

Child Development Fund

Guidebook for Mentors

(I) Purpose

1.1 This guidebook provides mentors of the Child Development Fund (CDF) projects with a quick reference on the background, objectives and key features of the CDF. It also contains guidelines on mentorship and general information on training and education opportunities for young people. Users are also advised to make reference to training and guidance provided by the non-governmental organisations (NGOs) operating the CDF projects.

(II) The Child Development Fund

Background

2.1 The CDF was established in April 2008 by the Government as an initiative to reduce inter-generational poverty. It is a new model of promoting the longer-term personal development of children from a disadvantaged background as it draws on contributions from the children's family, the private sector, the community and the Government, and encourages the children to plan for their own future.

Objectives of the CDF

2.2 The primary objective of the CDF is to provide the participating children with more personal development opportunities. Through helping them formulate and implement personal development plans, the CDF also seeks to encourage these children to develop an asset-building habit and to accumulate both financial and non-financial assets (such as right attitudes and a proper mindset, personal resilience and capacities as well as social networks), as such assets are essential to long-term personal development.

Target Participants

2.3 The CDF targets children aged 10-16 whose -

- (a) families are receiving Comprehensive Social Security Assistance/full grants from student finance schemes administered by the Student Financial Assistance Agency; or
- (b) household income is less than 75% of the Median Monthly Domestic Household Income.

Key Components of the CDF

2.4 The CDF has three major components, namely, personal development plans, mentorship programme and targeted savings. All these work to enhance the children's capacity in managing resources and planning for their own future.

Personal Development Plans

2.5 The participating children are required to draw up personal development plans with specific targets (both short-term and long-term ones) under the guidance of mentors and the operating NGOs. They will receive basic training provided or recommended by the operating NGOs to help them develop a more forward-planning perspective and build up non-financial assets. They will also be encouraged to participate in community services.

Mentorship Programme

2.6 The operating NGOs will recruit a volunteer personal mentor for each participating child. These mentors will provide guidance to the children in drawing up and implementing their personal development plans. For details of the programme, please see Part (III) below.

Targeted Savings

2.7 There is a savings programme under the CDF to help participating children accumulate financial assets to realise their personal development plans. The savings target for each participating child and his/her family is \$200 per month during the two-year saving period. Participants, however, can agree with the operating NGOs on a lower savings target in special circumstances.

2.8 The operating NGOs will form partnership with the business sector as well as individual donors and seek their contributions to match the children's savings (at least 1:1 matching contribution). The Government will also provide a special financial incentive (\$3,000) for each participating child upon completion of the two-year savings programme.

2.9 The participating children will spend their savings and the matching contributions in accordance with their personal development plans in the third year. The operating NGOs will monitor the children's progress in achieving their development targets.

(III) The CDF Mentorship Programme

3.1 As mentioned above, the main objective of the mentorship programme under the CDF is to provide guidance to the participating children, so that in the first two years they can draw up their personal development plans with specific development targets, and spend their savings accordingly in the third year. Mentors will also be encouraged to share their life experiences with children and engage the children's parents/guardians in the process. In summary, mentors provide guidance, support and encouragement to the participating children.

Basic Qualities of Mentors

- (a) ***Committed*** – spend time with your mentee and meet each mentee at least once a month.
- (b) ***Caring*** – listen carefully to your mentee and be responsive. Do not simply repeat what the mentee says, but use your own words to show him that you understand how he feels and that you respect his feelings. This will foster a relationship based on mutual respect.

- (c) ***Sensitive*** – be careful with what you say and what you do; make sure that they serve to motivate and encourage your mentee.
- (d) ***Respectful*** – respect individual differences and accept that your mentee and his parents may not agree with you.
- (e) ***Trustworthy*** –
 - (i) do not disclose to others (not even parents and teachers) what your mentee has said to you without his prior consent. You may give your mentee this assurance right from the start;
 - (ii) however, you must break the confidentiality rule and report to appropriate parties if there is a need for immediate assistance or for the protection of your mentee, e.g. the mentee has suicide tendency or gets involved in criminal activities.
- (f) ***Knowledgeable*** – be familiar with the CDF and the roles and responsibilities of mentors.
- (g) ***Accountable*** – be accountable to the parents of your mentee and the NGO operating the CDF project.

Roles and Responsibilities of Mentors

Roles

- (a) Share life experiences with your mentee and engage his parents/guardians in the process.
- (b) Be his coach and source of inspiration.
- (c) Encourage your mentee to continue learning and help him build his capacity.
- (d) Help your mentee cultivate a positive learning attitude. Assist him in his study and teach him learning skills.

- (e) Assist him in drawing up his own personal development plan. Help him set specific development targets in the first two years and achieve the targets in the third year. Offer objective advice but encourage him to analyse his own development needs, his strengths and weaknesses.
- (f) Help your mentee build up self-confidence and resilience. Instill in him the right attitudes and a proper mindset.

Responsibilities

- (g) Attend training and sharing sessions for mentors organised by the operating NGO.
- (h) Be willing to be monitored and supervised by the operating NGO.
- (i) Provide feedback to the operating NGO on the CDF project.

Limitations of Mentors

- (j) Mentor's responsibilities should not include providing medical and psychological treatment or family counseling service. Seek professional assistance from the operating NGO if your mentee or his family has any problems which you, as the mentor, cannot handle.
- (k) The relationship between mentors and mentees should be appropriate. You should not have any monetary transactions or improper intimate relationships with your mentee.

(IV) Communication with Mentees

- (a) Meet your mentee at least once a month. No matter how busy you are, spare time for your mentee. It is a good practice to schedule meetings with your mentee well in advance. There is no strict rule on the duration of meetings, but usually each meeting lasts about one to two hours.
- (b) Be on time for meetings; if you have promised to bring along information and materials, keep your promise.

- (c) Pay attention to your mentee in discussions. Communicate clearly and positively; be ready to listen and provide support and guidance.
- (d) Be proactive. Do not wait for your mentee to call or write. If you are busy at work, engaged in other personal matters or will travel out of town, let your mentee know about your availability.
- (e) Be patient and be willing to spend time building, maintaining and sustaining the mentorship.
- (f) Get to know your mentee well and let him know more about you by sharing with him common interests, learning and study experiences, social network, knowledge and career aspirations. You can talk about work, current affairs, hobbies, families, personal goals and expectations, etc.
- (g) Ask relevant questions to encourage your mentee to go through the thinking process. Give him the opportunities to think on his own, form his own ideas and make his own decisions. You can help him develop critical thinking by giving him constructive feedback and suggestions on possible alternatives.
- (h) Let your mentee know, apart from scheduled meetings, the preferred time and means of communication that work for both of you. It can be phone calls, emails, SMS, letters and face to face gatherings.

(V) Activities/gatherings with Mentees

- (a) You should attend regular group mentor/mentee meetings/gatherings.
- (b) Make efforts to attend some of your mentee's activities, when appropriate, to show your support.
- (c) Plan the activities and set the goals together with your mentee. Both mentors and mentees should spare time to achieve the goals.
- (d) You may arrange different activities with your mentee but the activities should contribute to the personal development of your mentee. For example, activities such as visits to museums, sporting events, community services will help broaden your mentee's perspective and encourage him to learn new things. If it is feasible and safe, you may

also invite him to visit your office and follow you around as you work. The mentee can learn more with such an exposure and can gain new experiences. He will get to know the working world better and will be in a better position to plan for his own education and personal development.

- (e) Activities should be conducted safely. Follow the guidelines of the operating NGO.
- (f) Inform your mentee's parents and seek their consent before taking your mentee to any activities/gatherings.
- (g) Encourage your mentee to tell his parents what the activities are about and what achievements he has made.
- (h) Inform the operating NGO of the purposes, contents and schedules of the activities that you have arranged for your mentee.
- (i) Contact your mentee's parents if your mentee does not turn up for scheduled activities. Also inform the operating NGO if necessary.
- (j) Take follow-up actions after activities/gatherings. For instance, you may provide your mentee with further information on education opportunities after a careers talk.
- (k) You should meet and communicate with parents of your mentee.
- (l) With your mentee's prior consent, talk to his parents about him.
- (m) For the purpose of monitoring progress, record your mentoring activities using the forms/sheets provided by the operating NGO and return them to the NGO in a timely manner.

(VI) What mentors should do

- (a) Keep close contacts with your mentee.
- (b) Share with your mentee study approaches and learning methods. Motivate them and give them advice when they face difficulties in study.

- (c) Encourage your mentee to take the initiative in learning and planning.
- (d) Listen to your mentee and keep an open mind.
- (e) Discuss with your mentee and his parents if you feel the mentoring relationship is somehow not working. Try to find out the problems and agree on solutions. If the problems persist, or if you find that it is difficult to discuss the matter with your mentee or his parents, seek help from the operating NGO.
- (f) Seek professional advice from operating NGO when dealing with conflicts between your mentee and his parents.
- (g) Seek the assistance of the operating NGO if your mentee or his family has problems that you, as the mentor, cannot handle.

(VII) What mentors should NOT do

- (a) Don't act in the role of your mentee's parents or supervisors.
- (b) Don't make any assumption or projection on your mentee.
- (c) Don't underestimate the time and commitment required for the project.
- (d) Don't miss appointments or fail to return phone calls/email.
- (e) Don't regard your mentee as a burden.
- (f) Don't have any monetary transactions or improper intimate relationships with your mentee.

(VIII) Accidents and Problems

Accidents

- (a) If your mentee is injured or feels sick during activities,
 - (i) handle it immediately;
 - (ii) inform his parents and let them decide whether your mentee should be sent to the hospital or clinic for medical treatment. Inform the operating NGO so that it can promptly follow up, such as reporting for insurance; and
 - (iii) don't promise your mentee that you will not send him to the hospital or inform his parents.

Problems

- (a) You should be sensitive to any personal or family problem which may have implications on your mentee, e.g. accidental death/suicide of family members, sickness or any other sudden family changes.
- (b) You should seek help from the operating NGO particularly in case of child abuse or violence.

(IX) Education and Vocational Training for the Youth

9.1 After having completed education at Secondary 3 or 5 levels, mentees have to decide in which direction they should move on. Whether they choose to continue education or take on vocational training/employment, they should make the choice according to their own interests, talents and abilities.

9.2 There are many choices for Secondary 3 and 5 school leavers besides going for Secondary 4 and 6 respectively. There is the Project Yi Jin which provides an alternative route to secondary school leavers or adults aged 21 or above to pursue further education. The programme combines academic pursuits with practical skills training. The Yi Jin/Secondary Schools Collaboration Project also provides the same Yi Jin programme for

students who have completed Secondary 4, or who are aged below 21 and have never sat for the Hong Kong Certificate of Education Examination.

9.3 For matriculate students, there are bachelor's degree programmes and associate degree/higher diploma programmes offered by public-funded institutions. There are also many full-time self-financing post-secondary programmes at sub-degree levels (Associate Degree or Higher Diploma) or above, which are run by different education institutions.

9.4 Vocational training provides another alternative for school leavers. For young people aged 15 to 24 with educational attainment at sub-degree level or below, they can enhance their potential by joining the "Youth Pre-employment Training Programme and Youth Work Experience and Training Scheme (YPTP • YWETS)". The YPTP • YWETS scheme provides not only pre-employment training and workplace attachment opportunities, but also opportunities of employment, on-the-job support services and allowances for off-the-job vocational training courses. The YPTP • YWETS scheme accepts enrolment throughout the year.

9.5 There are also various vocational education and training programmes leading to recognised qualifications offered by the Training and Development Centres and the Youth College of the Vocational Training Council.

9.6 For those who left school some time ago, there are many ways to seek training or rejoin the workforce. The "Youth Training Programme" of the Employee Retraining Board provides funding for unengaged youth aged 15 to 20 with education attainment at sub-degree level or below to take up vocational training, which helps them transform interests into career paths.

9.7 A lot of information on education and vocational training for young people is available on the Internet. Some useful websites are listed at the Appendix. Mentors should encourage their mentees to search the relevant information by themselves.

Useful Websites Relating to

Education and Training Opportunities for Young People

Education

(1) For Secondary 3 and 4 school leavers

- Vocational Training Council (職業訓練局)
(<http://www.vtc.edu.hk>)
 - Yeo Chei Man Senior Secondary School: Senior Secondary School Programme (Form 4 & 5) (Tel : 3449 9333)
- Hong Kong College of Technology (香港專業進修學校)
(<http://www.hkct.edu.hk>) (Tel : 2926 1222)
 - 夜中學資助課程
 - 英文專修課程

(2) For Secondary 5 graduates

- Yi Jin Project (毅進計劃)
(<http://www.edb.org.hk/yijin/>)

(3) Post-Secondary courses

Degree-awarding institutions

- City University of Hong Kong (香港城市大學)
(<http://www.cityu.edu.hk>) (Tel : 3442 7654)
- Hong Kong Baptist University (香港浸會大學)
(<http://www.hkbu.edu.hk>) (Tel : 3411 7400)
- Lingnan University (嶺南大學)
(<http://www.ln.edu.hk>) (Tel : 2616 8888)

- The Chinese University of Hong Kong (香港中文大學)
(<http://www.cuhk.edu.hk>) (Tel : 2609 6000 / 2609 7000)
- The Hong Kong Institute of Education (香港教育學院)
(<http://www.ied.edu.hk>) (Tel : 2948 8888)
- The Hong Kong Polytechnic University (香港理工大學)
(<http://www.polyu.edu.hk>) (Tel : 2766 5111)
- The Hong Kong University of Science and Technology (香港科技大學)
(<http://www.ust.hk>) (Tel : 2358 6000)
- The University of Hong Kong (香港大學)
(<http://www.hku.hk>) (Tel : 2858 2549)
- The Open University of Hong Kong (香港公開大學)
(<http://www.ouhk.edu.hk>) (Tel : 2711 2100)
- Hong Kong Shue Yan University (香港樹仁大學)
(<http://www.hksyu.edu>) (Tel : 2570 7110)
- Chu Hai College of Higher Education (珠海學院)
(<http://www.chuhai.edu.hk>) (Tel : 2408 9928)
- Hong Kong Academy for Performing Arts (香港演藝學院)
(<http://www.hkapa.edu/>) (Tel : 2584 8554 / 2584 8579)

Institutions providing locally accredited full-time sub-degree courses
(www.ipass.gov.hk) (Tel : 2892 5998)

- Caritas Bianchi College of Careers (明愛白英奇專業學校)
(www.cbcc.edu.hk) [Tel : 3427 9797 (Hung Hom) / 2710 2628 (Yau Ma Tei)]
- Caritas Francis Hsu College (明愛徐誠斌學院)
(www.cfhc.caritas.edu.hk) (Tel : 3653 6655)
- Chu Hai College of Higher Education (珠海學院)
(www.chuhai.edu.hk) (Tel : 2408 9928)

- City University of Hong Kong - Community College of City University
(香港城市大學 - 香港城市大學專上學院)
(www.cityu.edu.hk/cccu) (Tel : 2788 9880 / 2707 9440)
- Hang Seng School of Commerce (恒生商學書院)
(www.hssc.edu.hk) (Tel : 2647 5151)
- Hong Kong Art School (香港藝術學院)
(www.hkas.edu.hk) (Tel : 2922 2822)
- Hong Kong Baptist University – College of International Education
(香港浸會大學國際學院)
(www.cie.hkbu.edu.hk) (Tel : 3411 3011 / 3411 3266)
- Hong Kong Baptist University – School of Continuing Education
(香港浸會大學持續教育學院)
(www.sce.hkbu.edu.hk) (Tel : 3411 5000)
- Hong Kong Central College (香港中伸書院)
(www.hk-cc.edu.hk) [Tel : 3115 0103 (Mong Kok) / 3115 0102 (Wan Chai)]
- Hong Kong College of Technology (香港專業進修學校)
(www.hkct.edu.hk) (Tel : 2926 1222)
- Hong Kong Institute of Technology (香港科技專上書院)
(www.hkit.edu.hk) (Tel : 2782 2433)
- Hong Kong Shue Yan University (香港樹仁大學)
(http://www.hksyu.edu) (Tel : 2570 7110)
- HKU SPACE Po Leung Kuk Community College
(香港大學專業進修學院保良局社區書院)
(www.hkuspace-plk.hku.hk) (Tel : 3923 7000)
- Lingnan University - The Community College at Lingnan University and
Lingnan Institute of Further Education
(嶺南大學 - 嶺南大學社區學院及嶺南大學持續進修學院)
(www.ln.edu.hk/cc) (Tel : 2616 8247 / 2616 8274)
(www.ln.edu.hk/life) (Tel : 2616 8247 / 2616 8274)
- School of Continuing and Professional Studies, The Chinese University of
Hong Kong (香港中文大學專業進修學院)
(www.scs.cuhk.edu.hk) (Tel : 2209 0290)

- The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College (香港中文大學 - 東華三院社區書院)
(www.cutw.edu.hk) (Tel : 3190 6600)
- The Hong Kong Institute of Education - School of Continuing and Professional Education (香港教育學院 - 持續專業教育學院)
(www.scpe.ied.edu.hk) (Tel : 2190 8542 / 2190 8645)
- The Hong Kong Polytechnic University - Hong Kong Community College and School of Professional Education and Executive Development (香港理工大學 - 香港專上學院及香港理工大學 - 專業進修學院)
(www.hkcc-polyu.edu.hk) (Tel : 3746 0123)
(www.speed-polyu.edu.hk) (Tel : 3400 2828)
- The Open University of Hong Kong (香港公開大學)
(<http://www.ouhk.edu.hk>) (Tel : 2711 2100)
- The University of Hong Kong – HKU SPACE Community College (香港大學附屬學院)
(www.hkuspace.hku.hk/cc) (Tel : 3416 6338)
- Vocational Training Council (VTC):
Hong Kong Institute of Vocational Education (IVE)
VTC School of Business and Information Systems (SBI)
[職業訓練局 - 香港專業教育學院 (IVE)及工商資訊學院 (SBI)]
(www.vtc.edu.hk) [Tel : 2176 1800 (SBI) / 2897 6111 (VTC)]
- Yew Chung Community College (耀中社區書院)
(www.yccc.hk) (Tel : 2338 2732)

Vocational Training

(1) For Secondary 3 and 4 school leavers

- Vocational Training Council (職業訓練局)
(<http://www.vtc.edu.hk>) (Tel : 2897 6111)
- Hong Kong College of Technology (香港專業進修學校)
(<http://www.hkct.edu.hk>) (Tel : 2926 1222)
- Construction Industry Council Training Academy (建造業議會訓練學院)
(<http://cicta.hkcic.org>) (Tel : 2552 1441)

(2) For Secondary 5 graduates

- Youth Pre-employment Training Programme and Youth Work Experience and Training Scheme (展翅·青見計劃)
(<http://www.yes.labour.gov.hk>) (Tel : 2147 0052 / 2382 3121)
- Vocational Training Council (職業訓練局)
(<http://www.vtc.edu.hk>) (Tel : 2897 6111)
- Clothing Industry Training Authority (製衣業訓練局)
(<http://www.clothingtraining.org.hk>) (Tel : 2754 4802)
- Construction Industry Council Training Academy (建造業議會訓練學院)
(<http://cicta.hkcic.org>) (Tel : 2552 1441)
- Hong Kong Academy for Performing Arts (香港演藝學院)
(<http://www.hkapa.edu>) (Tel : 2584 8554 / 2584 8579)
- Caritas Community and Higher Education Services
(明愛社區及高等教育服務)
(<http://www.cches.edu.hk>) (Tel : 3568 8688)
- Hong Kong Christian Service Kwun Tong Vocational Training Centre
(香港基督教服務處觀塘職業訓練中心)
(<http://www.ktvtc.org.hk/>) (Tel : 2389 1238)
- YMCA College of Careers (青年會專業書院)
(<http://www.ymca.edu.hk>) (Tel : 2783 3500 / 2783 3509)

(3) Other Institutions of Vocational Training

- Employees Retraining Board (僱員再培訓局)
(<http://www.erb.org>) (Tel :182 182)

Note : The information above is listed for reference only. It is not exclusive and may not be updated. Users are also suggested to check the latest information at the following websites-

- www.youth.gov.hk
- www.edb.gov.hk
- www.labour.gov.hk