束後的檢討會議上，他們更表示學會了從性別角度剖析議題，

並會嘗試將在『突破T.E.E.N.才計劃』中所學到的，應用於保良局其他計劃。」Rita說。

Rita亦十分感謝所有義工的幫助，以無限關懷的心，觸動參加者的生命。他們於這一年為參加者營造了多姿多彩的難忘體驗，是計劃不可或缺的元素。

「突破T.E.E.N.才計劃」結束前，所有參加者都填寫了一份問卷，表達對計劃的意見。最多人提出的，是感受到參與計劃的所有人士對他們的奉獻和關懷，令他們覺得很珍貴。葵涌循道中學的劉雅清老師說：「我雖然是老師，但有時也會失去信心，不知道學生是否重視我所做的一切。因此，當我看見他們為英語工作坊的義務導師Michael和Renee準備感謝卡和禮物時，實在覺得很驚喜和感動。我雖然有提示他們應該想一想，怎樣在最後一課向導師表達謝意，但我沒有想過他們會認真起來，付諸實行。對他們來說，英語工作坊真的是很好的學習經驗，不但有機會向外籍老師學習英語，更重要是令他們以正面的態度放眼世界 - 世上會有完全不相識的人，願意走入他們的世界，為他們的教育費心，這純然出自愛心。」





後記：「突破T.E.E.N.才計劃」舊生籌委會

七月一個下午，完成「突破T.E.E.N.才計劃」的參加者、大哥哥和大姐姐齊集香港城市大學的一角，選出「突破T.E.E.N.才計劃」舊生籌委會的委員。舊生籌委會的職務，是協助為他們一眾舊生及新一屆「突破T.E.E.N.才計劃」的參加者籌辦活動。這一屆30位參加者之中，共有23位報名加入舊生會，同時均參選角逐13個籌委會委員職位，並為選舉準備了演辭。

「最令人感動的，是有些參加者在演辭之中，表示有意競逐委員的原因，是希望挑戰自己的弱點。」Rita說。前文故事所提及的參加者，差不多全部當選籌委會委員。回顧一年前，他們對參與群體活動並不積極；一年後的今天，他們變得樂於承擔責任中的挑戰、願意彼此合作，相信自己能作出改變，為舊生會成員組成一個有生命力、有目標的青少年群體。

新學年開始之前數天，我與「突破T.E.E.N.才計劃」的舊生和新一屆參加者一起，參與計劃安排的分享會，聆聽多位青少年嘉賓分享他們成長面對的困難，包括不良交友、黑社會影響、未婚懷孕等。我聽到一位15歲的女孩子，向與她差不多年紀的女生娓娓道出，自己如何與黑社會男子交往、未成年被強姦和友姦，然後如何修補與母親的關係、領悟到的教訓，還有未來的目標。這位15歲的女孩子，在在展現出無比的勇氣和抗逆力，並滿懷自信地將自己剛學會的人生智慧，與所有參加者分享：「我如今明白建立自我和自愛，比起在男友中尋求愛情更重要。」

這次分享會，正正彰顯了類似「突破T.E.E.N.才計劃」的活動，對培養青少年的抉擇能力如何重要，而不只是將一些硬性的規條，強加於他們身上。始終我們都知道，生命不是一本教科書，不能只靠依書直說；真正的考驗，是學習如何妥善處理教科書或規條以外的事情。

參考資料

書籍及文章

Kobasa, S. C., Maddi, S. R., & Kahn, S. (1982) Hardiness and health: a prospective study. *Journal of Personality and Social Psychology* 42: 168-77.

蔡穎怡、熊思方 (2011)。香港青少年精神健康問題概覽,。青年研究學報, 17, 3-8。香港青年協會青年研究中心。

王易鳴(編) (2011)。香港青年趨勢分析2011。香港青年協會青年研究中心 p. 105

網頁

平等機會委員會(1999)。《分析課本與教材內定型觀念研究》。檢索日期2011年9月1日·網址：<http://www.eoc.org.hk/eoc/graphicsfolder/inforcenter/research/content.aspx?itemid=5276>

香港性教育、研究及治療專業協會 (HKSEART) (2009)。《中學生對援交的認知及價值觀調查》。檢索日期2011年9月1日·網址：[http://www.hkasert.org.hk/Survey%20of%20compensated%20dating\(Revised\).pdf](http://www.hkasert.org.hk/Survey%20of%20compensated%20dating(Revised).pdf)

聯合國兒童基金香港委員會和聯合國兒童基金會青年使者計劃 2011 (2011)。《親子情緒虐待調查》。檢索日期2011年9月1日·網址：<http://voy.unicef.org.hk/zh/voy20110623/>

明報(2011)。逾半初中生抑鬱 願求助不足一成,。檢索日期2011年9月1日·網址：<http://hk.news.yahoo.com/逾半初中生抑鬱-願求助不足-成-215016000.html>

其他參考資料

書籍及文章

Arbinger Institute (2006). *The Anatomy of Peace*. San Francisco: Barrett-Koehler Publishers

Faber, Adele, and Elaine Mazlish. (1999). *How to Talk So Your Kids Will Listen & Listen So Kids Will Talk*. New York: Harper Perennial

Gardner, John W. (1995). *Self-Renewal: The Individual and the Innovative Society*. New York: W. W. Norton & Company

Gottlieb, Daniel. (2009). *Learning from the Heart: Lessons on Living, Loving, and Listening*. New York: Sterling Publishing Company, Inc.

Gottman, John, and Joan DeClaire (1997). *The Heart of Parenting: How to Raise an Emotionally Intelligent Child*. New York: Simon & Schuster

網頁

Character Counts (2012)。網址: www.charactercounts.org

Hardy Girls Healthy Women (2010)。網址: www.hghw.org

Reaching IN..Reaching OUT Promoting Resilience in Young Children (2011)。網址: <http://www.reachinginreachingout.com/>



PRE-ACE

A YEAR WITH
T.E.E.N.



PREFACE: A YEAR WITH T.E.E.N.

In the summer of 2010, The Women's Foundation (TWF) launched a groundbreaking pilot programme, with the visionary support of CLSA's Chairman's Trust, Po Leung Kuk and countless other committed volunteers, to help teens discover and unleash their own potential. It was noteworthy that the programme was co-educational and for teenage girls and boys, reflecting The Women's Foundation's belief that the health and well-being of girls and women can only be assured when boys and men are educated about, and motivated to help society achieve, gender equality. The first cohort of programme participants graduated in May 2011.

When Su-Mei Thompson, CEO of TWF, and Rita Ching, TWF's Associate Director, first suggested I write a case study documenting the outcome of the pilot year of TWF's T.E.E.N. (Talent Empowerment, Equality and Networking) leadership development programme, I thought it would be a straight-forward journalistic task, one where I would be the objective outside observer recording participants' comments, researching relevant background facts and then stringing everything together to present a coherent case for the usefulness of a mentoring programme for under-privileged Form 3 teenagers with the help of older university students.

To my surprise and benefit, as well as that of everyone else involved in the programme, the story turned out to be very different and almost parable like in its emphasis on the power of positive relationships to redefine culture and transform people, their beliefs about themselves, the world around them and their place in the world. While without a doubt, the teen participants had a transformative experience - the two most common remarks about the programme were their appreciation for the care and passion shown by all those involved in the programme towards them and the wide range of opportunities offered by the programme which broadened their experiences and worldview - what was equally striking was the impact the programme had on the adults involved, including myself.

Oftentimes, we do things because we think they are what we "should" do. If we're lucky, doing what we should eventually leads us to develop a belief in something greater and more meaningful. For those involved in T.E.E.N., this was certainly the case. We learned to act not from a sense of "should", but gained an understanding of the "why" behind the "should". By the end of the programme, many of us walked away with an ability to see beyond the "shoulds" to recognize those things that "must" be done, the meaningful things.

Many times, I've heard students say: "I know I should study harder, but I don't know why I don't". In my own life, there have been things that I know I should do, but don't. Behind this lack of motivation to do what should be done is a lack of belief. For Band 3¹ students, it may be a lack of belief that doing well in school will land them a place in university. "Even if I'm top in my class, how can I compete with students who aren't even top in their class in the Band 2 and Band 1 schools?" one student lamented.

Many of Hong Kong’s less-privileged teenagers suffer a lack of belief in their own ability as well as the ability of those around them to bring an envisioned or desired future to fruition. Belief is grounded in positive reinforcing experiences. Simply put, behind the lack of motivation and purpose, for which many teens are criticised by adults, is a scepticism and even cynicism about whether people can truly change themselves or their circumstances. Lack of belief - which encompasses such qualities as lack of confidence, faith and trust - leads to a lack of hope. And it is that lack of hope that underlies people’s lack of motivation. As described by Dr Martin Seligman, the godfather of positive psychology, we become paralysed by our own sense of “learned helplessness”.

In Hong Kong, “learned helplessness” pervades our culture; it is there every time someone says, “I have no choice” or “There’s nothing I can do to change the situation”. As adults, many of us exhibit little faith that we can change or have control over the culture in which we live, so we simply learn to accept and make do with what we have and we transmit the same survival lessons to the younger generation. We have developed fears from our own failures to change ourselves and our circumstances, and then we project those fears onto the younger generation in the well-intentioned guise of advice. But ultimately, this simply creates a self-perpetuating cycle of defeat. In such a culture, there is little space for the exploratory process required for individuals to discover, let alone develop, their own true potential. Nor are people in the frame of mind to support and nurture others through such a process which requires an act of faith.

Faith is believing in someone or something as yet unproven. Undiscovered potential, innovation and even leadership require exactly that. Acting in faith is also “an obligation of loyalty or fidelity to a person”.²

For me, writing this case study has been an incredible opportunity to witness courage, faith and passion in action and how such relationships lay a foundation for creating cultural shifts that open up spaces for people to transform. Witnessing the programme participants’ transformation renewed my belief that people in Hong Kong can take control of and shape their own destinies.



¹Hong Kong’s local secondary schools are divided into three bands with Band 1 being the top schools and Band 3 being the lowest ranking schools. Students are allocated to the appropriate band according to scaled internal assessment results.

²From www.dictionary.com

As I hope this story of the first year of the programme will illustrate, helping teens develop trust and belief in themselves and others is about cultivating and expanding the interaction between hope, faith and action.

Everything begins with a hope. The story of T.E.E.N. is no different. But as the story will reveal, what distinguishes T.E.E.N. is the commitment to faith and action by everyone involved. T.E.E.N. is a story about what brave people who take the time and effort to trust and believe in each other can achieve.

A handwritten signature in black ink, appearing to read 'Winnie So', with a stylized flourish.

Winnie So
Author

“If there is anything that we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves.”

| Carl G. Jung

GROWING UP IN HONG KONG

“One of my dreams is to save up enough for a deposit on a flat.”

If I could be anything or anyone, I would want to be the richest person, because anything is possible with money, nothing is possible without.

If I could be anything or anyone, I would not be a Hong Kong person. We have too much stress, too much competition and little government support.”

| HK undergraduates serving as mentors on the T.E.E.N. Programme



THE BEGINNINGS OF T.E.E.N.

**“Giving birth to a piece of barbeque pork
is better than giving birth to you,
at least I can eat a piece of barbeque pork!”**

- a mother scolding her child as quoted in a study conducted by
Hong Kong Committee for UNICEF & Voices of Youth.³

In 2009, the board of The Women’s Foundation decided to develop a new mentoring programme for Hong Kong’s teens. Rita Ching, Associate Director of The Women’s Foundation, first started working on the T.E.E.N. programme as a volunteer during the summer of 2009 when she ran several focus groups to determine which teens would be best served by a programme that focused on developing future leaders with a critical awareness of gender issues.

Ching ran focus groups for students from international schools, less-privileged Form 1 students, Form 4 students struggling with various challenges as well as top Form 2 and 3 local students. “We wanted to select students who had the ability to get the most out of the programme” Ching explained. That ruled out the most-privileged students who were already exposed to a relatively rich array of opportunities for self-development. It also ruled out struggling Form 4 students who were too overwhelmed and challenged to commit to T.E.E.N.’s year-long calendar of activities.

In the end, Ching chose to work with “somewhat deprived” Form 2-going on-Form 3 students, who were lacking in certain fundamental resources such as financial or parental support. In other words, Ching was looking for students who, given exposure and opportunities, would be motivated enough to take advantage of them.

³Hong Kong Committee for UNICEF and UNICEF Young Envoys 2011 (2011). Survey on Emotional Maltreatment in Family. Quote from online: <http://voy.unicef.org.hk/zh/voy20110623/>
Press release online: <http://www.unicef.org.hk/news-media/unicef-news/news/367/Emotional-Maltreatment-in-Familysection-press;>

“The Form I students we talked to didn’t have any idea of what a leader is. They didn’t really have any role models,” Ching recalled. “A lot of teens can’t communicate with their parents, who only know the traditional way of caring for children, which the teens perceive as controlling.”

After Ching joined TWF full-time in October 2009, she set to work designing a big brother and sister component for the programme that would help narrow the communication gap between the programme trainers and the T.E.E.N. participants and allow the teens to cultivate a meaningful relationship with a team of university students who would serve as role models, for them. The programme would also create space and opportunities where the teens would feel safe exploring a wide range of activities and experiences to help develop their self-esteem, and increase their awareness about gender issues. Finally, all programme participants would be required to work on a community project which would allow them to share with their peers what they had learnt from the programme.

“While lectures and talks can be helpful and educational, we learned from the focus groups that teens enjoy more interactive activities,” Ching said. So from the orientation day and summer camp to photography and film-making workshops to visits to the Stock Exchange, all the activities over the course of the year were designed to be interactive and engaging, and we made sure that our master trainer, Po Leung Kuk, shared our enthusiasm for this approach.



Here is a year with T.E.E.N. at a glance: T.E.E.N. Programme Activities (2010-2011)

28/5/10 | Orientation Day for Big Brothers/Sisters



7-8/6/10 | Training Camp (2 days) for Big Brothers/Sisters



14-18/6/10 | Work-Shadowing for the Mentors



26/6/10 | Orientation of The T.E.E.N. Programme



27/6/10 | Gender Workshop for the Mentors



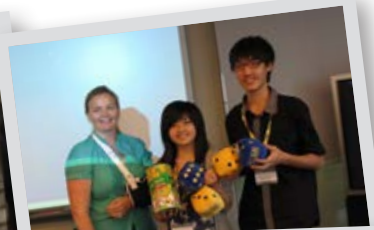
7/7/10 | Training Session on Youth Engagement for the Mentors



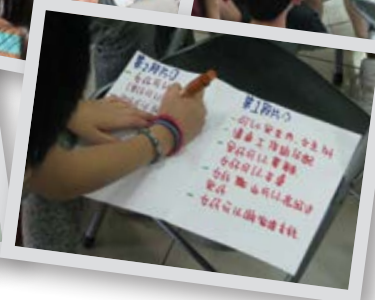
12-15/7/10 | T.E.E.N. Programme Summer Camp (4 days)



19-22/7/10 (Group 1) 26-29/7/10 (Group 2) | Work-Shadowing for the TEENS



10/8/10 | AM: Visit to Equal Opportunities Commission
PM: Community Projects Briefing



23/8/10 | Film-making Workshop



24/8/10 | Photography Workshop

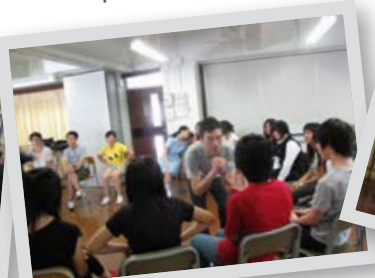


27/8/10 | Sharing by Christina Wong Ming Yan and Wrap-up of T.E.E.N. Programme



19/9/10

Drama Workshop



21/11/10

Arts Ambassadors-in-School Volunteer Scheme -
“A Wonderful Life Journey” Photo-taking Day



12/10-3/11

A Series of Interactive English Workshops



23/12/10

Christmas Party



28-29/12/10 | Art Workshops
1. Pencil Sketching Workshop (28/12)



2. Chinese Calligraphy Workshop (29/12)



3. Watercolor Painting Workshop (29/12)



12/3/11 | Talk by Anson Chan & Community Project Presentation



19-26/3/11 | Personal Branding Workshop



14/3/11 | Closing Ceremony



For many of the T.E.E.N. participants who had never ventured into Central, being invited to spend a week of work-shadowing at the corporate offices of global brokerage CLSA and visiting the Hong Kong Stock Exchange were eye-opening experiences. However, when asked which experience they treasured most, the replies almost unanimously referenced the T.E.E.N. summer orientation camp at the start of the programme. What the teens valued the most was being able to connect with and establish relationships with their big brothers and sisters. A close second was the CLSA work-shadowing experience.

The thing I worry about most is . . .

“I’ve met some Band 1 students in church and I hear from them that students ranked in the 60s will barely make it into university. I study at a Band 3 school, so what about me? I worry about my future path. What do I do if I can’t get into university and getting a job is so hard. I’m already not a bad student in my class, but if the Band 1 students are worried, then what’s my future?”

What makes me happy is . . .

“...making lots of friends and having activities that get me out of the house.

...I have a lot of friends in school. But now I’ve made lots of friends outside of school from different districts.”

The T.E.E.N. programme helped me . . .

“...see that people don’t necessarily look at me in the way I think they do.

...realise that working in a corporate setting is not that difficult.

...speak up, because there are people who are listening.”



The Importance of Stories

Before we can come to trust and believe in a person, the first thing we must do is listen. I have often heard adults, when talking about teens today, pass judgments and criticisms such as: “they’re so lazy and unmotivated”, “when I was their age, we had so many more responsibilities”, “they can’t take care of themselves” or “they’re so ungrateful”. I, too, as a teacher of university students and employer of university interns, have also fallen mindlessly into that mode of thinking until I pause and ask some simple questions: Why? Why do teens act the way they do? What do they really think and why? What do they really feel and why?

Once one gives voice to these questions, they bring into focus a much richer story. We use stories to define who we are as individuals, as a group and as a society. But more interestingly, we also use stories to define others in relation to ourselves. When we say that teens are unmotivated, we, as adults, are saying that 1) we are more motivated than they are and 2) we are not responsible for their lack of motivation; something is wrong with the teens. Most of the time, we like to think there’s just one story that explains everything teens are or should be and what they face. As a society, we like unifying stories. In reality however, there are many sides to the same story and many stories to any given situation. All are relevant and revealing, but oftentimes we tend to value one perspective over another. And because teens live in a world constructed by adults, their stories are often overlooked.

“On the surface, some of the teens would act as if they didn’t really appreciate what we were doing for them, but we understood that in fact, what they long for is to feel cared for and have someone to talk to. They really crave this connection,” Ching remarked. She emphasized that building a connection is not about quantity of time spent with the teens, but rather the quality. “I feel they trust me because they can feel I genuinely care about them. I think sincerity and honesty are important qualities often overlooked by people nowadays.”

Talking to the teens, this was the single, most common thread in our conversations. This, and the fact that Ching’s name came up time and time again when they were asked to discuss the impact of the programme. There were so many stories about how Ching had personally touched them, underscored by the frequent email and text communications between Ching and the teens and big brothers and sisters over the duration of the programme.



Here are the stories of seven T.E.E.N. participants. The stories offer a peek into their worlds. I spent around an hour speaking to each of these students. Afterwards, I was particularly touched to receive a text message from one male student thanking me for listening to him. He said that he hadn't had an opportunity to "speak his heart" in a long time. This seemed to be true of nearly all the teens that I spoke to. For some, it seemed like they didn't even know what it was to "speak their heart". To really get to the heart of teens requires a sincere commitment to listening and relationship building. It requires patience and it requires one to suspend our usual way of seeing.



Following each teen's own story is Ching's story of the teens after nearly a year of interaction with them. It's interesting to see the contrast between the two views, but it's also worth asking: Why and how did the teens learn to write the story about themselves in the way they do? Why are they so quick to give up on their aspirations? It's easy just to say it's because they lack the qualities and character traits necessary to see it through. It's another thing all together to support and present them with opportunities that will lead them on a path towards discovering and achieving their true potential within the context and constraints of their lives, community, culture and society in which they live.

Hannah: Breaking Through Self-Limiting Views



I met Hannah at a KFC. I offered to pay for her afternoon snack, but she refused. I had asked everyone I was meeting to bring something that represented him/herself or something that was close to their heart. Hannah brought a single blade of grass, which represented endurance in the face of struggle. “I tend to give up easily,” she explained.

For her, the summer camp was the most meaningful activity of the year. “It was the first time I went to a camp with a group of strangers. I learned that people have different personalities, which requires different ways of relating. And I learned a little about how to interact with boys. I go to an all-girls school, so I have very few opportunities to talk to boys aside from my father and brothers.”

Her particular community project, where groups of students had to produce and present a video message to raise awareness about gender stereotypes, was a challenging but valuable experience for Hannah. “I realized it’s not easy to get something done. There were so many things we had to learn to do for the project and getting everyone to work together was hard. But in the end, when it was all done, I felt really happy that I didn’t give up.”

Having been inspired by the American television show *Lie to Me*, Hannah said she was interested in becoming a psychologist, but quickly added: “But I hear people say that psychology is a really difficult subject. You have to be very good at both English and Chinese and there are a lot of theories to memorize. My mom wants me to join the police. She says the pay is good and it’s a respectable profession. If it’s something that requires higher education, she’s worried I won’t make it.” It’s worth noting that Hannah is a student at a Band 1 school and she describes her results as being in the upper-middle range of her class. “If I studied harder, I could probably do better,” she admits.



Even Hannah, who is a relatively good student in a Band 1 school, lacks the confidence to pursue her interests. Already, without trying, she is willing to settle for the safer path prescribed by her family. “I don’t get to see my parents much because they’re always working, but I know they care about me. They just hope that I can find a good-paying job so that I can buy a flat.”

CHING: Hannah has really blossomed over the year. She’s much more willing to overcome her fears. When she first came to the camp, she was shy about making new friends and worried about speaking up publicly. The teacher who recommended that she join the programme remarked that her presentation skills and confidence level have improved noticeably after seeing Hannah make a presentation to all the students during school assembly as part of her community project. Her teacher was impressed that Hannah could explain lucidly gender issues such as stereotyping.

Arthur: Overcoming Fear of Isolation

Arthur (pseudonym) was born and lived in other countries for 11 years before moving to Hong Kong. When he first moved to Hong Kong, he didn't have difficulty adjusting. "After a while though, I felt there was a culture gap. People see things differently and have different values - I don't like people speaking rudely or not taking things seriously but other people are different."

Like Hannah, Arthur also expressed an interest in becoming a psychologist. "Lots of people call me to talk about their problems but I don't know how to help them. As a psychologist, I can help people, on the one hand, and gain a better understanding of different people."

When Arthur is troubled or unhappy, he doesn't talk to the people he is closest to, like his family members. "I don't want my family to worry. I tried once, but they got really worried and really wanted to help me. They did a lot of things to try and help me but that made me feel like I was adding to their burdens, because they're already very tired from working long hours. I guess I worry that I'll affect other people, so I won't talk to friends either. But I'll talk to other adults like this man who shares my interest in astronomy. He's kind of like a dad or uncle. He's a very nice person. I really trust him. I usually talk to him about issues that affect me emotionally." When asked what issues affected him emotionally, Arthur mentioned that it was his relationship with other students. "I'm most afraid of people close to me disappearing."



Relationships are very important to Arthur. "What makes me happy is playing with others, and when family come home early from work." Arthur said his parents are rarely home by 7pm usually, it's not until 9 or 10pm.

Arthur feels misunderstood by others - he mentioned several times that he wished people would trust or believe in him enough not to question his actions. "Each person has his own motivations. I wish people would believe that I have my reasons for doing things," he said.

Through T.E.E.N., Arthur said he learned how to better relate to others and he enjoyed the sense of togetherness of the summer camp.

CHING: Arthur fitted in well in the T.E.E.N. programme and got on with students from different schools. However, he seems to be different at school if you listen to his teachers. He shows great potential but gets frustrated easily in his relationships and by other issues as many other teenagers do. I suggested he join another leadership programme called Teen Power, organized by the Hong Kong Council of Social Service.

He took advantage of that opportunity to connect with university students and a much broader network. I saw him grow up a lot and he has developed more mature thinking.

Chloe: Identifying a Role Model; Developing Relationships

Chloe (pseudonym) chose her headphones to represent herself, because she spends most of her time listening to music outside of school. She listens mainly to Korean and Japanese music since she doesn't like Hong Kong music. "I listen to music so I have something to talk about with classmates. It also lifts my mood." What gets her down is hearing her parents arguing about money.



She joined T.E.E.N. so she could make more friends. "My circle of friends in school is very small. There aren't many topics to talk about with my classmates. In Form 2, I didn't get along with one of my classmates, so the whole class ganged up against me. It's not so much that they hated me, it's just that they ignored me. That's why I don't really consider my classmates my friends. I admire my sister for having lots of friends."

When I first met Chloe, she had in her bag a couple of European design books she had checked out from the library. She said she was interested in a career in design. She's an avid reader and is very motivated to learn more about things she's interested in. For example, she's taught herself Korean & Japanese phrases because of her interest in their pop music. But when asked to describe herself, she chose two words: slow and lazy. She feels this lack of motivation most of the time when it comes to her studies, but doesn't feel this way when she is doing things with her friends.

"My dad rarely talks to me, but my mom will ask me how my day was. Then, I'll tell her a whole bunch of things. Sometimes she gets home late, but I'll still tell her about my day. They rarely tell me what I should do. Sometimes my mom will give me some cooking tips, but that's about it," Chloe commented on her relationship with her parents.

Towards the end of the interview, when I asked Chloe if there was anything else she wanted to comment on, she immediately said, "I want to see Rita!" When asked what she valued most about her year in T.E.E.N., she replied: "Meeting Rita."

"Rita is a great role model. She's willing to try things. Most girls have long hair. Actually, I'd like to cut mine, but I'm afraid it won't look good and I worry I'll miss my long hair. But Rita has short hair and it looks good. She also notices little things about people and makes suggestions. For example, one time she noticed I had sweat stains on my shirt and she suggested a way to get them out. She's very attentive."

CHING: Chloe is comparatively more mature than other teenagers of her age. I feel like I'm talking to an adult whenever I speak to her. That might explain why she was one of the teens on the fringe of the group in the beginning. I can't remember when I realized she had been accepted by the other teens in the programme, but I was really happy once this happened. The programme helped her open up and have more courage and confidence that she could be herself and still be accepted by others.

Vincent: Breaking Through Academically Weak Stereotype

Vincent under-performs academically and takes sports very seriously. He teaches and competes internationally in Taekwondo and football. He brought a mini football to the interview, because he aspires to become a professional football player.



“My parents tell me I should study more. ‘Study more so you can get into university. Otherwise, how will you find a job?’ they say.” But Vincent has no interest in going to university. I suggested that he could study something that would help him in his professional sports career. “People study so that they can land a job. But if I can already get a job doing what I like, why do I need to study?”

Despite this comment, Vincent actually gave up Taekwondo on Saturdays to take advantage of the English lessons offered by the programme. While he casts himself as a poor student who doesn't care about his studies, in fact - given the right support and opportunities to improve, Vincent enthusiastically applies himself.

Vincent spends most of his time outside school teaching or practising Taekwondo. He teaches 10 hours a week and practises 16 hours a week. He rarely has dinner with his parents. His mother works until around 10:30pm and his father works until 3am. He says he is happiest when he is playing sports and winning, as these are situations where he is valued and praised by other people. He says he fears nothing. It may be closer to the truth that he avoids thinking and talking about what he fears, such as not performing academically.

CHING: At school, Vincent's teachers felt he had given up on his studies but over the course of the programme, he received four improvement awards including the TWF award for the teen showing the most improvement over the year. The Vice Principal of his school remarked that he was delighted by Vincent's new seriousness about his studies. At the beginning of the year, when he talked to strangers, including me, he wouldn't look them in the eye or express himself in a complete sentence. Recently though, he was elected as one of the members of T.E.E.N.'s Alumni Committee after sharing his manifesto with the other programme participants in a highly contested election.

Elizabeth: Coping with Trauma

Elizabeth's (pseudonym) story is both heartbreaking and inspiring. She lost her mother to cancer when she was in Form 1 and lost her father to a heart attack less than two years later. Despite the trauma of losing both her parents at such a young age, Elizabeth comes across as optimistic and strong. She feels loved by many people around her such as her aunt, with whom she now lives, and many of her teachers.

"I don't know why people around me say I am optimistic and grown-up. I guess I've been through a lot. But when I think about it, I still get upset. When I'm unhappy, I talk to people. My teachers really care about me and always talk to me, to the point where some other students get a bit jealous." Most of the time, Elizabeth has her two best friends that she shares her feelings with.

Elizabeth was enticed to join T.E.E.N. by the summer camp and the range of activities. She remarked on the positive changes in her fellow participants over the course of the year. "In the beginning, there was one girl who didn't mix with the rest of us. But through the programme we got to know her better and she became one of us. The programme also helped me become a better speaker, and less afraid when speaking in front of people."

"I really enjoyed the English classes. I think they were added later on, because Rita heard that we liked learning English. I've always wanted to go abroad to travel and study but my family doesn't have much money. So I wanted to talk to foreigners but never had the opportunity. I told Rita this, and then she found expat volunteers to give us English lessons."

CHING: Even without knowing her sad family history, Elizabeth's sunny smiles and happy-go-lucky character have a way of drawing you in. She is yet another example of someone lacking in confidence, especially when it comes to public speaking. Whenever she needed to present or speak in front of a group, she couldn't even complete a single sentence. However, by the end of the programme, she was chosen as one of the role models to share her progress at T.E.E.N.'s closing ceremony. She was also the MC of the year-end singing contest at her school. In the end, she shone in both events!

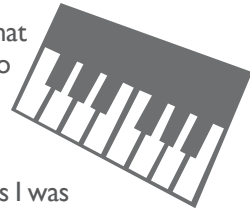


Frank: Overcoming Masculine Stereotypes and Financial Hardship

One of his teachers told us that Frank (pseudonym) comes from a financially challenged household and that T.E.E.N. had afforded him the opportunity to see the world beyond his own neighborhood. It turned out he had never taken the MTR or visited Tsim Sha Tsui and Central so for Frank, T.E.E.N. literally opened up a whole new world.

“I’m unhappy when I don’t have things to do. I get bored. I’d like to go to the beach and go to nice places, but I don’t have the money,” he said. T.E.E.N.’s many activities got him out of the house, away from Facebook, MSN and playing online games.

Frank chose a piano to represent himself. When I asked him what level he was at, he replied that he had never played the piano before. “I want to learn how to play. I told my teacher that I wanted to learn but the school doesn’t offer piano lessons.”



When asked why he joined T.E.E.N., he said: “I don’t know. I guess I was really bored. I had nothing else to do.” He said he’d enjoyed the wide-range of activities over the year and getting to know the big brothers and sisters as well as the adults involved in the programme.

“I talk to Pan (TWF’s Programme Officer) a lot. I just share a lot of things with him. I asked him a lot of things, because I was curious that he had studied psychology.” When asked if he understood himself, Frank replied: “Yes, although I don’t know what I want. I guess I’m worried all the time. When I’m playing, I feel a little worried. And when I’m worried, I want to play. I just don’t feel motivated to do anything. I feel bored all the time.”

Despite the fact that Frank doesn’t feel like he’s changed much over the course of the year, his teachers and those who have interacted with him through the programme all say that he has come out of his shell. From the quiet boy who used to stay on the sidelines, Frank is more likely now to take initiative. He even had the courage to share his experiences from the programme in front of a group of his peers.

CHING: In the beginning, Frank was a shy, quiet and softly spoken boy who was easily overlooked by his classmates and the other teens. Now, he speaks with more confidence in public. He presented his community project in his school assembly and took part in the closing ceremony for the programme. He was praised by the big brothers and sisters for his help during the summer camp for the second cycle of the programme. He was also elected as a committee member for the T.E.E.N.’s Alumni programme.

Mio: Searching for Connection

Mio (pseudonym) and I spent most of our conversation talking about her relationships and her obsession over a Japanese band, which formed the basis for a 59-day relationship with a fellow 20-year-old fan whom she had met online. Most of Mio's friends are male because she doesn't like the way girls gossip.

Her mother left the family flat to live with her elder brother and she lives with her father who often yells at her for no reason. She has learned to put up with this.

Like Frank, she joined T.E.E.N. because otherwise she would just stay at home sleeping and surfing the Internet. Of all the programme benefits, she treasures the friendships she's made the most. She's become friends with a girl from another school. And when she's unhappy, she's been able to talk to the big brothers and sisters who helped her to get through a very difficult period last year. Much of what makes her unhappy has to do with relationships.



Mio has no aspirations to go to university. She hopes to go into hairdressing or make-up when she finishes Form 5. "I think it would be great if we had more chances to learn and try different practical skills or if we could gain some working experience."

CHING: The big brothers and sisters really helped Mio a lot. She was a typical teenage girl in the beginning. She likes make-up and all sorts of trendy things. She was rebellious and angry at her parents, but she grew up a lot this year. Initially, she wore very revealing clothes and wore her hair so that it covered her eyes. She once said, "If I don't cover my eyes, people will laugh at me." Her outfits improved day-by-day as she matured. Now, whenever she comes to our activities, she dresses in proper clothes and styles her hair so that it's out of the way. She has even started an online radio programme.



Seeing is Believing: Teen Transformation

Everyone involved with the teens from TWF staff to PLK social workers and teachers was amazed by what the teens as well as the big brothers and sisters have been able to accomplish over the year. Participants have become braver, confident, communicative, willing to try new things, and take the initiative. While it is difficult to quantify these results, all of those involved in organizing and executing the programme have seen progress reflected in the teens' formal presentations during for instance their community projects as well as in their informal interactions.

For the projects, the teens were split into groups and asked to create a presentation (most chose to create a video) that would raise awareness of gender stereotypes within their own school community. Not only did they have to produce the video, they also had to present it in front of their peers and teachers. At first, this looked like an uphill battle. The participants struggled to maintain the momentum from the summer camp as they returned to school and their busy academic schedules. The PLK social workers felt it was a big challenge for the students to work on a year-long programme. Many of the big brothers and sisters felt discouraged that they could not motivate the teens to work on their community project.

But everyone persisted and in the end, the teens delivered well-executed community projects that critiqued many generally held gender stereotypes. Their accomplishment moved many of the trainers and teachers to tears. To see the students grow from being apathetic to taking the initiative to organize screening sessions of the videos they had made, was extremely satisfying and life-affirming.

Ms Kimmie Lai, a teacher at Kwai Chung Methodist College, commented “I was very surprised to see that when the students choose to do something themselves, their motivation can be quite high. It wasn’t something that the school required them to do, yet they still put a lot of effort into it.”

The T.E.E.N. participants may not become leaders in the sense of future corporate CEOs. That is not the aim of T.E.E.N. “We want to build their ability to be more self-driven and resilient,” Ching said. Regardless of the opportunities they have and the choices they make, if the teens develop the confidence to set and accomplish their own goals, practise courage in the face of conflict and challenge, and develop resilience towards failure, then T.E.E.N. will have been a great success.

Teens’ Community Project on Youtube: <http://www.youtube.com/playlist?list=PL1FB2512FBA2F8D76>



Lessons for Big Brothers & Sisters

When I spoke to the big brothers and sisters at the beginning of the programme, they were struggling to find time to get their teens to meet with them and work on the project. It was frustrating for them to go from the highs of the summer camp where everyone seemed to bond so well to being ignored as the teens went back to their own lives.

“Being a mentor is not as easy as I thought it would be. I am not sure whether I can keep up the drive and motivation required for the year,” one big sister said in the early part of the year.

One social worker recounted: “I got a call one day from a big brother when we were all supposed to meet. He said he really wanted to cry. When I got to the McDonald’s, I saw that he really did look like he was about to cry. In fact, the big sister also looked like she was on the verge of tears. They were supposed to be talking about



the community project, but it was a mess - people were arguing, nobody was listening. Afterwards, they were really upset; they just didn't know how to deal with the situation. But I've seen the big brothers and sisters grow a lot through the process. They've learned to praise the teens, be empathetic towards them and comfort them. When the teens need support, the big brothers and sisters really are there for them and the teens acknowledge and appreciate their concern."

It took time to build the relationships between the teens and the big brothers and sisters. The summer camp, where the big brothers and sisters first spent time with the teens, set the foundation. The big brothers and sisters discovered through the camp just how powerful praise can be as a motivational tool.

"After the camp, I see the world differently. I now understand that encouragement and support are important. I see the positive effect of praise," shared one big sister.

It was not all smooth sailing for the big brothers and sisters but with the help and coaching of Ching, the TWF team and the social workers at Po Leung Kuk, those who persevered saw their efforts rewarded. When they had no response to emails, they tried Facebook, which became the main channel of their communication with the teens. Every so often, they would check in with the teens via a Facebook message or chat. Over the months, as their relationship with the teens deepened, the teens began to proactively reach out to the big brothers and sisters to talk about their worries and problems.

“Sharing is important. It’s easier to inspire them with my own stories. It gives them hope. They always think things are impossible,” said another big sister.

For many big brothers and sisters, T.E.E.N. was a valuable learning experience. They learned to see that everyone has potential and that it takes a person’s caring to influence another person. They learned better time management, the effect they could have on others, the importance of commitment and even email manners.

The big brothers and sisters cited Rita as their role model in working with their teens. “Rita is so caring and she doesn’t put up barriers even though there’s a bit of an age difference.....Every time we see her, she makes us feel happy. She makes us feel like she’s there to support us with advice and resources rather than pressuring us to deliver,” one big sister added.

As another big sister pointed out, the success of T.E.E.N. may lie in its adherence to the age-old adage: “It takes just one person to touch another.”

There Is No Such Person As A Failure

The sincerity, genuineness and honesty that Ching and her team managed to convey to the teens had a lot to do with the philosophy that guided the T.E.E.N. programme. From the beginning, Ching and Po Leung Kuk’s social workers saw the programme as a learning process for teens and organizers alike. For TWF, it was their first time working with teenage boys and girls. For Po Leung Kuk, it was their first time integrating issues of gender awareness into a youth programme. Many of the big brothers and sisters had little or no previous mentoring experience.

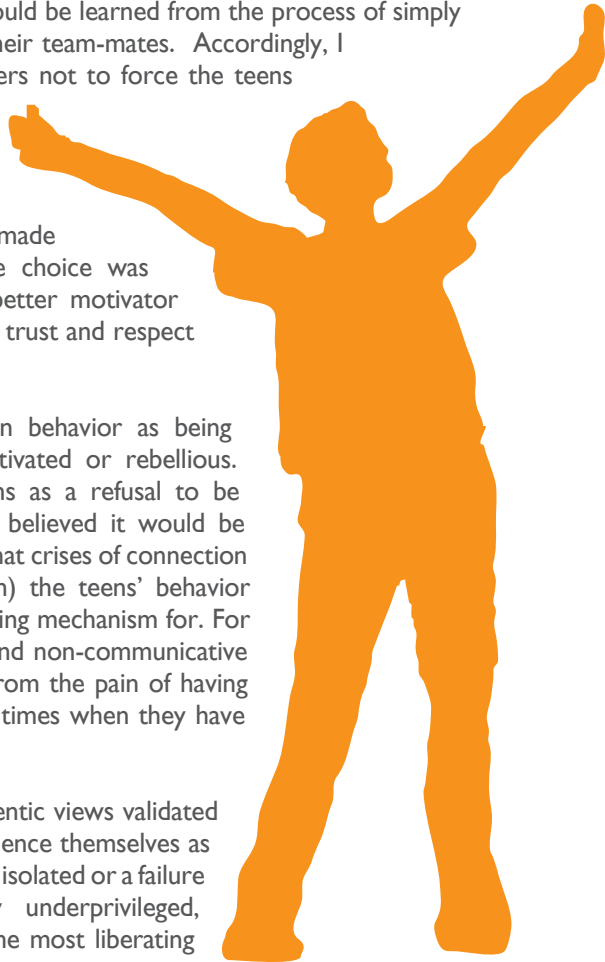
Like most urban financial centres, Hong Kong’s culture and education system are largely success and results oriented. Students who do not do well in school are viewed as “failures” or “losers”. There is a great deal of stigma associated with “failure”, which is defined as an inability to succeed by mainstream terms - i.e. getting good grades, studying in a Band 1 school, being accepted into university, getting a well-paid

job, buying a flat, getting married, having children, etc. Failure is shameful, and shame is a painful experience for anyone no matter what their age is. For teens who come from deprived backgrounds and are already struggling to establish their identity and sense of self worth, shame can compound an already fragile self-esteem. With this in mind, Ching wanted to create an environment where the teens would feel safe from these kinds of judgments. In an environment where individuals were not being classed as successes or failures, she believed the teens would feel more at ease experimenting and trying new things and, in the process, end up experiencing and learning more.

“Until very late in the year, it looked as though the teens would not be able to complete their community projects, Nonetheless, I believed that no matter what, there were lessons that could be learned from the process of simply engaging with the project and their team-mates. Accordingly, I urged the big brothers and sisters not to force the teens or scold them for not working on the project. Rather, we simply communicated what the various options and outcomes would be. We made sure they understood that the choice was theirs. I find that choice is a better motivator than criticism. It shows that you trust and respect them,” Ching explained.

As adults, we often judge teen behavior as being counter-productive, lazy, unmotivated or rebellious. Rather than seeing their actions as a refusal to be sociable and responsible, TWF believed it would be more constructive to explore what crises of connection (e.g. fear of failure or rejection) the teens’ behavior might be in reaction to or a coping mechanism for. For example, teens who are silent and non-communicative may be protecting themselves from the pain of having been shot down one too many times when they have expressed their authentic views.

For the teens, having their authentic views validated and being able to see and experience themselves as something other than powerless, isolated or a failure (academically weak, financially underprivileged, unpopular, etc.) was probably the most liberating and empowering lesson of all.





I enjoy being female because I can be weak. I can get guys to protect me and do the heavy lifting.

I enjoy being male because I am physically stronger and can control things around me.

One of the things I don't like about being female is that it's more dangerous - women lack physical strength and are more vulnerable to physical and sexual violence.

One of the things I don't like about being male is that we have lots of responsibilities and have to live up to societal and family expectations such as financial pressure, pressure to be strong etc.

One of my dreams is to marry a wealthy man.



The Effects of Gender Stereotypes

Poon Yu-Hin, who conducts research on adolescent issues at The Chinese University of Hong Kong, volunteered as a trainer at the T.E.E.N.'s mentor training camp. Over the course of the training, he observed how stereotypes shaped the undergraduate mentors' behavior and beliefs.

"The guys would say that if they make enough money, then they'll be able to get girlfriends. They believe everyone thinks this way and so they don't question it. But there are other situations where they perceived the influence of stereotypes. For example, one young woman was under pressure to excel academically in order to prove to her grandmother that she deserved the opportunity to be educated," Poon recounted.

When one professional woman told her male colleague about TWF's mentoring programme for professional women, he remarked: "If you are seen to be putting your career first, guys won't marry you."

Many of Hong Kong's youth have imbibed stereotypical gender roles where men are perceived as both physically and mentally strong while women are weak and dependent. These limiting stereotypes are damaging for both boys and girls at the stage where they are starting to establish their identities. For boys, it's an overwhelming sense of pressure, of always having to live up to a masculine ideal. For girls, their sense of self worth is tied to unrealistic ideals for body image as well as insecurities about acknowledging and developing their own strengths and potential.

The views expressed by teens are not all of their own making; they reflect inherited views, a legacy of choices made for them. Stereotypes are a fact of life; they exist alongside group norms, set by society, culture, family or peers. Teens need our support as they learn how to negotiate the conflicts between self and norms and to withstand the pressure to accept norms without question.

If teens don't learn to question norms and to reach outside the narrow confines of stereotypes, their lives will be more limited and outside of their own control. In conforming to these restrictive views, they come to see their own contradictory desires and aspirations as undesirable threats rather than embracing them as opportunities for growth. Most importantly, because they only allow themselves to be who they are expected to be, the relationships they form tend to be shallower. They are deprived of an authentic connection to their real selves and to others.

According to social psychologist Suzanne Kobasa's Stress Hardiness Theory, those that cope well with stress face stressful situations with three attitudes or perspectives: a sense of control and choice instead of powerlessness, a sense that challenges are

to be confronted and overcome rather than threats to be feared and avoided, and a positive approach towards seeking commitment from, as well as to, others rather than escaping into isolation.⁴ Those who experience and embrace control, as well as choice challenge and commitment are the most resilient. These attitudes are developed when teens know how to think critically about and resist, rather than blindly accept without question, social and cultural norms.

One stereotype that greatly affects girls and women is the belief that slimness and physical attractiveness are correlated with self worth and lovability. For example, during a personal branding workshop, even the slimmest girl among the teens still expressed a desire to be thinner. Many girls believe that physical attractiveness will allow them to attract men who will provide for their material comfort.

Talking to the teens, Ching found that many of them want to work part-time in order to buy the latest mobile phones or trendy clothes. Some play online games to win and sell prizes for money. In one teen's case, his father praised him for being able to make money playing online games. It's easy to see how this kind of consumption-driven value system can lead some teenage girls into compensated dating. According to a 2009 study conducted by the Hong Kong Association of Sexuality Educators, Researchers & Therapists, 87% of 2,966 students surveyed cited monetary gain for things such as luxury brand handbags as one of the main reasons students engage in compensated dating with 4.6% admitting to having participated in compensated dating.⁵ It is not purely about the power to acquire material goods. Compensated dating is also a means for a girl to fulfill her desire to feel a sense of worth and appreciated - 46% of participants in the HKSEART study cited this as another contributing factor.

While most people think that gender stereotyping is more of a concern for girls and women, boys and young men in Hong Kong may be under even more pressure to conform to narrow gender norms. When asked to account for the apparent phenomenon of female undergraduates being more outspoken, assertive and confident than male students in the classroom, Poon suggested: "The top 10% of males do well but the remaining 90% find it difficult to find their place. Especially in Hong Kong where the definition of 'success' is very narrow for guys. For girls, it's good and bad that expectations for them are not as high as for boys. For example, if a boy is good at drawing, he's wasting his time, but a girl will be allowed to pursue her interest. The other obstacle for boys is that it's a big blow to them if they say or do something that's wrong or not acceptable to others." For boys and men, being seen to fail carries psychological and social stigma.

⁴Kobasa, S. C., Maddi, S. R., & Kahn, S. (1982) Hardiness and health: a prospective study. *Journal of Personality and Social Psychology* 42: 168-77.

⁵Hong Kong Association of Sexuality Educators, Researchers & Therapists (HKSEART) (2009). *Survey of Compensated Dating*. Available online: [http://www.hkasert.org.hk/Survey%20of%20compensated%20dating\(Revised\).pdf](http://www.hkasert.org.hk/Survey%20of%20compensated%20dating(Revised).pdf)

According to Kobasa, those lacking in stress hardiness are more likely to turn to harmful coping and escapist behaviors. Among Hong Kong's teens, harmful behaviors include substance abuse, disordered eating, compensated dating, self-mutilation and even suicide. The number of teens between 13-19 seeking treatment for psychological issues rose 8% from 2007/08 to 2008/09 according to the Hospital Authority.⁶ The estimated overall prevalence of DSM-IV disorders (i.e. anxiety, depressive, attention deficit/hyperactivity, oppositional defiant, conduct and substance use disorders) among local teens in Hong Kong is 16.4%.⁷ In a survey of 1,607 Form 1 to 3 students conducted this past May and June by the Christian Family Service Center, nearly 40% showed symptoms of depression. Of those, fewer than 10% had sought treatment of any kind.⁸

Statistics tell only a tiny fraction of the story of the lives of Hong Kong's teenagers. Statistics are often deployed by NGOs and the local media for alarmist effect to highlight problems in the hope that the powers that be -- whether parents, teachers, or the government - will come up with a solution. Yet, the numbers say very little about the root cause of these problems - the teens' lack of connection and sense of control over their lives. The most important element in any solution to these social problems, therefore, is development of the inner resources and resilience of the teens themselves.

Gender stereotypes affect the development of boys and girls and their ability to establish a healthy sense of their own identity from which they can draw strength. Helping teenagers identify and develop their strengths requires giving them the space and support to question, be critical about and challenge norms and stereotypes. This means exposing Hong Kong teens to different sort of culture where they can experience nurturing relationships that model courage and provide opportunities to explore, experiment, practise healthy resistance and learn from failure.



⁶Wong, Rosanna (ed.) (2011). Youth Trends in Hong Kong 2011. The Hongkong Federation of Youth Groups. p. 105

⁷Choi, Patricia E. and Hung, S. F. (2011). Overview of Adolescent Mental Health Problems in Hong Kong. Journal of Youth Studies, 17, 3-8.

⁸As reported in Ming Pao Daily News on 28 August 2011. Available online: <http://hk.news.yahoo.com/逾半初中生抑鬱-願求助不足-成-215016000.html>

As part of the programme, the teens attended a gender workshop at the Equal Opportunities Commission (EOC). Gender education is not included in the curriculum of most Hong Kong schools. Even worse, the EOC's review of textbooks used in Hong Kong schools found that many teaching materials perpetuate gender stereotypes.⁹ "In textbooks, men were more often portrayed as courageous explorers and heroes, while women tended to be portrayed as weak; men were often viewed as sources of knowledge about the world, while women were likely to be seen as more knowledgeable about how to establish personal relationships with others. Such messages can subtly influence how young people view gender roles," explained Shadow Chan, Senior Corporate Communications Officer at the EOC.

To help them engage with and apply the ideas learned during the EOC gender workshop, the teens also worked on community projects designed to raise awareness of gender issues within their schools and communities. The community projects proved a challenging learning process for all, but the successful results helped to prove, especially to the teens themselves, that they were capable of getting things done.

Chan comments, "I was impressed by many of the students who were very willing to express their views and ask questions. I found that they really valued the opportunity. I think T.E.E.N. is a very rich, meaningful, and well-planned programme because it tries to work on the teens' long-term development in a more sustained manner beyond just one-off workshops. It also seeks to broaden the exposure and experiences of underprivileged students who don't have easy access to such opportunities."

⁹Equal Opportunities Commission (1999). Research on Content Analysis of Textbooks and Teaching Materials in Respect of Stereotypes. Executive summary available online: <http://www.eoc.org.hk/eoc/graphicsfolder/inforcenter/research/content.aspx?itemid=5276>



All the 'adults' were very nice.

A lot of people contributed to the organisation of this programme.

Everyone gave sincerely of their time and patience. All the social workers and big brothers and sisters took care of us like their younger siblings.

Everyone put their heart into this programme.

They really took good care of us.



THE LESSON OF T.E.E.N.: IT'S ALL ABOUT RELATIONSHIPS

TWF did not develop T.E.E.N. alone. It took great partners coming together, drawing the best out of each other.

Trusting Supporter: CLSA Chairman's Trust

“I was lucky to be selected - during this experience, I've learned how to share and care. Prior to making a change or helping someone, it's better for you to get to know them first to discover, how you can motivate them, how can you support them. It was a very good experience and challenge which I enjoyed very much! Thanks!”

- Anne Ho, CLSA work-shadow buddy

It takes more than love to fuel a successful programme; it takes a visionary corporate sponsor like CLSA.

Ching explained that in the NGO sector, especially for those NGOs who accept government funding, it would have been difficult to get a programme such as T.E.E.N. off the ground. Most funding agencies want to see results in quantitative terms such as high participant numbers rather than in qualitative terms such as higher levels of motivation and engagement.

“We're very grateful that CLSA understands there are lots of things that can't be measured quantitatively, like confidence levels and enhanced aspirations. Ching said. “They understood that an effective high-touch and sustained mentoring programme can't be done with large numbers.”

CLSA's Chairman's Trust committed to funding T.E.E.N. for three years. The Chairman's Trust was set up in memory of CLSA's two founding chairmen to support grassroots initiatives across Asia. One day a year, all the net commissions from the day's trading go to the Chairman's Trust. The T.E.E.N. programme is one of around 60 grassroots initiatives that CLSA's Chairman's Trust has funded in Asia.

According to Simone Wheeler, CLSA's former Head of Communications: “The mandate for funding programmes is that the staff must be actively engaged.” The TEEN programme was a nice fit for CLSA who was looking to support a local initiative in Hong Kong, where CLSA is headquartered.

“Finding the right partner to work with is very important, given that we do want to be actively involved and engaged with them. The T.E.E.N. programme resonated with us in terms of giving something back, focusing on children and the less privileged. In Hong Kong, we can live a very sterile Hong Kong island life, which a lot of us do, and we think ‘What poverty?’ I think it was about them helping us understand what some of the poverty issues are,” Zoe Henham, CLSA Head of Human Resources, said.

Unlike a lot of other corporate sponsors who expect to get a lot of publicity for their philanthropy, this was not a priority for CLSA. “In fact, I always feel guilty that CLSA hasn’t had more publicity out of their involvement with the programme,” Ching said.

“There wasn’t a specific, definable outcome that we were looking for, but what surprised us, was how much the CLSA staff got out of the programme through one-on-one counselling, work-shadowing, mentoring the big brothers and sisters, volunteering for English teaching etc.. The central principle of the Chairman’s Trust is the idea that we’re contributing to something in a productive way that helps improve a situation,” Henham emphasised.

In addition to financial support, CLSA worked with TWF to offer a series of week-long work-shadowing experiences for both the T.E.E.N. big brothers and sisters and the student participants. This was extremely popular with the participants and also proved a great experience for the CLSA staff involved.

According to Gigi Shum, CLSA Assistant Human Resources Manager, who organised the work-shadowing: “It was quite a challenging experience dealing with the teenagers. You need a lot of patience. Also, you need to think about what they’re thinking. You really have to put yourself in their shoes and think about what they need. The most memorable moment for me was the presentation by the participants about their experiences at CLSA. It was just amazing in terms of how much effort they put into this. They used a lot of technology like video and music. It was very impressive.”

Mutual trust and sincerity are keys to a great partnership, but most importantly, CLSA shares TWF’s vision for delivering a quality programme that has a long-term impact.

As Henham explained, “It was a lot more work than we expected. It was a huge investment. But the more you put into it, the better quality the output. We work in an industry that’s about instant gratification. But this is something where you sit back and think, ‘I know I gave them a great experience, but only time will tell.’ They’re going to be exposed to so many different things and so many different pressures, good things happen and bad things happen, so it’s going to be a long time seeing the proof in the pudding.”

Lots of Love: Po Leung Kuk's Social Workers, Teachers & Volunteers

Without the help of Po Leung Kuk in running the programme, the insistence of the teachers in the schools who encouraged the students to join T.E.E.N. in the first place, and the commitment of the volunteers who helped with various workshops and activities such as Saturday morning English lessons, photography and image branding workshops, the T.E.E.N. experience would have been totally different. It took over 80 volunteers to put together the 42 activities during the year-long programme.

T.E.E.N. was an untested pilot programme. It was difficult in the beginning to get schools on board, but through TWF and PLK's network, they found teachers with the vision and courage to promote T.E.E.N. to their students.

Likewise, PLK had lots of previous experience working with teens but were less experienced when it came to discussing gender issues. Yet, they were willing to step out of their comfort zone to experiment and work with TWF on building and delivering a curriculum aimed at raising gender awareness among teens and university students.

"The Po Leung Kuk social workers were really devoted. They didn't treat this like a job. They used their personal time, often during weekends, to participate in the various activities. When they were concerned the community projects would not be completed on time, they initiated monthly meetings with the participants. They put in so much extra time. Most important, they were all very open-minded and willing to try new things. They even mentioned in their post-programme evaluations that they had learned to look at issues using a gender perspective and would try to use what they had learned from T.E.E.N. and apply it to their other programmes," said Ching.

Ching also acknowledges the whole host of volunteers who cared enough about touching the lives of the teens. They played a huge part in filling the year with a kaleidoscope of memorable experiences for the participants.

In the exit questionnaires completed by the teens, the most common comment about the programme was that they valued the commitment and care they felt from all those involved. According to Ms Alice Lau, a teacher at Kwai Chung Methodist College: "As a teacher, I do sometimes lose faith and wonder if I am valued for what I do. I was surprised and touched to see the kids prepare thank you cards and gifts for Michael and Renee who ran the English workshops. I did hint and prompt them to think of something to express their gratitude for their teachers in the last lesson, but I had not expected that they really would take action and do it seriously. The workshops were really a very good learning experience for the kids. It not only opened up opportunities for them to learn English from native speakers but also helped them to see the world in a very positive light: there are people, complete strangers, out there who are so willing to reach out to them and care about their education, motivated purely by love."



POSTSCRIPT: T.E.E.N. ALUMNI COMMITTEE

On a July afternoon at City University, the teens held an election to elect members to the T.E.E.N. Alumni Committee that would be charged with helping to organise events for the new intake of T.E.E.N. participants. Of the original 30 T.E.E.N. participants, 23 signed on to join future alumni activities. All who signed on ran for one of the 13 committee positions. All of them prepared campaign speeches for the election.

“What was incredibly touching was that some of the teens said in their speeches that they wished to take up the official posts in order to challenge their weaknesses” Ching said. Nearly all of the teens mentioned in the stories above were elected to committee posts. A year ago, these same teens showed no interest in participating in group activities. Now, a year later, they are embracing the challenges of responsibility and the opportunity to work with others to create an enlivened community of empowered, purposeful teens who believe they can make a difference.

A few days before the new school year was due to start, I joined the T.E.E.N. alumnae and the current intake of teens in a sharing session by several teenage guest speakers who were facing challenges such as unhealthy relationships, the influence of triads and teen motherhood. I listened to a 15-year-old girl eloquently tell other girls her age and older about her relationships with triad men, recovering from the trauma of statutory and date rape, mending her relationship with her mother, the lessons she had learned and the goals she was now working towards. Here was a 15-year-old modeling courage and resilience. She confidently imparted her newly gained wisdom: “I now know that developing myself and self-love is more important than looking for love from relationships with guys.”

This session underscored the importance of programmes such as T.E.E.N. in its focus on developing teens’ capacity to make better decisions, rather than imparting teens with a rigid set of rules to live by. After all, we know that life is about more than living by the book, the real challenges are learning how best to handle the exceptions to the rules.

References

Books and Articles

Choi, Patricia E. and Hung, S. F. (2011). Overview of Adolescent Mental Health Problems in Hong Kong. *Journal of Youth Studies*, 17, 3-8.

Kobasa, S. C., Maddi, S. R., and Kahn, S. (1982) Hardiness and health: a prospective study. *Journal of Personality and Social Psychology* 42: 168-77.

Wong, Rosanna (ed.) (2011). *Youth Trends in Hong Kong 2011*. The Hong Kong Federation of Youth Groups. p. 105

Internet Pages

Equal Opportunities Commission (1999). *Research on Content Analysis of Textbooks and Teaching Materials in Respect of Stereotypes*. Retrieved September 1, 2011 from, Equal Opportunities Commission Web site: <http://www.eoc.org.hk/eoc/graphicsfolder/inforcenter/research/content.aspx?itemid=5276>

Hong Kong Association of Sexuality Educators, Researchers & Therapists (HKSEART) (2009). *Survey of Compensated Dating*. Retrieved September 1, 2011 from, Web site: [http://www.hkasert.org.hk/Survey%20of%20compensated%20dating\(Revised\).pdf](http://www.hkasert.org.hk/Survey%20of%20compensated%20dating(Revised).pdf)

Hong Kong Committee for Unicef and Unicef Young Envoys 2011 (2011). *Survey on Emotional Maltreatment in Family*. Retrieved September 1, 2011 from, Web site: <http://voy.unicef.org.hk/zh/voy20110623/>

Ming Pao Daily News (2011). 逾半初中生抑鬱 願求助不足一成. Retrieved September 1, 2011 from, Web site: <http://hk.news.yahoo.com/逾半初中生抑鬱-願求助不足-成-215016000.html>

Additional Resources

Books and Articles

Arbinger Institute (2006). *The Anatomy of Peace*. San Francisco: Barrett-Koehler Publishers

Faber, Adele, and Elaine Mazlish. (1999). *How to Talk So Your Kids Will Listen & Listen So Kids Will Talk*. New York: Harper Perennial

Gardner, John W. (1995). *Self-Renewal: The Individual and the Innovative Society*. New York: W. W. Norton & Company

Gottlieb, Daniel. (2009). *Learning from the Heart: Lessons on Living, Loving, and Listening*. New York: Sterling Publishing Company, Inc.

Gottman, John, and Joan DeClaire (1997). *The Heart of Parenting: How to Raise an Emotionally Intelligent Child*. New York: Simon & Schuster

Internet Pages

Character Counts (2012). Web site: www.charactercounts.org

Hardy Girls Healthy Women (2010). Web site: www.hghw.org

Reaching IN..Reaching OUT Promoting Resilience in Young Children (2011). <http://www.reachinginreachingout.com/>

鳴謝

個人:

汪明欣
陳方安生
張志偉
黃梓棋
潘宇軒
Dorothy Chan
Martin Chan
Veena Dansinghani
Cynthia Lam
Cheris Lee
Edmond Lee
Ka-Wai Lee
Samantha Lee
Bryce Leung
David Li
Amanda Lote
Priscilla Mok
Aimee Ng
Francesca Sin
Valda Skubina
Winnie So
Sumitri Stone
Michael Winch
Annie Wong
Renee Wong
Leung Woo
Faye Yuen

機構:

平等機會委員會
里昂證券有限公司
保良局
保良局羅傑承(一九八三)中學
保良局唐乃勤初中書院
香港小童群益會
香港耆康老人福利會
香港賽馬會慈善信託基金
香港藝術發展局
香港藝術節協會有限公司
雅趣聚緣藝術基金會
葵涌循道中學
聖傑靈女子中學
愛德曼國際公關(香港)有限公司

Acknowledgements

Individuals:

Anson Chan
Dorothy Chan
Martin Chan
Chi Wai Cheung
Veena Dansinghani
Cynthia Lam
Cheris Lee
Edmond Lee
Ka-Wai Lee
Samantha Lee
Bryce Leung
David Li
Amanda Lote
Priscilla Mok
Aimee Ng
Yu Hin Poon
Francesca Sin
Valda Skubina
Winnie So
Sumitri Stone
Michael Winch
Annie Wong
Ming Yan Wong
Renee Wong
Tsz Ki Wong
Leung Woo
Faye Yuen

Organisations:

CLSA Limited
Edelman Public Relations Worldwide (HK) Ltd
Equal Opportunities Commission (Hong Kong)
Hong Kong Arts Development Council
Hong Kong Arts Festival Society Ltd
Kwai Chung Methodist College
Po Leung Kuk
Po Leung Kuk Lo Kit Sing (1983) College
Po Leung Kuk Tong Nai Kan Junior Secondary College
St. Catharine's School For Girls, Kwun Tong
The Boys' and Girls' Clubs Association of Hong Kong
The HeArt Touch Charity Foundation
The Hong Kong Jockey Club Charities Trust
The Hong Kong Society for the Aged

出版日期: 2012年3月
版權所有 不得翻印

Published in March 2012
All rights reserved



「與TEEN同行」所寫的，是透過婦女基金會所主辦第一屆「突破T.E.E.N.才計劃」的經驗和體會，紀錄一群嘗試掙破固有觀念，重新找尋自己價值和信念的青少年故事，以及與他們一起並肩而行的一眾導師及義工的心聲和啟發；從中也展示出計劃的創新之處——一種多方融合的協作模式，並以性別角色出發，了解青少年的困境及陪伴他們一起面對，以聯繫貫通了不同世代的生命歷程，達到共融。

「希望，是一切的開端。」不論青少年或成人，在生命的歷程中，都總會經歷失敗，正如我們的參加者一樣。書中透過「突破T.E.E.N.才計劃」的成功故事，帶出「信念」的重要，只有倚靠信念，才能將尚未發掘的潛能、創意，甚至領導能力釋放出來。但願讀者聆聽他們的故事後，都可重拾自己的信念，對「改變」重新抱有希望，重新出發，闖出自己的新天地。

“**Breaking Through to Teens**” follows a group of teenagers on a year-long journey where they challenge pre-conceived notions about themselves and their place in the world through The Women’s Foundation’s innovative, pilot T.E.E.N. programme. Accompanying them are teachers, social workers and volunteers who find themselves and their own views about teenagers transformed. The stories and reflections highlight the ground-breaking nature of the programme. The focus is on building trusting relationships by seeking to understand and support each teen through their own challenges at this critical juncture of their social and relational development. Teaching a critical awareness of gender stereotyping in their own context also helps the teens develop confidence in themselves.

“**Everything begins with a hope.**” As with the T.E.E.N. participants, irrespective of our age and experience, we are bound to encounter failure and disappointment. “**Breaking Through to Teens**” illustrates the importance of having faith in others’ and our own capacity for change, and believing in each person’s untapped potential, creativity and ability to lead. Hopefully, these stories will inspire readers to face the opportunities and challenges of life’s changes with a newfound sense of faith and fearlessness.