

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 operating organisations of CDF projects.

(II) The Child Development Fund

Background

2.1 The CDF was set up in April 2008. It aims at promoting the longer-term development of children from a disadvantaged background through collaboration of the family, the private sector, the community and the Government.

Objectives of the CDF

2.2 CDF seeks to provide the participating children with more personal development opportunities. Through helping them formulate and implement personal development plans, CDF seeks to encourage these children to develop an asset-building habit and to accumulate savings as well as intangible assets (such as right attitudes, personal resilience and capacities, social networks, etc.). All these attributes are useful for their future development.

Target Participants

2.3 The target participants for CDF are children aged 10-16 or students at Primary 4 to Secondary 4 level whose -

- (a) families are receiving Comprehensive Social Security Assistance; or full grants from student finance schemes administered by the Student Finance Office; or Working Family Allowance; 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. These components are to enhance the children's ability 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 on-going guidance from mentors and operating organisations. Starting from the middle of second year, the operating organisations and mentors will guide and monitor the children in achieving their development targets.

2.6 The operating organisations will provide training programmes, which cover topics such as self-awareness, personal development and financial management, etc., to help participating children formulate personal development plans. These children will also be encouraged to participate in community services.

Mentorship Programme

2.7 The operating organisations will assign a volunteer personal mentor to each participating child. Mentors will provide guidance to children in drawing up and implementing their personal development plans

with specific development targets. For details of the programme, please see Part (III) below.

Targeted Savings

2.8 There is a savings programme under CDF to help participating children accumulate savings 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 savings period. They, however, can agree with the operating organisations to set a lower savings target so as to address their special needs or circumstances.

2.9 With the support of the business sector as well as individual donors, the operating organisations will provide 1:1 matching contribution for the savings accumulated by participating children. In addition, the Government will provide a special financial incentive at 1:1 ratio to the participant's targeted savings, i.e. a maximum of \$4,800 (\$200 x 24 months) for each participating child upon completion of the two-year savings programme. If the participant has set a monthly savings target lower than \$125 (meaning a total 24-month contribution below \$3,000), the Government would still provide a fixed amount of \$3,000 special financial incentive upon his / her completion of the targeted savings programme.

2.10 The participating children can start using their savings in the middle of second year for implementing their personal development plans. However, the portion that can be used will be limited to those saved by the participating children. The matching donation and Government's special financial incentive will be available to the participating children only on completion of the two-year savings programmes.

(III) Mentorship Programme

3.1 As mentioned above, the main objective of the mentorship programme 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 starting from the middle of second year at the earliest. 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 operating organisation.

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 by the end of 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.

Responsibilities

- (g) Attend training and sharing sessions for mentors organised by the operating organisation.
- (h) Be willing to be monitored and supervised by the operating organisation.
- (i) Provide feedback to the operating organisation 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 organisation 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 organisation.
- (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 organisation 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 organisation 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 organisation and return them to the organisation 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 organisation.
- (f) Seek professional advice from operating organisation when dealing with conflicts between your mentee and his parents.
- (g) Seek the assistance of the operating organisation 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) Handling 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 organisation 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 organisation particularly in case of child abuse or violence.

(IX) Education and Vocational Training for the Youth

9.1 Starting from 2009, all students will be given the opportunity to study three years of senior secondary education on top of the nine years basic education. There will only be one public examination leading to the Hong Kong Diploma of Secondary Education (HKDSE) under the New Academic Structure (NAS). Under the NAS, students can choose among the multiple educational pathways available. They may apply for degree programmes, sub-degree programmes (including associate degree and higher diploma programmes), vocational education or other programmes,

according to their interests, needs and abilities, as well as admissions requirements of the programmes.

9.2 The Diploma Yi Jin Programme has been put in place from the 2012/13 academic year onwards to provide an alternative pathway for secondary 6 school leavers to obtain a formal qualification for the purposes of employment and further study.

9.3 The Vocational Training Council (VTC) provides alternative educational pathways for early school leavers, including Diploma in Vocational Education Programmes for Secondary 3, 4 and 5 school leavers and Secondary 6 school leavers under NAS, providing them with multi-entry and exit points, and to prepare them for further studies or employment.

9.4 For young school leavers aged 15 to 24 with educational attainment at sub-degree level or below, they can join the “Youth Employment and Training Programme (YETP)” of the Labour Department with a view to enhancing their employability. YETP provides not only pre-employment training courses and workplace attachment opportunities, but also salaried on-the-job training, reimbursement of off-the-job course and examination fees, as well as career guidance and employment support services rendered by registered social workers. Enrolment is on a year-round basis.

9.5 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 non-engaged youth aged 15 to 20 with education attainment at secondary education level or below to take up vocational training, which helps them transform interests into career paths.

9.6 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, 4 and 5 school leavers

- **Financial Assistance Scheme for Designated Evening Adult Education Courses**
(指定夜間成人教育課程資助計劃) (2016/17 - 2020/21)
- Hong Kong College of Technology Adult Education Centre (香港專業進修學校成人教育中心)
(<http://www.hkct.edu.hk/aec>) (Tel : 2192 8118)
- The Lutheran Church-Hong Kong Synod Limited (香港路德會)
(<http://www.evening-college.edu.hk/>) (Tel : 2415 7666)
- Kwun Tong Lutheran Evening School (路德會官塘夜校)
(<http://www.lutheran.edu.hk/>) (Tel : 2191 7777)

➤ **英文專修課程**

- Hong Kong College of Technology Adult Education Centre (香港專業進修學校成人教育中心)
(www.hkct.edu.hk/aec) (Tel : 2192 8118)

(2) For Secondary 6 school leavers

- Diploma Yi Jin Programme (毅進文憑課程)
(<http://www.yijin.edu.hk/>)

(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 : 3943 7000 / 3943 6000)
- The Education University of Hong Kong (香港教育大學)
(<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 8888)
- The University of Hong Kong (香港大學)
(<http://www.hku.hk>) (Tel : 2859 2111)
- 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 : 2972 7200)
- The Hong Kong Academy for Performing Arts (香港演藝學院)
(<http://www.hkapa.edu>) (Tel : 2584 8500)
- Caritas Institute of Higher Education (明愛專上學院)
(<http://www.cihe.edu.hk>) (Tel: 3702 4388)
- Centennial College (明德學院)
(<http://www.centennialcollege.hku.hk>) (Tel: 3762 6200)

- The Hang Seng University of Hong Kong (香港恒生大學)
(<https://www.hsu.edu.hk/hk/>) (Tel:3963 5000)
- Tung Wah College (東華學院)
(<http://www.twc.edu.hk>) (Tel: 3190 6678)
- Technological and Higher Education Institute of Hong Kong, Vocational Training Council (職業訓練局 - 香港高等教育科技學院)
(<http://www.thei.edu.hk>) (Tel: 3890 8000)
- Gratia Christian College (宏恩基督教學院)
(<http://www.gcc.edu.hk>) (Tel: 5804 4140)
- HKCT Institute of Higher Education (港專學院)
(<http://www.ctihe.edu.hk>) (Tel: 2265 6993)
- Hong Kong Nang Yan College of Higher Education (香港能仁專上學院)
(<http://www.ny.edu.hk/>) (Tel: 3996 1000 / 3996 1001)

Institutions providing locally accredited full-time sub-degree courses
(<https://www.cspe.edu.hk/tc/institution-list.page>) (Tel : 3509 7423)

- Caritas Bianchi College of Careers (明愛白英奇專業學校)
(<http://www.cbcc.edu.hk>) (Tel : 3702 4388)
- Caritas Institute of Community Education (明愛社區書院)
(<http://www.cice.edu.hk>) (Tel :3105 1228)
- Caritas Institute of Higher Education (明愛專上學院)
(<http://www.cihe.edu.hk>) (Tel :3653 6600)
- Community College of City University / UOW College Hong Kong (香港城市大學專上學院/香港伍倫貢學院)
(<http://www.cityu.edu.hk/cccu>) (Tel : 3442 9880 / 2707 9440)
- Gratia Christian College (宏恩基督教學院)
(<http://www.gcc.edu.hk>) (Tel : 5804 4143)
- HKCT Institute of Higher Education (港專學院)
(<https://www.ctihe.edu.hk>) (Tel : 2926 1222)

- HKU SPACE Po Leung Kuk Stanley Ho Community College (香港大學專業進修學院保良局何鴻燊社區書院)
(<http://hkuspace-plk.hku.hk>) (Tel: 3923 7000)
- Hong Kong Art School - a division of Hong Kong Arts Centre (香港藝術學院 - 香港藝術中心附屬機構)
(<http://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)
(<http://www.cie.hkbu.edu.hk>) (Tel : 3411 3288)
- Hong Kong Baptist University – School of Continuing Education (香港浸會大學持續教育學院)
(<http://www.sce.hkbu.edu.hk>) (Tel : 3411 5000)
- Hong Kong College of Technology (香港專業進修學校)
(<http://www.hkct.edu.hk>) (Tel : 2926 1222)
- Hong Kong Institute of Technology (香港科技專上書院)
(<http://www.hkit.edu.hk>) (Tel : 2782 2433)
- Hong Kong Nang Yan College of Higher Education (香港能仁專上學院)
(<http://www.ny.edu.hk/>) (Tel: 3996 1000 / 3996 1001)
- Lingnan Institute of Further Education (嶺南大學持續進修學院)
(<http://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)
(<http://www.cuscshd.hk>) (Tel : 2209 0290)
- The Hong Kong Polytechnic University - Hong Kong Community College (香港理工大學香港專上學院)
(<http://www.hkcc-polyu.edu.hk>) (Tel : 3746 0123)
- The Open University of Hong Kong - Li Ka Shing Institute of Professional and Continuing Education (香港公開大學 - 李嘉誠專業進修學院)
(<http://www.ouhk.edu.hk/lipace>) (Tel : 3120 9988)
- HKU SPACE Community College (香港大學附屬學院)
(<http://www.hkuspace.hku.hk/cc>) (Tel : 3416 6338)

- Tung Wah College (東華學院)
(<http://www.twc.edu.hk>) (Tel: 3190 6673)
- Vocational Training Council (職業訓練局)
(<http://www.vtc.edu.hk>) (Tel : 2897 6111)
- Yew Chung College of Early Childhood Education (耀中幼教學院)
(<http://www.yccece.edu.hk>) (Tel : 3977 9877)
- YMCA College of Careers (青年會專業書院)
(<http://www.ymca.edu.hk>) (Tel: 2783 3500 / 2783 3509)

Vocational Training

(1) For Secondary 3, 4 and 5 school leavers or Secondary 6 graduates

- 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)
- Youth Employment and Training Programme (展翅青見計劃)
(<http://www.yes.labour.gov.hk>) (Tel : 2112 9932)
- Clothing Industry Training Authority (製衣業訓練局)
(<http://www.cita.org.hk>) (Tel : 2263 6300)
- Construction Industry Council (建造業議會)
(<http://www.cic.hk>) (Tel : 2100 9000)
- Hong Kong Academy for Performing Arts (香港演藝學院)
(<http://www.hkapa.edu>) (Tel : 2584 8500)
- YMCA College of Careers (青年會專業書院)
(<http://www.ymca.edu.hk>) (Tel : 2783 3500 / 2783 3509)
- 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 and is not exhaustive. Users are suggested to check the latest information at the following websites-

- <http://www.youth.gov.hk>
- <http://www.edb.gov.hk>
- <http://www.labour.gov.hk>