

# Study on the Longer Term Development of Child Development Fund Project Participants



**Department of Social Work & Social Administration,  
The University of Hong Kong &  
Policy 21 Limited**



*Policy*<sup>21</sup>  
政策二十一

# **Study on the Longer Term Development of Child Development Fund Project Participants**

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## **Report**

**Submitted by**

**Department of Social Work & Social Administration,  
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# Executive Summary

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## *Background*

1. The Child Development Fund (CDF) project is aimed at encouraging the children who participate in it to plan for their future and develop asset-building habits. These assets include not only savings but also intangible assets (such as positive attitudes, resilience, and various abilities, as well as social networks) which is beneficial to their future development.
2. Chan et al. (2012) conducted the first longitudinal evaluation study on the CDF projects that had been implemented between 2008 and 2012. Backed by findings based on data gathered with mixed data-collection methods, Chan et al. suggested that the CDF could serve as a good foundation for promoting children's development and enabling them to secure the tangible and intangible assets required to give them a more promising future, thus combating poverty. In 2015, the Labour and Welfare Bureau (LWB) of the Government of the Hong Kong Special Administrative Region (HKSAR) commissioned a consultancy study ("the study") to explore the CDF project's longer-term impact on participants who have completed the CDF projects.

## *Objectives*

3. The study examines the situation and circumstances of CDF participants who have completed the CDF projects. The objectives of the study are to
  - (a) measure and analyse further developments of the CDF participants, as indicated by their academic performance, career prospects, social networks, and so on. The impact on the CDF participants of the three components of the CDF projects, namely, Personal Development Plans (PDPs), the Mentorship Programme and the Targeted Savings, are assessed;
  - (b) carry out an analytical comparison of the longer-term development of CDF participants with that of a suitable comparison group of non-CDF-participants ("Comparison Group"), with a view to analysing the impact of the CDF projects; and

- (c) examine, analyse, and report on the CDF’s longer-term impacts on the participants, including any differences in these between the elder and younger participants<sup>1</sup> and the CDF’s impact on the aspirations of the participants.

### ***Methodology***

4. Mixed data collection methods were adopted. Quantitative information was gathered by means of questionnaire surveys, and qualitative information was gathered by means of focus group discussions and in-depth interviews.
5. The questionnaire survey was conducted between January and June 2016. Before conducting the questionnaire survey, the non-governmental organisation (NGO) operators approached 2 716 target respondents with their valid contacts. Consent was secured from 1 530 of these individuals, and 1 402 of them participated in the survey, including 552 CDF participants, 350 non-CDF-participants, 150 mentors of CDF participants, and 350 parents of CDF participants.
6. For the comparison group, 350 non-CDF-participants (who were eligible to but did not participate in CDF projects) from low-income families were recruited. These non-CDF-participants were of about the same age as the CDF participants. The NGO operators recruited the non-CDF-participants.
7. The focus group discussions and in-depth interviews were conducted between November 2015 and February 2016. Of the 78 individuals who were invited to participate in either the focus group discussions or the in-depth interviews, 66 did participate in them, including 24 CDF participants, 14 mentors of CDF participants, 10 parents of CDF participants, and 18 representatives of the NGO operators.

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<sup>1</sup> “Elder participants” refers to CDF participants who joined CDF projects when they were aged 14 to 16. “Younger participants” refers to CDF participants who joined CDF projects when they were aged 10 to 13.

### ***Demographic characteristics of the questionnaire respondents***

8. About 56.0% of the CDF participants were female and the other 44.0% were male. Their mean age was 18.3 years. 88.0% of them were students.
9. About 54.6% of the non-CDF-participants were female and the other 45.4% were male. Their mean age was 18.0 years. 84.9% of them were students.
10. The profiles of the CDF participants and non-CDF-participants did not differ significantly in terms of gender, age and economic activity status. This indicates that the recruited non-CDF-participants were an appropriate comparison group.

### ***Key Findings***

#### ***Personal Development Plan***

11. The CDF participants are required to draw up PDPs with specific targets (both short-term and long-term ones), under the guidance of mentors and the NGO operators. In the third year, the NGO operators monitor the progress of the children and determine whether they have achieved their development targets.
12. Analysis of the quantitative and qualitative data revealed that the CDF participants benefited from having PDPs in several ways. In the course of drawing up their PDPs, they benefited from participating in various activities arranged for them by the NGO operators, such as going to day camps, attending adventure training programmes, visiting firms, and so on. The CDF participants started to think seriously about their future careers. As a result, they were motivated to improve themselves in order to achieve their future-career goals. The CDF participants had higher levels of positive exploration of and commitment to their future education and careers, as compared to the non-CDF-participants. Research has consistently shown that a more positive future orientation, which can be enhanced by better-developed personal goals and plans, is predictive of better academic performance and higher levels of educational attainment (Brown & Jones, 2004; Horstmanshof & Zimitat, 2007). With regard to academic expectations, more CDF participants (80.1%) than non-CDF-participants (64.3%) expected to gain a bachelor's degree or above.

13. Furthermore, the NGO operators, the mentors and the parents of the CDF participants indicated that the CDF participants obtained a deeper understanding of themselves and society, explored their abilities, and formulated a vision for their future. The positive experiences gained by the CDF participants were useful to their pursuit of further study as well as their career development. The elder participants became more ambitious and mature in the course of formulating their career path or development plans.

### ***Mentorship Programme***

14. The NGO operators assign a volunteer personal mentor to each CDF participant. These mentors help the CDF participants draw up and implement the specific development targets set out in the PDPs, and they share with the children their experiences of life.
15. Through the Mentorship Programme, the mentors discuss their life experiences with their mentees, offer useful advice to them, and help them develop personal values. During the focus group discussions, most of the CDF participants said that they enjoyed the time they spent with their mentors. They discussed with their mentors their personal development and planning of their future education; they shared with them their happy and sad experiences at school and at home; and they learned a great deal from them.
16. The results of the questionnaire survey revealed that the CDF participants received higher levels of social support from family, friends, and others, as compared to the non-CDF-participants. In addition, about three quarters of the mentors stayed in contact with their mentees even after their mentees had completed the CDF projects. This showed that most of the mentors and mentees maintained a good relationship and a long-term friendship.

### ***The Targeted Savings***

17. The Targeted Savings is aimed at helping CDF participants accumulate financial assets in order to realise their PDPs. In the third year of the project, the participants use these savings (comprising their own savings, a matching contribution, and a special financial incentive from the Government) to implement their PDPs. It is also hoped that CDF participants, through their experiences of taking part in the Targeted Savings, would build a savings habit.

18. The results of the study revealed that the CDF participants (77.6%) were more likely to have a savings habit than the non-CDF-participants (43.6%); most of the CDF participants sustained their savings habits after they had completed the CDF projects. The CDF participants indicated that the Targeted Savings had helped them develop a savings habit to aid their personal development. Furthermore, some of the NGO operators reported that the influence of the Targeted Savings was not limited to the CDF participants but extended to their families. Through attending various workshops and lectures on financial management, some of the CDF participants' families were able to see the importance of forming a persistent savings habit and obtained a better understanding of financial management.

### ***Comparison of the elder and younger CDF participants***

19. Regarding the comparison of different impacts of the elder and younger CDF participants, it was found that elder CDF participants had fewer prosocial behaviours than the younger CDF participants. Younger participants had higher expectation on the academic results in the class of secondary schooling. However, these results were likely to be associated with the factor of age. No significant differences between elder and younger CDF participants were found in other aspects from the questionnaire survey.
20. Discussions with the elder and younger CDF participants revealed that their expectations on the project varied. Most of the elder CDF participants, when joining the CDF projects, had expectation that the PDPs and the project would help their personal growth, promote their self-understanding, and broaden their horizons. The younger CDF participants, on the other hand, did not share the same expectation, with some saying that they were too young to fully understand the objectives of their PDPs when they first joined the CDF project.

### ***Longer-term impact of the CDF projects***

21. The results confirmed that after they had completed their participation in the CDF projects through the contribution of the three key components (the PDPs, the Mentorship Programme, and the Targeted Savings), the CDF participants had greater motivation and pleasure in learning and studying, higher academic expectations, greater self-confidence, and greatly improved communication skills; they received higher levels of social support; displayed higher levels of

positive exploration of, and commitment to, their future education and careers; and had a more positive future orientation, as compared with the non-CDF participants. In addition, there were also positive changes in their siblings: their siblings were more willing to meet others, had their personal plans for their future and developed persistent savings habits. As the results has demonstrated that each of the three key components are highly complementary to each other and each has their unique longer-term impacts on the CDF participants, all the three key components are essential to the CDF projects.

22. In sum, the CDF project helps the children who participate in it to enhance their ability in managing resources, to develop persistent savings habits, and to formulate a vision for their future. These benefits are important for their future success and will help alleviate poverty in the long term.

### ***Recommendations***

23. Based on the quantitative and qualitative results summarised above, the following recommendations are made:

- (1) Sharing of experience

The sharing of good practices and ideas in running CDF projects among NGO operators, and sharing of experiences among mentors should be facilitated and encouraged.

- (2) Reaching out to more potential beneficiaries of the CDF projects

To increase the number of beneficiaries of CDF projects, efforts may be focused on (i) stepping up publicity and promotional efforts to increase the awareness of CDF projects in schools and among school teachers; (ii) increasing transparency on the information, including the availability, of projects so that interested families know where to apply if they wish to join CDF projects; and (iii) encouraging NGO operators to target at siblings of CDF participants as potential beneficiaries of CDF projects, as their siblings should be more informed about CDF projects and therefore more ready to join CDF projects.

In addition to retaining and accumulating experienced mentors, it is also recommended that the pool of potential mentors may be expanded by (i) targeting recruitment of mentors from commercial sectors and school teachers, and (ii) facilitating NGO operators to reach out to organisations which may be interested in supporting CDF projects. More promotion for the CDF projects among commercial sectors and among school teachers may be considered for the purpose.

### (3) Targeted Savings

While noting that the Government has raised the amount of financial incentive from \$3,000 to a matching ratio of 1:1 (i.e. a maximum of \$4,800 but no less than \$3,000) and there was no feedbacks suggesting that the sum of targeted savings was inadequate, it is for consideration if the amount of targeted savings should be reviewed in the long run so that the total sum of targeted savings can keep up with the price level and continue to allow CDF participants to have a diversified options in implementing their PDPs.

### (4) Future research focus

A longitudinal study would be useful to track the long-term achievements and psychological well-beings of beneficiaries of CDF projects. One possible way is to keep track of the CDF participants participating in the study two to three years later and examine their performance when more of them are expected to be working rather than studying at that time. Their employment status and history would help shed light on the long-term effectiveness of CDF projects in easing intergenerational poverty.



# I. Introduction

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## 1. Background

- 1.1 Established in April 2008, the Child Development Fund (CDF) project is aimed at promoting the long-term development of children from disadvantaged backgrounds (by means of collaboration between families, the private sector, the community, and the Government), thereby reducing intergenerational poverty (Legislative Council Panel on Welfare Services, 2008).
- 1.2 The objective is to encourage the children who participate in it to plan for their future and develop asset-building habits. These assets include not only savings but also intangible assets (such as positive attitudes, resilience, and various abilities, as well as social networks) which is beneficial to their future development.
- 1.3 Chan et al. (2012) conducted the first longitudinal evaluation study on the CDF projects that had been implemented between 2008 and 2012. The researchers employed mixed data-collection methods and analysed data from 2 224 children, parents, and mentors; they revealed that the children who participated in the CDF projects outperformed the non-participating control group in several respects. These included the children's ability to set life goals and make plans for the future, their academic performance and expectations of academic achievement, the time they spent on extra-curricular activities, their interpersonal and community networks, their judgement of the value of studying, their levels of self-esteem, and the degree of family cohesion. Furthermore, the CDF project helped reduce delinquency among CDF participants. Backed by findings based on data gathered with mixed data-collection methods, Chan et al. suggested that the CDF could serve as a good foundation for promoting children's development and enabling them to secure the tangible and intangible assets required to give them a more promising future, thus combating poverty.
- 1.4 In 2015, the Labour and Welfare Bureau (LWB) of the Government of the Hong Kong Special Administrative Region (HKSAR) commissioned a consultancy study ("the study") to explore the CDF project's longer-term impact on participants who have completed the CDF projects.

## 2. Objectives

- 2.1 The study examines the situation and circumstances of CDF participants who have completed the CDF projects. The objectives of the study are to
- (a) measure and analyse further development of CDF participants, as indicated by their academic performance, career prospects, social networks, and so on.<sup>2</sup> The impact on the CDF participants of the three components of the CDF projects are assessed. The analysis is supported by an examination of each of these components:
    - (i) the Personal Development Plans (PDPs) – the study addresses the issue of whether the PDPs that CDF participants formulate while participating in the CDF project and the experience gained during the process of developing and implementing their PDPs are relevant to/of use in their pursuit of further study or career development;
    - (ii) the Targeted Savings – the study addresses the issue of whether this programme encourages CDF participants and their families to form and sustain a savings habit; and
    - (iii) the Mentorship Programme – the study addresses the issue of whether this programme benefits CDF participants and whether they continue to benefit from the guidance of their CDF mentors and/or of other people who may provide guidance on their personal development.
  - (b) carry out an analytical comparison of the longer-term development of CDF participants with that of a suitable comparison group of non-CDF-participants (“Comparison Group”), with a view to analysing the impact of the CDF projects; and
  - (c) examine, analyse, and report on the CDF’s longer-term impacts on the participants, including any differences in these between the elder and younger participants<sup>3</sup> and the CDF’s impact on the aspirations of the participants.

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<sup>2</sup> In the 2012 Report, the author thereof suggested that the author(s) of the follow-up study consider measuring the following development outcome indicators: the academic/career situation of CDF participants; the financial aid received by CDF participants and their families; the academic performance and education levels of CDF participants; the professional qualifications and work experience gained by CDF participants; the social engagement of CDF participants (as indicated by community service, membership of organisations, etc.); family, mentor, and other social networks; the leisure activities of CDF participants; and the goals and future expectations of CDF participants.

<sup>3</sup> “Elder participants” refers to CDF participants who joined CDF projects when they were aged 14 to 16. “Younger participants” refers to CDF participants who joined CDF projects when they were aged 10 to 13.

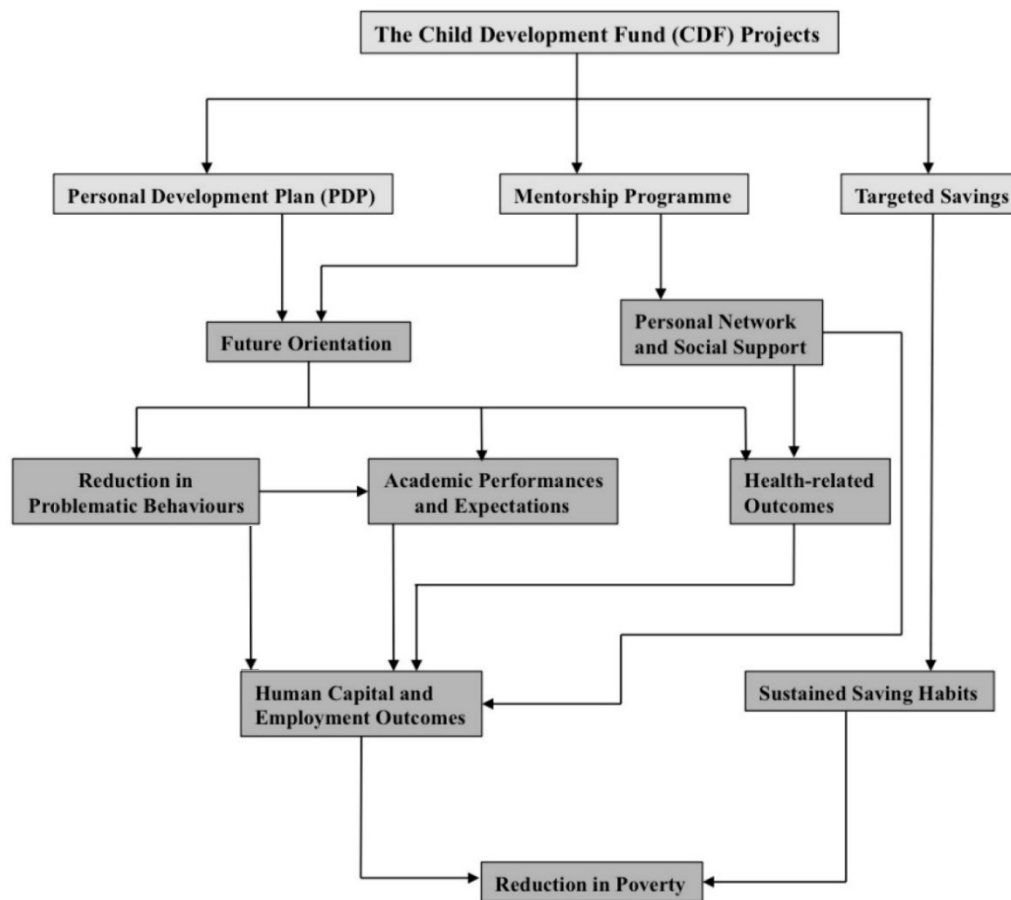
## II. Methodology

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### 3. Conceptual framework

- 3.1 The CDF project rests on the premise that financial and non-financial assistance (including the development of a non-familial personal network) can influence a person's "future orientation"; the concept refers to a person's motivations and thoughts, plans, and feelings about the future (Nurmi, 1991). Future orientation is of great importance to the subjective sense of the future and to the personal development of children and adolescents (Carstensen, 2006; Erikson, 1950). A positive future orientation motivates children and adolescents to put a greater value on future events and to improve themselves so that they may accomplish ambitions (Chen & Vazsonyi, 2011; Seginer, 2009); this influences their short-term actions and choices in ways that better serve their interests over the longer term. Individuals, young children in particular, may perceive their future life as being very distant and abstract. They often "discount" their future and do not attach adequate value to investment in education and health-related practices that could enhance their economic and health status (Fiszbein & Schady, 2009). Having a disadvantaged background (such as suffering from intergenerational poverty and growing up in a disadvantaged neighbourhood with a lack of resources) may reinforce these perceptions/attitudes and make it challenging to build up human capital (Riccio et al., 2010).
- 3.2 Centred on the development of human capital, the major components of the CDF project may help CDF participants to develop a positive future orientation. This should enhance the academic and health-related outcomes of CDF participants, and in turn help them escape the cycle of poverty (see Figure 3.1).

Figure 3.1: Conceptual framework for the CDF projects



### *The Personal Development Plans (PDPs)*

3.3 Personal goal development, non-familial network building, and financial assistance – which are the major components of the CDF project – are seen as ways to “change the equation” (Riccio et al., 2010). After developing some short-term and long-term goals, children participating in the CDF project can utilise the financial assistance and personal networks. It provides to take steps to achieve their future goals and to promote their longer-term best interests. Academic achievement is closely associated with future employment outcomes and is one of the keys to escaping intergenerational poverty (Riccio et al., 2010). Research has consistently shown that a more positive future orientation, which can be enhanced by better-developed personal goals and plans, is predictive of better academic performance and higher levels of educational attainment (Brown & Jones, 2004; Horstmannshof & Zimitat, 2007). Indeed, better academic performance and expectations of higher academic achievement were

shown to be the major outcomes of the CDF project by Chan et al. (2012). In addition to the direct influence on academic outcomes, a positive future orientation may protect children from a wide range of problematic behaviours, including delinquency, violence, and substance abuse (Bolland, 2003; Robbins & Bryan, 2004; Stoddard et al., 2011); this in turn enhances children's academic performance (Luiselli et al., 2005). A positive future orientation also indirectly enhances children's academic performance by encouraging them to develop healthier lifestyles (e.g., to develop better dietary habits) and by protecting them from depression and suicidal ideation (Hirsch et al., 2006; Rampersaud et al., 2005; Trockel et al., 2000; Wardle & Steptoe, 2003).

### ***The Mentorship Programme***

3.4 The CDF Mentorship Programme provides children with opportunities to develop non-familial relationships with adults and to expand their personal networks. As Chan et al. (2012) suggested, mentors are a valuable human resource for helping children develop goals and to be better prepared for carrying out their plans for the future. This is especially important for deprived children. Both the material and non-material assistance (e.g., in the development of relationships and communication skills) that the mentors provide can widen the horizons of children and may, in due course, help them escape the cycle of intergenerational poverty. Expanded personal networks (ones that include individuals outside the family) may also allow children to receive higher levels of social support. Social support has long been known to promote children's health and well-being (see the meta-analysis by Chu et al., 2010), such as by reducing their risk of depression (Barger et al., 2014) and suicide (Whitlock et al., 2014).

### ***The Targeted Savings***

3.5 The Targeted Savings not only provides immediate financial assistance to children and their families but also helps inculcate a healthy savings habit in them. Although the actual financial assistance provided by the Targeted Savings is temporary and one-off, it undoubtedly helps its participants to meet their educational and medical needs and to be better prepared to fulfil their future plans. It is also hoped that CDF participants, through their experiences in taking part in the Targeted Savings, would build a savings habit they may sustain throughout their lives. This could be a critical asset, one that may help

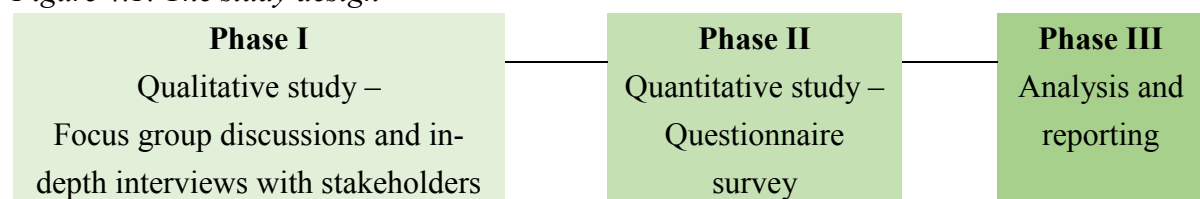
children to escape the cycle of poverty and overcome their disadvantaged conditions.

## 4. Methodology

### *Methods adopted for the data collection*

4.1 Mixed data collection methods were adopted. Qualitative information was gathered by means of focus group discussions and in-depth interviews, and quantitative information was gathered by means of questionnaire surveys. There were three phases in the evidence-based study (see Figure 4.1).

*Figure 4.1: The study design*



### *Phase I – Qualitative study*

4.2 The purpose of conducting the focus group discussions or in-depth interviews with stakeholders – the non-governmental organisations (NGO) operators, CDF participants, and the mentors and parents of CDF participants – was to obtain a holistic view of the issues covered in the study.

4.3 The qualitative information gathered from the stakeholders included their views on the experiences gained by the CDF participants during the process of developing and implementing their PDPs, the interactions between the mentors and the CDF participants, the benefits of the CDF projects to their participants, and the CDF project as a whole. The longer-term impacts on CDF participants – including differences between the elder and younger CDF participants with regard to these impacts – were examined. The information obtained from the discussions helped provide data for a detailed analysis of the issues; possible options for the future implementation of the CDF project and issues of concern were also discussed.

4.4 The respondents in the focus group discussions encompassed a wide cross-section of the target participants. All the respondents in the focus group discussions were recruited by the NGO operators. The focus group discussions and in-depth interviews were conducted in Cantonese. Each discussion or interview lasted for about one hour. The key items discussed by

the focus groups and interviewees are listed in [Appendix 1](#). The guidelines used in conducting the discussions and in-depth interviews are given in [Appendix 2](#).

### ***Phase II – Quantitative study***

- 4.5 A two-stage stratified sample design was adopted, with the respondents first stratified according to whether they belonged to the first, second, or third batch of CDF participants and the age of the CDF participants (i.e., according to whether they were elder participants or younger CDF participants). The total effective sample size of individuals who had participated in the CDF projects was 550, comprising an effective sample size of 350 CDF participants from the first and second batch of CDF projects and 200 from the third batch. The number of elder participants interviewed in the questionnaire survey should not be lower than that of the younger participants. Further, 350 parents of these individuals and 150 of their mentors were invited to participate in the interviews.
- 4.6 For the comparison group, 350 non-CDF-participants (who were eligible to but did not participate in CDF projects) from low-income families were recruited. These non-CDF-participants were of about the same age as the CDF participants. The NGO operators recruited the non-CDF-participants.
- 4.7 In light of the questions and comments raised by the Members of the Steering Committee of the Child Development Fund (SCCDF) at a meeting held on 2 October 2015, the questionnaires were revised for the pilot survey.
- 4.8 The pilot survey started on 9 November 2015 (following a briefing session on 6 November 2015) and the experience was utilised to refine the questionnaires. A total of 20 respondents (16 CDF participants, two non-CDF-participants, and two parents of CDF participants) were recruited for the interviews, which were all successfully conducted. The operational procedures and fieldwork arrangements used in the pilot survey were found to be in order. The questionnaire items are listed in [Appendix 3](#). The final versions of the questionnaires that were used in the study are given in [Appendix 4](#).



- 4.9 The main survey started on 1 January 2016, following a briefing session on 29 December 2015 during which all the interviewers read through the questionnaires and fully understood the procedures involved in conducting the interviews.

### ***Phase III – Analysis and reporting***

- 4.10 Both the qualitative and quantitative data were consolidated, analysed and reported. A special team of office staff, who had many years' experience of conducting surveys, were responsible for the data processing. The data analysis was conducted by researchers with ample experience in statistical research and data analysis. Standard computer packages (such as SPSS 23.0) were used.
- 4.11 Attention is here drawn to the fact that, because of rounding off, in some cases the breakdown of a figure may not add up to exactly the given total and some percentage breakdowns may not sum to exactly 100%.
- 4.12 For the analyses, appropriate statistical tests were conducted, depending on the nature of the variables. Correlation analysis was used to study the relationship between pairs of variables (using the correlation coefficient  $r$  to represent the strength and direction of the relationship between the variables); t-tests were conducted to study the difference between the mean scores of CDF participants and non-CDF-participants, between those of the elder and younger CDF participants, as well as between those of the elder and younger non-CDF-participants; and chi-square tests were used to study the association between pairs of categorical variables. In these analyses, p-values were calculated in order to evaluate the statistical significance of the results, a p-value of less than .05 ( $p < .05$ ) being considered statistically significant.
- 4.13 With effective sample sizes of 550 and 350, the precision of the estimates is expected to be within the range of plus or minus 4.2 and 5.2 percentage points, respectively, for 95% confidence intervals (given simple random sampling). The precision of estimates at the sub-group level is expected to be higher.
- 4.14 Because the distribution of the population was unknown, weighting was not applied in compiling the summary statistics from the survey data.

### III. Demographic Characteristics of the Respondents

#### 5. Quantitative study

##### *Enumeration results*

5.1 The questionnaire survey was conducted between January and June 2016. The social workers at the NGO operators obtained the contact details (either the telephone numbers or home addresses) of the CDF participants and of their mentors and parents, as well as of the non-CDF-participants. Before conducting the questionnaire survey, the NGO operators approached 2 716 target respondents with their valid contacts. Consent was secured from 1 530 of these individuals, and 1 402 of them participated in the survey, including 552 CDF participants, 350 non-CDF-participants, 150 mentors of CDF participants, and 350 parents of CDF participants. Of the 552 CDF participants, 311 were elder participants and 241 were younger participants. The details are summarised below.

*Table 5.1: Enumeration results of the questionnaire survey*

Target respondents	Effective sample size	No. of target respondents with valid contact details	No. of target respondents who gave consent	No. of interviews conducted		
				All	Batches 1 and 2	Batch 3
CDF participants	550	1 521	568	552	418	134
Non-CDF-participants	350	429	350	350	350	0
Mentors	150	198	150	150	110	40
Parents of CDF participants	350	568	462	350	289	61
Total	1 400	2 716	1 530	1 402	1 167	235

5.2 Based on the number of target respondents with valid contacts, the response rate of the CDF participants was 37.3%; the response rates of the non-CDF-participants, the mentors, and the parents of the CDF participants were higher than that of the CDF participants (ranging from 75.8% to 81.6%). Most of the

CDF participants who did not participate in the survey indicated that they were busy preparing for public examinations or doing homework (as part of their post-secondary education). The contact details for some of the CDF participants were outdated, so the NGO operators were able to inform them about the study only by mailing notification letters – no follow-up calls could be made to them.

- 5.3 Based on the number of target respondents giving their consent to participate in the study, the response rates were high, ranging from 75.8% to 100.0%. The details of the response rates for the questionnaire survey are summarised in the following table.

*Table 5.2: Response rates for the questionnaire survey*

Target respondents	(a) No. of target respondents with valid contact details	(b) No. of target respondents who gave consent	Response rates based on valid contact details(b)/(a)	(c) No. of interviews conducted	Response rates based on consent given (c)/(b)
	Total	Total	%	Total	%
CDF participants	1 521	568	37.3	552	97.2
Non-CDF-participants	429	350	81.6	350	100.0
Mentors	198	150	75.8	150	100.0
Parents of CDF participants	568	462	81.3	350	75.8
Total	2 716	1 530	56.3	1 402	91.6

***Demographic profiles of the CDF participants and non-CDF-participants***

- 5.4 The gender, age, educational attainment (highest level attended), and economic activity status of the CDF participants and the non-CDF-participants were surveyed.

- 5.5 Of the CDF participants, 56.0% were female and the other 44.0% were male. Their mean age was 18.3 years. 88.0% of them were students, 8.7% were employed, and 3.0% reported that they had been unemployed for an average of 1.13 months in the previous year. 38.4% of them had attended a sub-degree or above (e.g. higher diploma, associate degree and bachelor’s degree) course.

5.6 Of the non-CDF-participants, 54.6% were female and the other 45.4% were male. Their mean age was 18.0 years. 84.9% of them were students, 12.0% were employed, and 3.1% reported that they had been unemployed for an average of 0.79 months in the previous year. 27.7% of them had attended a sub-degree or above (e.g. higher diploma, associate degree and bachelor's degree) course.

*Table 5.3: The gender, age, educational attainment (highest level attended), and economic activity status of the CDF participants and non-CDF-participants*

	CDF participants (%)	Non-CDF-participants (%)	p-value
Gender <sup>a</sup>			.68
Male	44.0	45.4	
Female	56.0	54.6	
Average age (SD) <sup>b</sup>	18.3 (2.4)	18.0 (2.8)	.08
	years	years	
Educational attainment (highest level attended) <sup>a</sup>			.00*
Secondary 1-3	14.6	20.8	
Secondary 4-7	40.7	46.2	
Yi Jin (Youth Employment & Training)			
Diploma	2.0	2.9	
Diploma	4.3	2.3	
Higher Diploma	15.0	7.7	
Associate Degree	7.1	4.0	
Bachelor's Degree	16.3	16.0	
Economic activity status <sup>a</sup>			.33
Employee/Employer/Self-employed	8.7	12.0	
Homemaker	0.2	0.0	
Student	88.0	84.9	
Not working but searching for jobs	2.5	3.1	
Not working or searching for jobs	0.5	0.0	
Average length of unemployment over the previous year <sup>b</sup>	1.13 months	0.79 months	.45
Total	100.0	100.0	

<sup>a</sup>Chi-square test between the CDF participants and non-CDF-participants.

<sup>b</sup>T-test between the CDF participants and non-CDF-participants.

\*p < .05.

5.7 The average monthly household income (including all wages, all forms of financial assistance from the Government, investment income, etc.) of the CDF participants and the non-CDF-participants were surveyed. 48.0% of the CDF participants and 52.0% of the non-CDF-participants indicated that their average monthly household incomes were ranged from HK\$5,000 to HK\$19,999. In general, the average monthly household income of the non-CDF-participants had a higher level of income compared to the CDF participants. Since about one-third of the CDF participants and non-CDF-participants did not know their average monthly household income, the above observation is limited to the two-thirds of the CDF participants and non-participants who provided their average monthly household income. Caution should be taken in interpreting the figures as the household income is a gross figure self-reported by the parents.

*Table 5.4: The average monthly household income of the CDF participants and non-CDF-participants*

	CDF participants (%)	Non-CDF-participants (%)
Below \$5,000	3.8	0.0
\$5,000 – \$9,999	16.8	10.0
\$10,000 – \$14,999	20.3	19.7
\$15,000 – \$19,999	10.9	22.3
\$20,000 or above	14.1	16.0
Did not know	34.1	32.0
Total	100.0	100.0

5.8 The profiles of the CDF participants and non-CDF-participants did not differ significantly in terms of gender, age and economic activity status. This indicates that the recruited non-CDF-participants were an appropriate comparison group.

### ***Demographic profiles of the parents and mentors***

5.9 The gender, age, educational attainment (highest level attended), and economic activity status of the parents and the mentors were surveyed. The mean ages of the fathers and mothers were 53.9 and 47.2 years, respectively; 68.4% of the fathers and 73.7% of the mothers had a secondary education; 19.3% of the fathers and 23.9% of the mothers had at most only a primary school education. Further, 70.1% of the fathers and 51.2% of the mothers were employed; 7.0% of the fathers and 2.7% of the mothers reported that they had been unemployed

for an average of 1.05 and 0.60 months, respectively.

5.10 As regards the mentors, 40.0% were male and the other 60.0% were female. The mean age of the mentors was 42.8 years. More than half of them (52.0%) had either a bachelor's degree or postgraduate degree. 80.7% of them were employed.

*Table 5.5: The gender, age, educational attainment (highest level attended), and economic activity status of the parents and mentors*

	Fathers (%)	Mothers (%)	Mentors (%)
<b>Gender</b>			
Male	-	-	40.0
Female	-	-	60.0
Average age	53.9 years	47.2 years	42.8 years
<b>Educational attainment (highest level attended)</b>			
No education or kindergarten	5.3	1.0	0.0
Primary	14.0	22.9	1.3
Secondary 1-3	33.3	38.9	4.7
Secondary 4-7	35.1	34.8	21.4
Yi Jin (Youth Employment & Training) Diploma	0.0	0.0	0.7
Diploma	5.3	0.3	6.7
Higher Diploma	0.0	0.3	11.3
Associate Degree	0.0	0.7	2.0
Bachelor's Degree	3.5	0.7	24.7
Postgraduate	3.5	0.3	27.3
<b>Economic activity status</b>			
Employee/Employer/Self-employed	70.1	51.2	80.7
Homemaker	3.5	45.7	9.3
Student	0.0	0.0	3.3
Retiree	19.3	0.3	6.0
Not working but searching for a job	7.0	2.7	0.7
Average length of unemployment over the previous year	1.05 months	0.60 months	-
Total	100.0	100.0	100.0

## 6. Qualitative study

- 6.1 The focus group discussions and in-depth interviews were conducted between November 2015 and February 2016. 78 individuals were invited to participate in the focus group discussions or in-depth interviews, but 12 of these could not attend because they felt ill or were busy with work. In total, 66 individuals did participate in them, including 24 CDF participants, 14 mentors of CDF participants, 10 parents of CDF participants, and 18 representatives of the NGO operators.
- 6.2 In-depth interviews were conducted with 18 representatives of the NGO operators and 10 parents (of some of the CDF participants). Two focus group discussions with 12 of the elder CDF participants, two focus group discussions with 12 of the younger CDF participants, and two focus group discussions with 14 of the mentors were conducted.

*Table 6.1: Details of the focus group discussions and in-depth interviews*

	No. of in-depth interviews	No. of focus groups	No. of respondents recruited	No. of respondents attended
Elder CDF participants	-	2	16	12
Younger CDF participants	-	2	16	12
Mentors	-	2	16	14
Parents of CDF participants	10	-	12	10
Representatives of the NGO operators	18	-	18	18
Total	28	6	78	66

## IV. Personal Development Plans

### 7. Quantitative study

#### *Behaviours and school performance*

##### *The Strengths and Difficulties Questionnaire (SDQ)*

7.1 The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire, comprising one section to assess prosocial behaviour and four sections to assess psychopathology (hyperactivity, emotional symptoms, conduct problems, and peer problems; Smit et al., 1988). Each section has five items, making 25 items in the whole SDQ. The maximum score for each section is 10. A total “difficulties score” was generated by summing all the scores for the items on psychopathology. The results demonstrated that the SDQ provided a genuine measure of mental health, and any differences in the scores of different groups reflected real and substantial differences in their members’ mental health. The mean total difficulties score of the non-CDF-participants (13.75) was significantly higher than that of the CDF participants (11.68;  $p < .05$ ). The CDF participants reported less prosocial behaviour, hyperactive behaviour, emotional problems, conduct problems, and peer problems than did the non-CDF-participants ( $p$ -values  $< .05$ ).

*Table 7.1: The CDF participants’ and the non-CDF-participants’ mean scores on the Strengths and Difficulties Questionnaire*

	CDF participants				Non-CDF-participants				p-value <sup>a</sup>
	Elder	Younger	All	p-value <sup>b</sup>	Elder	Younger	All	p-value <sup>c</sup>	
Prosocial behaviour	6.73	6.34	6.56	.03*	7.11	7.07	7.09	.87	.00*
Hyperactivity	3.36	3.38	3.37	.94	3.46	3.76	3.65	.14	.04*
Emotional symptoms	3.25	2.91	2.24	.08	3.60	3.80	3.72	.45	.00*
Conduct problems	2.19	2.18	2.18	.95	2.99	2.99	2.99	.97	.00*
Peer problems	3.04	3.01	3.03	.81	3.58	3.28	3.40	.08	.00*
Total difficulties score	11.84	11.47	11.68	.41	13.64	13.82	13.75	.76	.00*

<sup>a</sup>T-test between the CDF participants and non-CDF-participants.

<sup>b</sup>T-test between the elder and younger CDF participants.

<sup>c</sup>T-test between the elder and younger non-CDF-participants.

\* $p < .05$ .



*Academic performance and expectations at secondary school*

- 7.2 Their academic performance and expectations regarding their academic results in their secondary schools were reported by the CDF participants and non-CDF-participants on a 5-point Likert scale (ranging from 1 = *poor* to 5 = *outstanding*). A higher score indicates better results and higher expectations regarding academic performance.
- 7.3 Compared to the non-CDF-participants, the CDF participants had significantly better academic performance and had significantly higher expectations concerning their academic results at their secondary schools (p-values < .05). The CDF participants' mean score for academic performance was 3.55; the mean score of the non-CDF-participants was 2.68, indicating that the academic performance of the CDF participants was better. The CDF participants also held higher expectations regarding their academic performance at their secondary schools (their mean score on this was 4.25) than did the non-CDF-participants (whose mean score on this was 3.26).

*Table 7.2: The CDF participants' and non-CDF-participants' mean scores for academic performance and expectations of academic results at secondary school*

	CDF participants				Non-CDF-participants				p-value <sup>a</sup>
	Elder	Younger	All	p-value <sup>b</sup>	Elder	Younger	All	p-value <sup>c</sup>	
Academic performance	3.56	3.55	3.55	.90	2.81	2.59	2.68	.04*	.00*
Expectations concerning academic results	4.17	4.37	4.25	.00*	3.62	3.63	3.26	.94	.00*

<sup>a</sup>T-test between the CDF participants and non-CDF-participants.

<sup>b</sup>T-test between the elder and younger CDF participants.

<sup>c</sup>T-test between the elder and younger non-CDF-participants.

\*p < .05.

*Frequency of misbehaviour*

- 7.4 The misbehaviour of the CDF participants and the non-CDF-participants during their previous year of secondary schooling was assessed. The CDF participants reported that on average they had been late for school 1.62 times, had been absent from school 1.33 times, had played truant 0.1 times, and had earned school demerits 0.42 times. In contrast, the non-CDF-participants had been late for school 1.88 times, had been absent from school 1.60 times, had

played truant 0.21 times, and had earned school demerits 0.42 times. Compared to the non-CDF-participants, the CDF participants had been less frequently truant during their previous year of secondary schooling ( $p < .05$ ).

*Table 7.3: Mean frequency of various forms of misbehaviour of the CDF participants and non-CDF-participants during their previous year of secondary schooling*

	CDF participants				Non-CDF-participants				p-value <sup>a</sup>
	Elder	Younger	All	p-value <sup>b</sup>	Elder	Younger	All	p-value <sup>c</sup>	
Late	1.46	1.82	1.62	.17	1.62	2.06	1.88	0.14	.18
Absent	1.28	1.40	1.33	.57	1.13	1.90	1.60	0.01*	.13
Truant	0.09	0.11	0.10	.77	0.05	0.31	0.21	0.00*	.04*
Demerits	0.37	0.49	0.42	.31	0.51	0.37	0.42	0.41	1.00

<sup>a</sup>T-test between the CDF participants and non-CDF-participants.

<sup>b</sup>T-test between the elder and younger CDF participants.

<sup>c</sup>T-test between the elder and younger non-CDF-participants.

\* $p < .05$ .

### *Motivation to study*

7.5 The CDF participants' and the non-CDF-participants' motivation to study was self-rated on a 10-point Likert scale (ranging from 1 = *I have no interest at all in studying* to 10 = *I have a strong interest in studying*). The CDF participants' mean score was 6.68 and the non-CDF-participants' mean score was 6.28, indicating that the motivation to learn was above average in both groups. However, the CDF participants' motivation to study was significantly higher than that of the non-CDF-participants ( $p < .05$ ).

*Table 7.4: The CDF participants' and the non-CDF-participants' motivation to study*

	CDF participants				Non-CDF-participants				p-value <sup>a</sup>
	Elder	Younger	All	p-value <sup>b</sup>	Elder	Younger	All	p-value <sup>c</sup>	
Study motivation	6.72	6.63	6.68	.56	6.36	6.25	6.29	0.56	.00*

<sup>a</sup>T-test between the CDF participants and non-CDF-participants.

<sup>b</sup>T-test between the elder and younger CDF participants.

<sup>c</sup>T-test between the elder and younger non-CDF-participants.

\* $p < .05$ .

7.6 The CDF participants and non-CDF-participants reported their agreement with the statement “learning can make me happy” on a 5-point Likert scale (ranging from 1 = *strongly disagree* to 5 = *strongly agree*). The mean scores of the CDF participants and non-CDF-participants were 3.54 and 3.37, respectively. The level of the CDF participants’ agreement with the statement “learning can make me happy” was significantly higher than that of the non-CDF-participants ( $p < .05$ ).

*Table 7.5: Agreement with the statement “learning can make me happy” – mean scores of the CDF participants and non-CDF-participants*

	CDF-participants				Non-CDF-participants				p-value <sup>a</sup>
	Elder	Younger	All	p-value <sup>b</sup>	Elder	Younger	All	p-value <sup>c</sup>	
‘Learning can make me happy’	3.52	3.56	3.54	.62	3.40	3.35	3.37	.59	.00*

<sup>a</sup>T-test between the CDF participants and non-CDF-participants.

<sup>b</sup>T-test between the elder and younger CDF participants.

<sup>c</sup>T-test between the elder and younger non-CDF-participants.

\* $p < .05$ .

#### *Participation in other youth programme*

7.7 More CDF participants (about 56.0%) than non-CDF-participants (about 49.1%) indicated that they had taken part in extra-curricular activities, tutorial classes, or counselling schemes that were not part of the CDF projects ( $p < .05$ ).

*Table 7.6: The CDF participants’ and non-CDF-participants’ participation in other (non-CDF) extra-curricular activities, tutorial classes, or counselling schemes*

	CDF participants (%)	Non-CDF-participants (%)	p-value <sup>a</sup>
Took part in other (non-CDF) extra-curricular activities, tutorial classes, or counselling schemes	56.0	49.1	.045*
Did not take part in other (non-CDF) extra-curricular activities, tutorial classes, or counselling schemes	44.0	50.9	
Total	100.0	100.0	

<sup>a</sup>Chi-square test between the CDF participants and non-CDF-participants.

\* $p < .05$ .

## *Academic performances and expectations*

### *Academic performances*

- 7.8 About 53.3% of the CDF participants had taken the Hong Kong Diploma of Secondary Education (HKDSE) examinations; about 42.0% of them were studying in secondary schools but had not yet sat the local public examinations.
- 7.9 About 38.3% of the non-CDF-participants had taken the HKDSE examinations; about 53.1% of them were studying in secondary schools but had not yet sat the local public examinations.
- 7.10 Those CDF participants and non-CDF-participants who had taken the HKDSE examinations reported their results in four major subjects: Chinese Language, English Language, Mathematics, and Liberal Studies. An 8-point Likert scale was adopted (from 1 = *ungraded* to 8 = *Grade 5\*\**). The scores of the CDF participants and non-CDF-participants ranged from 3.62 to 4.24, representing Grades 3 to 4 in the HKDSE. There were no significant differences between the CDF participants and the non-CDF-participants with regard to their results in these four major subjects.

*Table 7.7: The academic performance of the CDF participants and non-CDF-participants*

	CDF participants (%)	Non-CDF-participants (%)	p-value <sup>a</sup>
Hong Kong Diploma of Secondary Education (HKDSE) examinations <sup>b</sup>	53.3	38.3	
Chinese Language	3.99	4.10	.43
English Language	3.70	3.62	.53
Mathematics	4.02	4.13	.41
Liberal Studies	4.24	4.16	.51
I am studying in secondary school and have not yet sat the local public examinations <sup>b</sup>	42.0	53.1	
I took other public examinations <sup>b</sup>	3.5	11.7	
I did not sit local public examinations <sup>b</sup>	2.9	4.3	

<sup>a</sup>T-test between the CDF participants and non-CDF-participants.

<sup>b</sup>Multiple responses allowed.

\*p < .05.

*Academic expectations*

7.11 About 42.8% of the CDF participants and 42.6% of the non-CDF-participants expected to gain a bachelor’s degree. About 37.3% of the CDF participants and 21.7% of the non-CDF-participants expected to gain a master’s degree or above. Thus, more CDF participants (80.1%) than non-CDF-participants (64.3%) expected to gain a bachelor’s degree or above ( $p < .05$ ).

7.12 About 61.8% of the CDF participants and 48.0% of the non-CDF-participants felt their parents expected them to gain a bachelor’s degree; more CDF participants than non-CDF-participants felt their parents expected them to gain a bachelor’s degree ( $p < .05$ ).

*Table 7.8: The CDF participants’ and non-CDF-participants’ expectations of educational attainment and the perceptions of their family members’ expectations regarding their level of educational attainment*

	CDF participants (%)	Non-CDF-participants (%)	p-value <sup>a</sup>
Self-expectations			.00*
Senior Secondary Education / Graduate of Secondary 6 / Graduate of Secondary 7	6.2	13.1	
Post-secondary diploma or certificate	6.2	13.4	
Associate degree	7.6	9.1	
Bachelor’s degree	42.8	42.6	
Master’s degree or doctoral degree	37.3	21.7	
Their family members’ expectations			.00*
Senior Secondary Education / Graduate of Secondary 6 / Graduate of Secondary 7	7.1	14.3	
Post-secondary diploma or certificate	7.2	10.0	
Associate degree	3.1	6.6	
Bachelor’s degree	61.8	48.0	
Master’s degree or doctoral degree	20.8	21.1	
Total	100.0	100.0	

<sup>a</sup>Chi-square test between the CDF participants and non-CDF-participants.

\* $p < .05$ .

## ***Future orientation***

- 7.13 The CDF participants' and non-CDF-participant's future orientations were assessed using the Hope Scale (Snyder et al., 1991), which measures two components of hope: agency (i.e., goal-directed energy) and pathways (i.e., planning to accomplish goals). This measurement instrument consists of 12 items. The CDF participants and non-CDF-participants answered each item on a 4-point scale (ranging from 1 = *definitely false* to 4 = *definitely true*).
- 7.14 The results showed that the CDF participants had significantly higher levels of hope than the non-CDF-participants ( $p < .05$ ). With regard to the two components of this measurement instrument, the CDF participants also reported significantly higher levels of goal-directed energy (agency,  $p < .05$ ) and planning to accomplish goals (pathway,  $p < .05$ ) than the non-CDF-participants.

*Table 7.9: The Hope Scale scores of the CDF participants and non-CDF-participants*

	CDF participants				Non-CDF-participants				p-value <sup>a</sup>
	Elder	Younger	All	p-value <sup>b</sup>	Elder	Younger	All	p-value <sup>c</sup>	
Agency	11.0	10.9	11.0	.65	10.83	10.59	10.7	.26	.03*
Pathway	11.9	11.9	11.9	.76	11.4	11.2	11.3	.21	.00*
Total	22.9	22.8	22.9	.65	22.2	21.8	21.9	.17	

<sup>a</sup>T-test between the CDF participants and non-CDF-participants.

<sup>b</sup>T-test between the elder and younger CDF participants.

<sup>c</sup>T-test between the elder and younger non-CDF-participants.

\* $p < .05$ .

## ***Views on the PDPs***

- 7.15 The majority of both the elder CDF participants (94.6%) and the younger CDF participants (95.8%) considered that the CDF project was helpful for achieving their personal development.
- 7.16 Further, the majority of the CDF participants (95.1%) and the non-CDF-participants who joined other personal development programmes (93.0%) thought that a personal development programme was helpful for formulating career development plans. Compared to the non-CDF-participants who joined other personal development programmes, more CDF participants thought that the PDPs was quite helpful or very helpful for formulating career development plans ( $p < .05$ ).

Table 7.10: Perceived helpfulness of a personal development programme

	CDF Participants (%)				Non-CDF-participants who joined a different personal development programme (%)	p- value <sup>b</sup>
	Elder	Younger	All	p-value <sup>a</sup>		
Not helpful at all	0.6	0.4	0.5	.87	0.0	.01*
Not very helpful	4.8	3.7	4.3		6.9	
Somewhat helpful	41.2	39.0	40.2		72.4	
Quite helpful	38.9	39.8	39.3		17.2	
Very helpful	14.5	17.0	15.6		3.4	
Total	100.0	100.0	100.0		100.0	

<sup>a</sup>Chi-square test between the elder CDF participants and younger CDF participants.

<sup>b</sup>Chi-square test between the CDF participants and non-CDF-participants who joined other personal development programmes.

\*p < .05.

## **8. Qualitative study**

### ***Expectations concerning the PDPs***

- 8.1 Most of the NGO operators expected that PDPs would help individuals beginning their participation in the CDF projects to think hard about their future career, obtain a deeper understanding of themselves and society, explore their abilities, and broaden their horizons.
- 8.2 When they joined the CDF projects, most of the elder CDF participants expected that the PDPs and the project would help their personal growth, promote their self-understanding, and broaden their horizons. Some of the younger CDF participants did not share the same expectation, with some saying that they were too young to fully understand the objectives of their PDPs when they first joined the CDF project.
- 8.3 Some of the mentors thought that at the beginning of the CDF projects, their role was to guide and assist their mentees in identifying their future careers and possible pathways and to help them in difficult times, thereby helping their mentees to better prepare for the future.
- 8.4 Most of the parents expected that their children would benefit from having PDPs, in terms of broadening their horizons, expanding their social networks, and promoting their personal growth.

### ***The discussions on the PDPs***

- 8.5 The CDF participants indicated that they discussed their PDPs with mentors, parents, and NGO operators. For example, some of the CDF participants drafted their PDP proposals with the help of their mentors and submitted them (with the consent of their parents) to the NGO operators. Some of the CDF participants discussed their PDPs with parents, mentors, and NGO staff at events held by the NGO operators. However, a few of the younger CDF participants indicated that the discussions they had had with parents and mentors regarding their PDPs had not been meaningful because they had been too young to appreciate or understand the matters at the time.



- 8.6 While discussing their mentees' PDPs with them, the mentors helped them identify their future careers and the possible pathways to them. They discussed curriculum-choosing, personal interests, and resource implications. Most of the mentors thought that their mentees were pragmatic and reviewed their abilities and resources thoroughly before making decisions about their future careers. Furthermore, they always seriously considered basing their future careers on their present interests. For example, one mentee wanted to become a mechanical engineer after visiting a machinery exhibition held at school.
- 8.7 Most of the parents gave their children the freedom to make their own decisions regarding their career paths. The major concern of the parents was not about their children's future occupations or academic achievements but more about them being law-abiding citizens.

### ***The influence of the PDPs***

#### *Broadening the horizons of CDF participants*

- 8.8 The opinion of most of the NGO operators was that the horizons of the CDF participants were broadened by the various activities the NGO operators arranged, such as day camps, adventure training programmes, and industry visits. The CDF participants obtained a deeper understanding of themselves and society, explored their abilities, and formulated goals for the future.
- 8.9 After participating in various activities that the NGO operators arranged for them, some of the CDF participants indicated that their choice of career path was no longer limited to Hong Kong; they realised that there are many opportunities elsewhere. Credit was given by most of the CDF participants to the NGO staff who assisted them a great deal in formulating their PDPs – the NGO operators provided them with relevant information about various occupations by giving talks, arranging visits, and so forth. Thus, these NGO staff provided the CDF participants more career options to consider than they otherwise would have had. A few CDF participants thought that the PDPs might not have much influence on their career path or personal development because these plans could easily be altered by the experiences they have when they first enter the labour market.

- 8.10 Some of the mentors revealed that they broadened the horizons of their mentees by introducing them to their adult friends, inviting them to church meetings, and participating in various other activities with them.
- 8.11 Some of the parents indicated that the horizons of their children were broadened by their participation in the various activities arranged for them. Given that most of the parents were very busy with work and household chores, they welcomed the various activities arranged by the NGO operators (e.g., industry visits and talks on various occupations) and by the mentors – especially as they gave their children a range of valuable experiences.

*Significant changes in the CDF participants' personal growth and their views on career paths*

- 8.12 Most of the NGO operators said that in general the CDF participants displayed much more self-confidence and had greatly improved communication skills after participating in the activities laid on for them. The elder CDF participants became more ambitious and mature in the course of formulating their career paths for their PDPs. In some successful cases, the CDF participants not only identified their ambitions but also strove hard to achieve them after they had completed the CDF projects. Some of the CDF participants did not do well in school but were able to identify what interested them as future careers through participating in various CDF activities. They were motivated to work hard on turning their interests into careers even after they had completed the CDF projects.
- 8.13 Some of the NGO operators stated that when beginning their participation in the CDF projects, most of the CDF participants did not have clear ambitions. They needed guidance from mentors who could assist them in identifying and developing their dreams/ambitions. In doing so, some of the mentors not only discussed these with their mentees but also arranged visits to their own workplaces or other, large companies (e.g., the back offices of a bank or airport); and the mentors introduced their friends to the CDF participants. The NGO operators stated that most of the elder CDF participants preferred career-oriented activities, because they would soon be completing their secondary education and were more eager to prepare themselves for future employment. For the younger CDF participants, the NGO operators preferred to arrange activities that would promote their personal development and social skills.

The elder CDF participants found it was hard to attend all the activities arranged for them, as most of them spent much of their time preparing for public examinations. The younger CDF participants were more willing to spend time on the activities arranged for them or at gatherings with their mentors and other CDF participants.

- 8.14 Some of the CDF participants indicated that they benefited in several ways from participating in the various activities arranged for them as part of the PDPs. They began to think seriously about their future career, and this motivated them to improve themselves in order to be able to pursue their future career. Some of the CDF participants became extrovert and talkative. For example, one CDF participant indicated that she used to be a quiet person and lacked the motivation and courage to talk to other people. After participating in various activities, she met many people and learned how to communicate with people with different personalities. Furthermore, some of the CDF participants learned problem-solving skills and how to stay calm in stressful situations.
- 8.15 Some of the mentors reported that their mentees had changed from being introverted to being extroverted after participating in various activities. They became more willing to communicate with others. Some of the mentees, who had initially been silent and shy, were able to share their experiences with new mentees. Mentors who saw this happen were gratified to witness this breakthrough. One mentor mentioned that the happiest thing for him was when he witnessed his mentee, who had been nervous and tense, finally dare to dream and communicate with others.
- 8.16 Most of the parents were delighted with the personal growth and development of their children after the children had participated in various activities. Their children became more open-minded, independent, and extrovert. One parent stated that, thanks to the mentorship programme, her daughter had learned to take care of herself.

## V. The Mentorship Programme

### 9. Quantitative study

#### *The CDF participants' and non-CDF-participants' views on the Mentorship Programme*

9.1 Over three quarters (77.7%) of the CDF participants took part in the CDF Mentorship Programme but no other mentorship programmes; less than one quarter (22.3%) of them took part in other mentorship programmes. About 87.7% of the non-CDF-participants did not take part in any mentorship programmes; about 12.3% of them took part in other mentorship programmes.

*Table 9.1: The CDF participants' and non-CDF-participants' participation in mentorship programmes*

	CDF participants (%)			Non-CDF-participants (%)		
	Elder	Younger	All	Elder	Younger	All
Took part in the CDF Mentorship Programme but no other mentorship programmes	79.4	75.5	77.7	-	-	-
Took part in other mentorship programmes	20.6	24.5	22.3	10.8	13.3	12.3
Did not take part in any mentorship programmes	-	-	-	89.2	86.7	87.7
Total	100.0	100.0	100.0	100.0	100.0	100.0

9.2 Both the CDF participants and non-CDF-participants were asked to evaluate the helpfulness of the mentors by responding to eight questionnaire items concerning whether the mentor was able to communicate with them, whether the mentor was interested in the experiences they had in their other programmes, whether the mentor could help them solve problems, and so on. A 4-point Likert scale was adopted (ranging from 1 = *not at all helpful* to 4 = *very helpful*).

9.3 Both the CDF participants who took part in the CDF Mentorship Programme and the non-CDF-participants who took part in other mentorship programmes reported that their mentors were helpful (the mean score being slightly less than 3).

Table 9.2: The helpfulness of mentors as perceived by the CDF participants and non-CDF-participants (mean scores)

	Perceived helpfulness				p-value <sup>a</sup>
	Elder	Younger	All	p-value <sup>b c</sup>	
CDF participants who took part in only the CDF Mentorship Programme	2.97	2.92	2.95	.49	.24
Non-CDF-participants who took part in other mentorship programmes	2.84	2.92	2.88	.38	

<sup>a</sup>T-test between the CDF participants and non-CDF-participants.

<sup>b</sup>T-test between the elder and younger CDF participants.

<sup>c</sup>T-test between the elder and younger non-CDF-participants.

\*p < .05.

### ***Social support***

- 9.4 The respondents' perceptions of social support was captured by the Multidimensional Scale of Perceived Social Support (Zimet et al., 1988), which is a 12-item scale; it has three subscales of four items each and is used to assess the level of perceived social support from family, friends, and others. A score of between 1 and 2.9 may be taken as indicating a low level of social support, a score of between 3 and 5 may be taken as indicating a moderate level of social support, and a score of between 5.1 and 7 may be taken as indicating a high level of social support.
- 9.5 The responses to the items on the family subscale indicated that all the stakeholders – the CDF participants, non-CDF-participants, parents, and mentors – received high levels of social support from their families (all of their mean scores were over 5).
- 9.6 The responses to the items on the friends subscale indicated that the CDF participants, non-CDF-participants, and mentors received high levels of social support from their friends (their mean scores were all above 5). The parents felt that they received moderate levels of social support from their friends (their mean score being 4.76).
- 9.7 A significant other is understood to be any person of great importance to an individual's well-being and self-evaluation. A significant other may be a non-family member or a spouse, partner, parent, uncle, grandparent, or sibling. It was found that the CDF participants, non-CDF-participants, and mentors felt that they received high levels of social support from their significant others (the

mean scores on the significant others subscale were all above 5). The parents felt that they received moderate levels of social support from their significant others (their mean score being 4.91).

*Table 9.3: The CDF participants', non-CDF-participants', parents', and mentors' mean scores on the Multidimensional Scale of Perceived Social Support*

	CDF participants	Non-CDF-participants		Parents	Mentors
		Took part in other mentorship programmes	Did not take part in any mentorship programmes		
Family subscale	5.41	5.17	5.09	5.17	5.63
Friends subscale	5.62	5.33	5.19	4.76	5.63
Significant others subscale	5.65	5.34	5.29	4.91	5.90
Total mean score	5.56	5.28	5.19	4.95	5.80

9.8 The CDF participants who took part in the CDF Mentorship Programme but no other mentorship programmes reported significantly higher levels of social support from family ( $p < .05$ ), friends ( $p < .05$ ), and significant others ( $p < .05$ ) than did the non-CDF-participants who did not take part in any mentorship programmes.

*Table 9.4: The mean scores on the Multidimensional Scale of Perceived Social Support of the CDF participants and of the non-CDF-participants who did not take part in any mentorship programmes*

	CDF participants who took part in the CDF Mentorship Programme but no other mentorship programmes				Non-CDF-participants who did not take part in any mentorship programmes				p-value <sup>a</sup>
	Elder	Younger	All	p-value <sup>b</sup>	Elder	Younger	All	p-value <sup>c</sup>	
Family subscale	5.39	5.44	5.41	.65	5.17	5.05	5.09	.36	.00*
Friends subscale	5.66	5.57	5.62	.34	5.38	5.06	5.19	.02*	.00*
Significant others subscale	5.69	5.63	5.67	.53	5.45	5.17	5.29	.03*	.00*
Total mean score	5.58	5.55	5.57	.69	5.33	5.09	5.19	.05	.00*

<sup>a</sup>T-test between the CDF participants and non-CDF-participants.

<sup>b</sup>T-test between the elder and younger CDF participants.

<sup>c</sup>T-test between the elder and younger non-CDF-participants.

\* $p < .05$ .

## ***Future orientation***

- 9.9 The Exploration and Commitment Questionnaire (Nurmi, Seginer, & Poole, 1990) was used to measure two domains (future education and future career) of the future orientation of the CDF participants and non-CDF-participants. Each domain consists of 14 items. A higher score indicates that the respondent has a higher level of positive exploration of and commitment to his or her future education and career.
- 9.10 The CDF participants who took part in the CDF Mentorship Programme but no other mentorship programmes achieved significantly higher levels of positive exploration of and commitment to their future education and careers, as compared to the non-CDF-participants who did not take part in any mentorship programme ( $p < .05$ ).

*Table 9.5: Future orientation of the CDF participants and of the non-CDF-participants who did not take part in any mentorship programmes – mean scores on the Exploration and Commitment Questionnaire*

	CDF participants who took part in the CDF Mentorship Programmes but no other mentorship programmes				Non-CDF-participants who did not take part in any mentorship programmes				p-value <sup>a</sup>
	Elder	Younger	All	p-value <sup>b</sup>	Elder	Younger	All	p-value <sup>c</sup>	
Future education	63.31	62.73	63.07	.52	58.95	58.79	58.85	.89	.00*
Future career	64.17	62.92	63.64	.19	58.86	57.25	57.90	.14	.00*

<sup>a</sup>T-test between the CDF participants and non-CDF-participants.

<sup>b</sup>T-test between the elder and younger CDF participants.

<sup>c</sup>T-test between the elder and younger non-CDF-participants.

\* $p < .05$ .

### ***Maintaining contact with the mentees***

9.11 After the mentees had completed the Mentorship Programme, about 74.0% of the mentors maintained contact with them. This showed that most of the mentors and mentees maintained a good relationship and a long-term friendship.

*Table 9.6: Continued contact with mentees after they completed the Mentorship Programme*

	Contact maintained with mentees who completed the Mentorship Programme (%)
Mentors who did maintain contact	74.0
Mentors who did not maintain contact	26.0
Total	100.0



## **10. Qualitative study**

### ***Expectations of the Mentorship Programme***

- 10.1 Most of the NGO operators expected that the mentors would share their life experiences with the mentees and help them develop their life plans.
- 10.2 Most of the elder CDF participants expected to learn from their mentors by hearing about their life experiences. Most of the younger CDF participants initially had low expectations of the Mentorship Programme.
- 10.3 Most of the mentors indicated that their chief expectations of the Mentorship Programme included helping young people to achieve personal development, being able to give a long-term commitment to the mentees' development, and preaching their religions to the mentees and their families (as the programme gave the mentors an opportunity to get in touch not only with the children participating in it but also with the children's families).
- 10.4 Most of the parents expected that their children would learn from their mentors by hearing about their life experiences. In due course, this learning experience proved to be particularly important to the mentees' personal growth, independence, and preparation for the future.

### ***Matching of mentors and mentees***

- 10.5 Before matching the mentors with the programme's participants, the NGO operators interviewed both the mentors and the prospective mentees separately in order to collect and analyse information about their backgrounds and personalities. Under the guidance of the NGO operators, the mentors were then matched with the programme's participants on the basis of their gender, common interests, and complementary strengths.
- 10.6 All the NGO operators provide training to those wishing to be mentors in order to help them gain a better understanding of youth culture and acquire the skills needed to successfully communicate with teenagers. After the completion of this training, the NGO operators decide which applicants have the appropriate qualities to be mentors and match each of them with a mentee. Then the mentors are invited to attend regular workshops, talks, day camps, and/or

adventure training programmes; the latter two in particular are organised so as to provide more opportunities for mentors to build a closer relationship with their mentees.

- 10.7 Some of the CDF participants indicated that the matching of mentors and mentees could be improved by the NGO operators. They hoped the NGO operators would have asked them about their preferences before assigning them mentors. Generally speaking, the mentees would prefer to have younger rather than elder adults as their mentors, because of the perceived generation gap with elder adults. They thought it would be easier for them to find topics for discussion and easier for them to express some of their ideas to young mentors.
- 10.8 Some of the mentors suggested that the matching of mentors and mentees should be based on similarity of their family backgrounds and personal interests.
- 10.9 Most of the parents said that they did not have particular preferences with regard to the background of a mentor. They had confidence in the arrangements the NGO operators made.

### ***Interaction between mentors and mentees***

- 10.10 All of the NGO operators required mentors to attend courses related to youth culture and train them in the skills needed to successfully communicate with young people. The aim was to minimise the potential generation gap between mentors and CDF participants (an issue that might affect the success of the Mentorship Programme). This training helped to improve the interaction between mentors and mentees. All of the NGO operators held various activities to enhance the relationship between mentors and mentees. Furthermore, some of the NGO operators encouraged the mentees and their mentors to exchange their diaries or to share their daily lives on social media (such as Facebook). In doing so, mentor and mentee learned more about each other's recent experiences and had more topics to discuss when they met. In addition, some of the NGO operators arranged reunions so that mentors and mentees could meet each other after completion of the CDF projects.
- 10.11 The mentors and mentees engaged in a diverse range of activities. Some of the mentees attended religious activities with their mentors at weekends or engaged in various activities arranged by the NGO operators. Some of the

mentors provided an academic tutoring service to their mentees. Some of the mentors also accompanied their mentees when they participated in outdoor activities (such as cycling or picnicking) or went to the cinema. Furthermore, most of the mentees reported that they met their mentors regularly; however, some mentors were too busy at work and were unable to meet their mentees on a regular basis.

- 10.12 Most of the CDF participants indicated that they did not interact with their mentors as frequently after completing the CDF projects as they had while participating in it. Contact was most commonly maintained through social media applications (such as Facebook or WhatsApp). The frequency of face-to-face meetings between the mentors and mentees declined after the latter had completed the programme.
- 10.13 The mentors and CDF participants engaged in activities by themselves alone (as a pair) or with others (in groups). Alone (as a pair) they sometimes went out for meals or to the cinema, or engaged in sports activities. Sometimes they participated in group activities along with several other pairs of mentors and mentees. These activities were arranged by the NGO operators or organised by the mentors themselves.
- 10.14 Most of the mentors preferred engaging in group activities. They believed that the NGO operators played an important role in fostering the mentors' and mentees' mutual understanding by providing them with opportunities to participate in interesting activities. The most popular activities held by the NGO operators were various classes, outdoor activities, and career preparation activities. The classes included ones on cooking, baking cakes, and making chocolate; and the outdoor activities included taking trips, hiking, horse-riding, and diving. The career preparation activities included attending talks on financial planning, personal development workshops, role-playing different occupations, and industry visits.
- 10.15 Some of the mentors reported that their mentees had joined the CDF projects mainly to help them save money (i.e., for the Targeted Savings). They did not communicate with their mentors and frequently failed to show up for appointments. The mentors felt that it was disappointing if the motive for joining the project was money-driven only. Cultivating politeness and sociability, and broadening his or her horizons, should be as important to him or

her as cultivating a savings habit. Some of the mentors even suggested that punitive measures should be taken if mentees failed to show up for their appointments, in order to reduce the incidence of this. In addition, some mentors revealed that they were unable to find suitable venues for gatherings or group activities with other pairs of mentors and mentees. The cost of renting a suitable venue for holding group activities was also a concern. They suggested that the NGO operators should be more flexible in providing venues, manpower, or other resources.

10.16 With regard to the frequency of interaction between mentors and mentees after the latter completed the CDF projects, most of the mentors found it difficult to maintain contact with their mentees, especially with the younger ones. Some mentors suggested that a reunion day could be held to reunite them with their mentees.

10.17 Most of the parents reported that mentors took their children out every month for meals or for sports activities, barbecues, and so forth. Prior to the appointment between the mentors and mentees, parents were often informed in advance about the details of the mentors' scheduled meetings with their children. Furthermore, most of the parents reported that mentors usually contacted their children via Facebook, WhatsApp, and mobile phone.

### ***The relationship between mentors and mentees***

10.18 Some of the NGO operators pointed out that in the early stage of their participation in the Mentorship Programme, many CDF participants did not feel at ease with their mentors because they had the perception that they were under their surveillance. In addition, most of the CDF participants tended to be shy and reserved during the first appointments with their mentors, feeling that there were few topics they could discuss with them. Hence, it was quite important for the NGO operators to monitor the relationship between the matched pairs of mentors and mentees and tackle problems if needed. Some of the NGO operators suggested that it was also necessary for the mentors to be patient and devote time and effort in fostering their relationship with their mentees.

10.19 Some of the NGO operators reported that building up a close relationship between mentors and mentees was not an easy task, because many mentors were unable to devote much time to developing the relationship with their mentees.

Some of the elder mentors also found it difficult to understand and communicate with their mentees, owing to the generation gap.

- 10.20 Despite the challenges in building close relationships between mentors and mentees, some NGO operators reported a number of successful cases. In those cases, the mentors had been able to offer useful advice to their mentees and had helped to develop their personal values. Generally, the mentors were able to maintain a long-term friendship with their mentees even after the latter had completed the CDF projects. For example, one mentor, who was a retired teacher, built a good relationship not only with his mentee but also with the mentee's family members. He became his mentee's tutor and helped him to achieve good results in the public examinations. Other mentees proactively sought advice from their mentors on academic matters, career matters, or on family issues even after they had completed the CDF projects.
- 10.21 Most of the CDF participants indicated that they had enjoyed the time they had spent with their mentors. They discussed with their mentors their personal development and future education; they shared with their mentors their happy and sad experiences at school and at home; they learned much from their mentors (e.g., always be prepared, be positive, and put yourself in other people's shoes). The CDF participants also reported that the mentors shared their life experiences with them, comforted them when they were down, and pointed out their weaknesses. For example, some of the CDF participants indicated that their communication skills were improved and they had become more talkative and outgoing because of the encouragement given by their mentors.
- 10.22 Some of the CDF participants suggested that the NGO operators should provide training programmes for mentors on how to successfully communicate with teenagers, because some of the elder mentors had difficulties in understanding their mentees' problems or communicating with them effectively. Some CDF participants also suggested that the NGO operators should frequently monitor the relationship between mentors and mentees in order to prevent instances of mentors not fulfilling their duties.
- 10.23 Most of the mentors reported that their mentees were usually unwilling to discuss their personal affairs at the beginning of the Mentorship Programme. To build up a relationship with their mentees and mutual trust between them, the mentors comforted and gave advice to their mentees when the latter felt

uncertain about their interests and aspirations and when they felt confused over matters relating to academic achievement, family relationships, and friendships.

- 10.24 Furthermore, most of the mentors shared their life experiences with their mentees, tried to learn about their interests (e.g., cooking); tried to have a deeper involvement in their social circles; maintained regular contact with them; and supported them when help was needed. Most of the mentors said that their mentees would share their feelings with them after they gained their trust.
- 10.25 Most of the mentors hoped that, the NGO operators would arrange more large-scale activities for both mentors and mentees to help foster the relationship between mentors and mentees. It would be easier and quicker for them to become familiar with each other in such a collective atmosphere. These large-scale activities could be experience-sharing sessions in which mentors and mentees were encouraged to interact with each other. In addition, some of the mentors suggested that the NGO operators should provide mentors with more training on aspects of youth culture to address the generation gap between mentors and mentees.
- 10.26 Most of the parents reported that their children enjoyed the time they spent with their mentors. They knew this because their children actively shared with them the experiences they had with their mentors. However, some of the parents said that they had not known much about their children's mentors in the initial phases of the mentorship as the mentors had contacted their children directly, via Facebook/WhatsApp/phone (which was something most of the mentors did).

## VI. The Targeted Savings

### 11. Quantitative study

#### *Savings habits*

11.1 The views on the sustained savings habits and on ways to save were collected from the questionnaire survey of the CDF participants and non-CDF-participants. About three quarters (77.6%) of the CDF participants currently had a savings habit and on average they saved HK\$734 per month. About 43.6% of the non-CDF-participants currently had a savings habit and on average they saved HK\$800 per month. The CDF participants were more likely to have a savings habit than the non-CDF-participants ( $p < .05$ ), indicating that CDF participants sustain their savings habits after they had completed the CDF projects.

*Table 11.1: The savings habits of the CDF participants and non-CDF-participants*

	CDF participants (%)				Non-CDF-participants (%)				p-value <sup>a</sup>
	Elder	Younger	All	p-value <sup>b</sup>	Elder	Younger	All	p-value <sup>c</sup>	
Had a savings habit (average monthly amount saved HK\$)	75.6	78.6	77.6 (\$734)	.64	50.5	38.1	43.6 (\$800)	.06	.00*
Did not have a savings habit	24.4	21.4	22.4		49.5	61.9	56.4		
Total	100.0	100.0	100.0		100.0	100.0	100.0		

<sup>a</sup>Chi-square test between the CDF participants and non-CDF-participants.

<sup>b</sup>Chi-square test between the elder and younger CDF participants.

<sup>c</sup>Chi-square test between the elder and younger non-CDF-participants.

\* $p < .05$ .

### *Perceived helpfulness of the Targeted Savings*

11.2 About 83.0% of the CDF participants indicated that the CDF project had helped them develop a savings habit for their personal development. About 7.4% of them reported that the CDF project had not helped them to develop a savings habit for their personal development because they already had such a habit. The remaining CDF participants (9.6%) reported that the CDF project had not helped them to develop a savings habit for their personal development and they did not have a savings habit.

*Table 11.2: The CDF participants' perceptions of the helpfulness of the Targeted Savings in fostering a savings habit*

	CDF participants			p-value <sup>a</sup>
	Elder (%)	Younger (%)	All (%)	
The Targeted Savings was helpful <sup>a</sup>	81.7	84.6	83.0	.36
The Targeted Savings was not helpful	18.3	15.4	17.0	
Had a savings habit <sup>a</sup>	7.6	7.4	7.4	.59
Did not have a savings habit	10.7	8.0	9.6	
Total	100.0	100.0	100.0	

<sup>a</sup>Chi-square test between the elder and younger CDF participants.

\*p < .05.

11.3 About 78.6% of the CDF participants earned an income or received pocket money. Compared to the younger participants, more of the elder CDF participants earned an income or received pocket money (p < .05).

*Table 11.3 Proportion of the CDF participants with or without money to save*

	CDF participants			p-value <sup>a</sup>
	Elder (%)	Younger (%)	All (%)	
Did not earn an income or receive pocket money <sup>a</sup>	15.1	29.5	21.4	.00*
Earned an income or received pocket money	84.9	70.5	78.6	
Total	100.0	100.0	100.0	

<sup>a</sup>Chi-square test between the elder and younger CDF participants.

\*p < .05.



## **12. Qualitative study**

### ***Spending the targeted savings***

- 12.1 Some of the NGO operators indicated that the CDF participants usually spent all of their savings in accordance with the PDPs formulated. For example, a CDF participant who had expressed in his PDP a strong ambition to be a composer spent a considerable amount of his savings on attending music lessons and on purchasing equipment and various accessories. Some of the NGO operators allowed the CDF participants to spend their savings as they planned. Usually, the CDF participants spent their savings on academic tutoring.
- 12.2 The CDF participants spent their savings in various ways. Some of them spent their savings on academic courses (in subjects such as language, music, and art) or on driving lessons and a driving licence. Some of them spent their savings on tuition that would help them achieve better results in public examinations. Some of them bought computers for their studies at university.
- 12.3 Most of the mentors discussed with their mentees the way in which the savings would be spent. Some of the mentors said that following such discussions, and with their encouragement, their mentees usually spent their savings on courses that matched their interests.
- 12.4 Some parents indicated that their children spent the savings on academic tutoring and classes in things that interested them. Also, they spent some of their savings on purchasing equipment for their leisure pursuits. For instance, one parent said that her son was very keen on playing basketball, so he joined a local basketball team in order to receive proper training; subsequently, he bought a pair of basketball shoes and other gear for playing basketball.

### ***The influence on saving***

- 12.5 All of the NGO operators held workshops and gave lectures to promote the concept of financial management and to teach the CDF participants how to accumulate and managing savings. Most of the CDF participants felt that the NGO operators' lectures on financial management were not useful when they first joined the CDF project. Some of the CDF participants thought that these lectures were too theoretical and impractical, given that they did not have enough money to put what they learned into practice.
- 12.6 With the elder CDF participants, most of the mentors held discussions on how to effectively utilise their savings to help them realise their future-career ambitions. For the younger CDF participants, some of the mentors provided guidelines on how to plan a group activity (e.g., a birthday party) on a limited budget.
- 12.7 Most of the parents had implanted in their children the virtue of frugality before they participated in the CDF project. They had always taught their children to avoid impulse buying, by reminding them to think twice before purchasing.

### ***Changes in attitudes towards saving***

- 12.8 Most of the NGO operators thought that the Targeted Savings helped the CDF participants and their families to develop a savings habit. Most of the CDF participants learned that financial management would significantly contribute to their future success. Only a few NGO operators said that they did not pay attention to whether the Targeted Savings had any influence on the attitudes of the CDF participants' families towards having a persistent savings habit.
- 12.9 The views on the influence of the Targeted Savings on the development of a persistent savings habit were diverse. Some of the CDF participants said that they had already developed a money saving habit before participating in the CDF projects and they still maintained this. Some of the younger CDF participants indicated that they did not have a savings habit. However, they had started to develop a savings habit thanks to the Targeted Savings. Some of the elder CDF participants said that the Targeted Savings had made them understand that a saving habit was important because it could help them achieve their long-term goals.

- 12.10 Some of the mentors expressed the view that the Targeted Savings might have little influence on their mentees' development of a persistent savings habit because they did not earn the money they saved – it was given to them by their parents. Furthermore, one mentor described his own experiences to his mentee; this taught the mentee to be grateful for the support of parents who sponsored the mentee's saving plan (as part of the CDF project), despite the economic hardship endured by the mentee's family.
- 12.11 As some of the mentors were not fully involved in the Targeted Savings, they were unable to identify changes in the CDF participants' attitudes towards developing a savings habit.
- 12.12 Most of the parents reported that saving money had been one of their children's habits before participating in the CDF project. This was owing to the fact that they had taught their children, from a young age, the importance of saving money. Therefore, a persistent savings habit among the children was not necessarily attributable to the influence of the CDF project; nor did the Targeted Savings have any influence on the development of a persistent savings habit in other family members.

## VII. Other Impact of the CDF Project and Views on CDF Project

### 13. Quantitative study

#### *Health outcomes*

13.1 The health outcomes of the CDF participants and non-CDF-participants were assessed using the Pediatric Quality of Life Inventory (4.0 Generic Core Scale), which has four dimensions: physical, emotional, social, and school functioning (ranging from 0 = *very poor* to 100 = *very good*). A higher score indicates better health quality of life.

13.2 The results showed that the social functioning of the CDF participants was significantly better than that of the non-CDF-participants ( $p < .05$ ).

*Table 13.1: The health outcomes of the CDF participants and non-CDF-participants*

	CDF participants	Non-CDF-participants	p-value <sup>a</sup>
Physical functioning	86.02	84.51	.14
Emotional functioning	73.83	75.30	.28
Social functioning	85.37	82.86	.03*
School functioning	75.18	73.53	.19

<sup>a</sup>T-test between the CDF participants and non-CDF-participants.

\* $p < .05$ .

#### *Human capital and employment outcomes*

13.3 About 55.6% of the CDF participants and 40.0% of the non-CDF-participants had worked. Of the CDF participants who had worked, about 84.0% had or had had a part-time job and 16.0% had or had had a full-time job. Of the non-CDF-participants who had worked, about 80.7% had or had had a part-time job and 19.3% had or had had a full-time job.

13.4 The CDF participants and non-CDF-participants who had or had had a job self-rated how interesting their jobs were on a 5-point Likert scale (ranging from 1 = *It is or was uninteresting* to 5 = *It is or was very interesting*). More CDF participants (54.0%) than non-CDF-participants (40.0%) found or had found their jobs interesting or very interesting ( $p < .05$ ).

*Table 13.2: The CDF participants' and non-CDF-participants' work experience and attitudes to their jobs*

	CDF participants (%)	Non-CDF-participants (%)	p-value <sup>a</sup>
Had worked	55.6	40.0	.00*
Nature of the job			.39
Part-time	84.0	80.7	
Full-time	16.0	19.3	
Rating of the job			.00*
Uninteresting	6.5	27.1	
Slightly interesting	22.5	16.4	
Not sure	16.9	16.4	
Interesting	43.6	36.4	
Very interesting	10.4	3.6	
Had never worked	44.4	60.0	
Total	100.0	100.0	

<sup>a</sup>Chi-square test between the CDF participants and non-CDF-participants.

\* $p < .05$ .

### ***Influence of the CDF projects on siblings***

13.5 The Study asked questions to find out if the CDF projects had also brought positive impact to the siblings of CDF participants who themselves did not join CDF projects. CDF participants indicated the positive changes in their siblings who had not participated in the CDF projects, in that their siblings developed a personal savings habit (32.9%), became more positive and optimistic (29.5%), were willing to meet more people (27.9%), and the horizons were broadened (27.8%).

*Table 13.3: CDF participants indicated the positive changes in their siblings who had not participated in the CDF projects*

	Siblings of CDF Participants who had not participated in the CDF projects (%) <sup>a</sup>
Developed a personal savings habit	32.9
Became more positive and optimistic	29.5
Became willing to meet more people	27.9
Horizons broadened	27.8
Became willing to plan for personal growth	21.4
Became more resilient	16.2
Became more motivated to learn	12.8

<sup>a</sup>Multiple responses allowed.

### ***Views on the CDF projects***

#### *CDF participants' and parents' views on the CDF projects*

13.6 The CDF participants and their parents were asked to give their views on which programme had most attracted them to participate in the CDF projects. About 48.9% of the CDF participants reported that the Targeted Savings had been the most attractive programme; this was followed by the Personal Development Programme (28.4%) and finally the Mentorship Programme (22.6%).

*Table 13.4: Ranking of the programmes that had most attracted the CDF participants to participate in the CDF projects*

	CDF participants (%)
The Targeted Savings	48.9
The Personal Development Programme	28.4
The Mentorship Programme	22.6
Total	100.0

13.7 The key reasons the CDF participants gave for participating in the CDF projects were “to form a personal savings habit” (53.6%), “to enhance my personal development” (48.6%), “to broaden my horizons” (44.6%), “to build up my social networks” (43.7%), “to plan for my personal growth” (43.7%), “to reach the personal savings targets” (43.7%), “to meet new people” (43.1%) and “to obtain the matching contributions for my savings and because of the special financial incentives” (40.4%).

*Table 13.5: The CDF participants' reasons for participating in the CDF projects*

	CDF participants (%) <sup>a</sup>
To form a personal savings habit	53.6
To enhance my personal development	48.6
To broaden my horizons	44.6
To build up my social networks	43.7
To plan for my personal growth	43.7
To reach the personal savings targets	43.7
To meet new people	43.1
To obtain the matching contribution for the savings and because of the special financial incentives	40.4
To achieve short-term goals in my personal development	24.8
To learn how to cope with adversity	23.4

<sup>a</sup>Multiple responses allowed.

*Non-CDF-participants' views on the CDF projects*

13.8 About 21.7% of the non-CDF-participants had previously heard about the CDF projects. Of these non-CDF-participants, over half of them (51.3%) indicated that they did not have time to join. Slightly less than one quarter of these non-CDF-participants (22.4%) indicated that the NGO operators did not have places for them near their homes.

*Table 13.6: The non-CDF-participants' prior awareness of the CDF projects*

	Non-CDF-participants (%) <sup>a</sup>
Had prior awareness of the CDF projects	21.7
Reasons for not participating in the CDF projects	
The family did not have money to spare for the Targeted Savings	25.0
They did not have time to join	51.3
The targeted savings were not attractive	7.9
The Personal Development Programme was not attractive	1.3
The Mentorship Programme was not attractive	1.3
The projects were too long	17.1
The NGO operators did not have a place for them near their homes	22.4
Did not have prior awareness of the CDF projects	78.3
Total	100.0

<sup>a</sup>Multiple responses allowed.

## **14. Qualitative study**

### ***Long-term impact on CDF participants***

#### *Benefits of participating in the CDF projects*

- 14.1 Generally speaking, all of the NGO operators were satisfied with the CDF project, which benefited the CDF participants through the PDPs, the Mentorship Programme, the Targeted Savings, and the interactions between CDF participants and other stakeholders of the CDF projects.
- 14.2 Their participation in the Mentorship Programme, the PDPs, and interactions with different stakeholders enabled the CDF participants to obtain a better understanding of society and of themselves; to cultivate an outgoing and proactive character; and to better prepare themselves for a future career. Their participation in the Targeted Savings enabled CDF participants to take classes in things that interested them.
- 14.3 Some of the NGO operators reported that the influence of the CDF projects was not limited to the CDF participants themselves but extended to their families. Through attending various workshops and talks on financial management, some CDF participants' families came to appreciate the importance of a persistent savings habit and obtained a better understanding of wealth management.
- 14.4 Some of the CDF participants said that the CDF projects not only provided them with financial incentives but also helped them to formulate plans for a future career, make more friends, achieve personal growth and improve their communication skills. Some of the CDF participants who had been reserved and shy before participating in the CDF projects became outgoing and talkative afterwards. They would share their feelings and maintain a good relationship with their parents, and this promoted family harmony.
- 14.5 Furthermore, some of the CDF participants indicated that the CDF projects were especially beneficial to children from poor families because they offered them opportunities they would not otherwise have to participate in various kinds of activities. Nevertheless, a few CDF participants reported that the CDF projects had had no influence on them.



- 14.6 With regard to the benefits of the CDF Mentorship Programme, some of the mentors indicated that after participating in the CDF projects their mentees broadened their horizons, obtained a better understanding of themselves, and their personalities were positively transformed – initially quiet and shy, they became outgoing and talkative.
- 14.7 Most of the mentors reported that they derived several benefits from serving as mentors; these included gaining an understanding of the needs and difficulties of children/young people from low-income families, witnessing the personal growth of their mentees, participating in activities held by the NGO operators, expanding their social circles, and self-improvement.
- 14.8 Most of the parents were satisfied with the CDF projects because after participating in them their children had learned to be independent, had become outgoing and talkative, had gained a better understanding of society and of themselves, and had expanded their social networks. Besides, most of the parents indicated that their children actively shared with them the experiences they had with mentors. The findings highlighted that the CDF projects encouraged more communications between the CDF participants and their parents as well as promoted family harmony; and influenced not only on the CDF participants but also on their families as a whole.

*Factors that could help alleviate poverty*

- 14.9 Most of the NGO operators, CDF participants, mentors, and parents shared similar views on the effect of the CDF projects on poverty alleviation. Because most of the CDF participants were currently students, the long-term impact on intergenerational poverty could not be assessed. Nevertheless, the CDF projects help CDF participants to enhance their abilities in various respects, to develop a persistent savings habit, and to become more ambitious. These benefits are important to their future success and should help combat poverty in the long term.

14.10 One NGO operator expressed the view that an individual's escape from poverty depends mostly on his or her proactiveness and determination to accomplish the goals to which he or she aspires. Without these, poverty alleviation is just a pipe dream. The CDF project was designed to cultivate such proactiveness and determination in young people in order to make their future success possible or more likely and thus combat poverty in the long run.

14.11 One mentor further said that the future of the mentees was unpredictable, but they should enjoy their lives even if they had very little money. The CDF participants were able to acquire a spirit of independence after joining the CDF projects, and they would continue to pursue their ambitions henceforth. Most of the NGO operators believed that this would help the CDF participants to escape poverty in the long term.

### ***Views and suggestions of NGOs, CDF participants and their parents on the CDF projects***

14.12 The views and suggestions set out in paragraphs 14.13 to 14.17 were collected from the focus group discussions or in-depth interviews with NGOs, mentors, CDF participants and their parents. As the number of respondents are small, these views, while being set out for reference and consideration, should best be considered as views collected via the qualitative study rather than views of any representativeness.

#### *NGO operators*

14.13 Some of the NGO operators commented on the time allowed for expending the targeted savings for implementation of PDP. It was noted that in some cases, the elder CDF participants were preparing for the HKDSE while they were in the third year of the CDF projects. They were occupied with study and could hardly find time to implement their PDP and/or expend the target savings by end of the third year. In this connection, the Study noted that this concern had already been addressed for projects that were rolled out from 2016 which give flexibility to CDF participants by allowing them to start using their savings earlier in the middle of second year for implementing their PDPs.

### *CDF Participants*

- 14.14 Some of the CDF participants mentioned that they came to learn about CDF projects via limited channels and was unaware that there were projects operating in the district they live in. They also had relatives/friends who had not heard of CDF projects. These CDF participants suggested that the NGO operators should give more publicity to the CDF projects at schools and in the community.
- 14.15 As regards content of training programme, the CDF participants were more interested in industry visit and programmes that involve outings than lectures or talks. On the Targeted Savings, some suggested allowing more than a year for the CDF participants to expend their savings so they could make better use of the money for a longer period of time instead of having to rush to expend them all by end of third year. In this connection, the Study noted that the arrangements have all along allowed NGOs to help participants to continue implementation of PDPs beyond the third year of project if the participants cannot expend all the targeted savings in the third year of project. While such flexibility has been given to NGOs, the practices of NGOs varied, with some in favour of requiring their participants to complete implementing PDPs before project ends.

### *Mentors*

- 14.16 Some mentors found the training programme and activities arranged by NGO operators useful in helping them to learn communicating with young people and in ice-breaking with their mentees. While most enjoyed the three-year journey with their mentees, some commented that three years' commitment appeared quite long when they first joined the CDF project. They thought this seemingly long commitment might deter people who might be interested in serving as mentor from coming forth. In order to attract more people volunteering to serve as mentors for CDF projects, some mentors suggested that a trial period of two to three months may be given as a "taster programme" for potential mentors to try out the experiences.

### *Parents*

- 14.17 Most of the parents commended the CDF projects. Some suggested extending the deadline on spending the savings accumulated under the Targeted Savings.

## VIII. Conclusion

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### 15. Longer-term impact of the CDF projects

#### *Personal Development Plans*

##### *Fewer problematic behaviours*

- 15.1 Overall, the results showed that the CDF participants exhibited a smaller number of problematic behaviours than the non-CDF-participants. The CDF participants reported less hyperactive behaviour, emotional problems, conduct problems, and peer problems than did the non-CDF-participants ( $p$ -values  $< .05$ ). In addition, the CDF participants less frequently played truant in the last year of secondary schooling than did the non-CDF-participants ( $p < .05$ ).
- 15.2 Most of the NGO operators indicated that, in general, the CDF participants displayed greatly enhanced self-confidence and greatly improved communication skills after participating in the various activities the NGO operators arranged for them.

##### *More motivated to study*

- 15.3 The CDF participants' self-rated motivation to study was significantly stronger than that of the non-CDF-participants ( $p < .05$ ); and the level of agreement with the statement "learning can make me happy" reported by the CDF participants was significantly higher than that reported by the non-CDF-participants ( $p < .05$ ). These results indicate that the CDF participants had a greater motivation to study and found more pleasure in learning and studying than the non-CDF-participants.

##### *Higher academic expectations*

- 15.4 With regard to academic expectations, more CDF participants (80.1%) than non-CDF-participants (64.3%) expected to gain a bachelor's degree or above ( $p < .05$ ).

### *More positive future orientation*

- 15.5 The CDF participants' and non-CDF-participants' future orientations were assessed using the Hope Scale. The results showed that the CDF participants had significantly higher levels of hope than the non-CDF-participants ( $p < .05$ ). With regard to the two components of this measurement instrument, the CDF participants also reported significantly higher levels of goal-directed energy ( $p < .05$ ) and planning to accomplish goals ( $p < .05$ ) than the non-CDF-participants.
- 15.6 The NGO operators, the mentors, and the parents reported that the horizons of the CDF participants were broadened by various activities, such as attending day camps, adventure training programmes, and industry visits. The CDF participants obtained a deeper understanding of themselves and society, explored their abilities, and formulated ambitions for their future. In addition, the elder CDF participants became more ambitious and mature in the course of formulating their career paths for their PDPs.

### *Positive views on the PDPs*

- 15.7 The majority of the CDF participants considered that the PDPs was helpful for formulating career development plans. Compared to the non-CDF-participants who joined other personal development programmes, more CDF participants considered the PDPs to be quite helpful or very helpful for formulating career development plans ( $p < .05$ ).
- 15.8 Some of the CDF participants indicated that they benefited from the PDPs in several ways. The CDF participants started to think seriously about their future careers. As a result, they were motivated to improve themselves in order to achieve their future-career goals. Some of the CDF participants became extrovert and talkative. Furthermore, some of the CDF participants learned problem-solving skills and how to remain calm in stressful situations.

### ***The Mentorship Programme***

#### *Higher levels of perceived social support*

- 15.9 The perceived levels of social support from family, friends, and significant others (any person of great importance to an individual's well-being and self-

evaluation) were assessed using the Multidimensional Scale of Perceived Social Support. The CDF participants who took part in the CDF Mentorship Programme but no other mentorship programmes reported significantly higher levels of social support from family ( $p < .05$ ), friends ( $p < .05$ ), and significant others ( $p < .05$ ), as compared to the non-CDF-participants who did not take part in any mentorship programme.

#### *More positive future orientation*

15.10 The Exploration and Commitment Questionnaire was employed to measure two domains of the future orientation (education and career) of the CDF participants and non-CDF-participants. The CDF participants who took part in the CDF Mentorship Programme but no other mentorship programmes reported significantly higher levels of positive exploration and commitment to their future education and careers, as compared to the non-CDF-participants who did not take part in any mentorship programme ( $p < .05$ ).

15.11 Some of the NGO operators spoke about a number of successful cases. In those cases, the mentors were usually able to offer useful advice to their mentees and help develop their personal values. The mentors were generally able to maintain a long-term friendship with their mentees even after the latter had completed the CDF Mentorship Programme. Some ex-CDF participants proactively sought advice from their mentors on academic matters, career matters, or family issues even after they had completed the CDF.

#### *Positive views of the CDF participants on the Mentorship Programme*

15.12 Most of the CDF participants said that they enjoyed the time they spent with their mentors. They discussed with their mentors their personal development and planning of their future education; they shared with them their happy and sad experiences at school and at home; and they learned a great deal from them (e.g., always be prepared, be positive, and put yourself into other people's shoes). Further, the CDF participants reported that the mentors shared with them their life experiences, comforted them when they were down, and pointed out their weaknesses. However, some of the CDF participants expressed the view that the NGO operators should provide training programmes for mentors on how to successfully communicate with teenagers, as some of the elder mentors could not understand the CDF participants' problems or communicate well with them.

### *Positive views of the mentors on the Mentorship Programme*

- 15.13 About three quarters of the mentors remained in contact with mentees who had completed the Mentorship Programme, indicating that the mentors and these CDF participants maintained a long-lasting relationship. The relationships mentors had with their mentees were considered successful and effective.
- 15.14 Most of the mentors shared their life experiences with their mentees, tried to learn more about their interests (e.g., cooking); tried to be more deeply involved in their social circles; maintained regular contact with them; and supported them when help was needed. Most of the mentors said that the mentees shared their feelings with them once the mentors had gained their trust.
- 15.15 Most of the mentors hoped that, in order to foster the relationship between mentors and mentees, the NGO operators would launch more large-scale activities (e.g., experience-sharing sessions) for both mentors and mentees to participate in. In addition, some of the mentors suggested that the NGO operators should provide more training for mentors on youth culture, because there was a generation gap between mentors and their mentees.

### ***The Targeted Savings***

#### *Sustained savings habits*

- 15.16 About three quarters of the CDF participants currently had a savings habit and, on average, they saved HK\$734 per month. The CDF participants were more likely than the non-CDF-participants to have a savings habit ( $p < .05$ ), indicating that CDF participants sustain their savings habits after they had completed the CDF projects.
- 15.17 Some of the NGO operators indicated that the influence of the Targeted Savings was not limited to the CDF participants but extended to their families. Through attending various workshops and talks on financial management, some of the CDF participants' families came to realise the importance of having a persistent savings habit and gained a better understanding of wealth management.

### *Positive views on the Targeted Savings*

15.18 The majority of the CDF participants indicated that the Targeted Savings had helped them develop a savings habit to aid their personal development. As the qualitative study shows, there were diverse views regarding the influence of the Targeted Savings on the development of a persistent savings habit in its participants. Some of the CDF participants said that they had been in the habit of saving money prior to participating in the CDF projects and that they still maintained their savings habit. Some of the younger CDF participants said that they had not had a savings habits but had started to develop one thanks to the Targeted Savings. Some of the elder CDF participants said that the Targeted Savings had helped them to understand the importance of persistently saving money as this could help them achieve their long-term goals.

### ***Overall impact of the CDF project***

#### *Better social functioning*

15.19 The social functioning of the CDF participants was significantly better than that of the non-CDF-participants ( $p < .05$ ).

#### *More interest in work*

15.20 About half of the CDF participants and less than half of the non-CDF-participants had (or had had) a job; most of them had (or had had) a part-time job. More CDF participants than non-CDF-participants considered the jobs they had (or had had) to be interesting or very interesting ( $p < .05$ ).

#### *Positive changes in siblings*

15.21 About two-fifths of the CDF participants reported that their siblings did not participate in the CDF projects, yet their siblings had been positively influenced by the CDF participants: they had developed a personal savings habit, had become more positive and optimistic, were willing to meet more people, and had broadened their horizons.



### *Positive views on the CDF projects*

- 15.22 About half of the CDF participants considered the Targeted Savings to be the most attractive one, with the Personal Development Programme and the Mentorship Programme coming second and third, respectively.
- 15.23 All of the NGO operators were satisfied with the CDF projects; the CDF participants benefited from the PDPs, the Mentorship Programme, the Targeted Savings, and interactions between themselves and different stakeholders of the CDF projects. Through the Mentorship Programme, the PDPs, and interactions with different stakeholders, the CDF participants were able to gain a better understanding of society and of themselves; to cultivate an outgoing and proactive character; and to better prepare themselves for their future careers. The Targeted Savings enabled the CDF participants to pay to participate in classes that interested them. Furthermore, some of the CDF participants reported that the CDF projects not only provided them with financial incentives but also helped them formulate ideas about their future career, make more friends, achieve personal growth and improve their communication skills. Some of the CDF participants indicated that the CDF projects are especially beneficial to children from poor families as the projects offer them opportunities they would not otherwise have to participate in various kinds of activities.

### *Comparison of the elder and younger CDF participants*

- 15.24 Regarding the comparison of different impacts of the elder and younger CDF participants, it was found that elder CDF participants had fewer prosocial behaviours than the younger CDF participants. Younger participants had higher expectation on the academic results in the class of secondary schooling. However, these results were likely to be associated with the factor of age. No significant differences between elder and younger CDF participants were found in other aspects from the questionnaire survey.

15.25 Discussions with the elder and younger CDF participants revealed that their expectations on the project varied. Most of the elder CDF participants, when joining the CDF projects, had expectation that the PDPs and the project would help their personal growth, promote their self-understanding, and broaden their horizons. The younger CDF participants, on the other hand, did not share the same expectation, with some saying that they were too young to fully understand the objectives of their PDPs when they first joined the CDF project.

*Longer-term impacts of the CDF projects*

15.26 The CDF participants performed significantly better than the non-CDF-participants in many respects. Compared to the non-CDF-participants, the CDF participants engaged in fewer problematic behaviours; did better and expected to do better in the future; had greater motivation for, and pleasure in, learning and studying; had expectations of higher academic achievements in post-secondary education; had greater self-confidence and had better communication skills after they had completed the CDF projects.

15.27 The longer-term impacts on participants of the CDF project are summarised as follows.

**(1) Personal Development Plans**

- Fewer problematic behaviours
- More motivated to study
- Higher academic expectations
- More positive future orientation

**(2) Mentorship Programme**

- Higher levels of perceived social support
- More positive future orientation

**(3) The Targeted Savings**

- Sustained savings habit

**(4) Overall impact**

- Better social functioning
- Higher levels of hope
- More interest in work
- Positive changes in siblings

- 15.28 The results confirmed that after they had completed their participation in the CDF projects through the contribution of the three key components (the PDPs, the Mentorship Programme, and the Targeted Savings), the CDF participants had greater motivation and pleasure in learning and studying, higher academic expectations, greater self-confidence, and greatly improved communication skills; they received higher levels of social support; displayed higher levels of positive exploration of, and commitment to, their future education and careers; and had a more positive future orientation, as compared with the non-CDF participants. In addition, there were also positive changes in their siblings: their siblings were more willing to meet others, had their personal plans for their future and developed persistent savings habits. As the results has demonstrated that each of the three key components are highly complementary to each other and each has their unique longer-term impacts on the CDF participants, all the three key components are essential to the CDF projects.
- 15.29 In sum, the CDF project helps the children who participate in it to enhance their ability in managing resources, to develop persistent savings habits, and to formulate a vision for their future. These benefits are important for their future success and will help alleviate poverty in the long term.

## **16. Recommendations**

### ***Sharing of experience: A key to success***

16.1 Since the roll-out of first batch projects in 2009, CDF projects have benefitted more than 10 000 underprivileged children. They came from five batches of altogether 88 projects run by NGOs as well as three batches of 30 school-based projects. Currently, the project operators are still running the fourth and fifth batch of NGO-run projects and the first three batches of school-based projects. Valuable experiences have been accumulated among different parties involving in the CDF projects. Sharing of experiences with others is thus a key to enhance the quality of this programme as a whole. It is recommended that the sharing of good practices and ideas in running CDF projects among NGO operators, and sharing of experiences among mentors should be facilitated and encouraged.

### ***Reaching out to more potential beneficiaries of the CDF projects***

16.2 In order to increase the number of beneficiaries of CDF projects, it is recommended that efforts may be focused on (i) stepping up publicity and promotional efforts to increase the awareness of CDF projects in schools and among school teachers; (ii) increasing transparency on the information, including the availability, of projects so that interested families know where to apply if they wish to join CDF projects; and (iii) encouraging NGO operators to target at siblings of CDF participants as potential beneficiaries of CDF projects, as their siblings should be more informed about CDF projects and therefore more ready to join CDF projects.

### ***Enlarging the pool of volunteer mentors***

16.3 Recruiting mentors was one of the challenges mentioned during the discussions with NGO operators. Since 2015, LWB has adopted a one-plus-one approach through which NGO operators were awarded two consecutive projects at one go on the understanding that they had satisfactory performance in implementing the first project. This approach could facilitate NGO operators to accumulate their mentors from the first project to the second one and build up a quality pool of experienced mentors. In addition to retaining and accumulating experienced mentors, it is recommended that the pool of mentors may be

expanded by (i) targeting recruitment of mentors from commercial sectors and school teachers, and (ii) facilitating NGO operators to reach out to organisations which may be interested in supporting CDF projects. More promotion for the CDF projects among commercial sectors and among school teachers may be considered for the purpose.

### ***Targeted Savings***

16.4 While noting that the Government has raised the amount of financial incentive from \$3,000 to a matching ratio of 1:1 (i.e. a maximum of \$4,800 but no less than \$3,000) and there was no feedbacks suggesting that the sum of targeted savings was inadequate, it is for consideration if the amount of targeted savings should be reviewed in the long run so that the total sum of targeted savings can keep up with the price level and continue to allow CDF participants to have diversified options in implementing their PDPs.

### ***Future research focus***

16.5 A longitudinal study would be useful to track the long-term achievements and psychological well-beings of beneficiaries of CDF projects. One possible way is to keep track of the CDF participants participating in the study two to three years later and examine their performance and examine their performance when more of them are expected to be working rather than studying at that time. Their employment status and history would help shed light on the long-term effectiveness of CDF projects in easing intergenerational poverty.

**Appendix 1      Discussion Items of the  
Qualitative Study**

### Key discussion items of the qualitative study

Discussion items		Elder and younger participants	Mentors	Parents of the participants	NGOs
The awareness of CDF	Awareness	Awareness of CDF	Awareness of CDF	Awareness of CDF	-
	Reasons for participating	Reasons for participating	Reasons for participating	-	-
	Expectations	Expectations	Expectations	Expectations	-
Operating mode	Implementation	-	-	-	Implementation of CDF (frequency, mode, activity)
	Challenges and difficulties	-	-	-	Challenges and difficulties in operating CDF
		-	-	-	Sharing the good practice in different stages of CDF
The Mentorship Programme	Relationship between participants and mentors	The interaction between mentor and participant (frequency, mode, activity)	The interaction between mentor and participant (frequency, mode, activity)	The interaction between parent and the participant's mentor (frequency, mode, activity)	The facilitation of the interaction between mentor and participant
		-	-	-	Training, workshop and activity delivered
		The expectations on the engagement with mentors	The expectations on the engagement with participants	The relationship between parent and the participant's mentor	-
		-	The motives for building engagement with the participant	-	-
	Sharing experiences	Sharing topics: study, aspiration, interpersonal relationship, values	Sharing topics: study, aspiration, interpersonal relationship, values	Sharing topics: study, aspiration, interpersonal relationship, values	Sharing topics: study, aspiration, interpersonal relationship, values
	Views on the programme	Comments on the programme	Comments on the programme	Comments on the programme	Good case(s) to share

Discussion items		Elder and younger participants	Mentors	Parents of the participants	NGOs
The Targeted Savings	Current savings habits	The influence on the savings habits	Involvement in participant's savings habits	Any assistance provided to participant to accomplish the targeted savings	Any facilitation
		-	-	-	Any incentives/rewards to motivate participation
	Effectiveness	The influence on attitudes towards savings habits	The influence on attitudes towards savings habits	The influence on attitudes towards savings habits	The influence on attitudes towards savings habits
The Personal Development Plan (PDP)	PDP	Any discussion of PDP with the mentor, parents, NGOs	Involvement in participant's PDP	Any discussion of participant's PDP with the mentor and NGOs	-
		The progress of PDP	Any assistance provided to participant to accomplish PDP	Any assistance provided to participant to accomplish PDP	Good case(s) to share
		The impact of mentors on PDP	The role of mentors	The role of parents	-
		The impact of NGOs on PDP	-	-	Training, workshop, and activity delivered
	Perceived changes	The influence in sustainable development and growth	The influence in sustainable development and growth	The influence in sustainable development and growth	The influence in sustainable development and growth
		Any significant changes after participating in CDF	Any significant changes on participants after participating in CDF	Any significant changes on the participant after participating in CDF	Any significant changes on participants after participating in CDF
The overall views on CDF	Effectiveness	Any benefits from participating in CDF	The engagement with NGOs	-	-
		The impact of CDF on participants	The impact of CDF on participants	The impact of CDF on participants	The impact of CDF on participants
	Overall views	Overall comments on CDF	Overall comments on CDF	Overall comments on CDF	Overall comments on CDF



**Appendix 2      Discussion Guideline of the  
Qualitative Study**

## Study on the Longer Term Development of Child Development Fund Project Participants

### Discussion Guideline

#### Research Objective

The Government is now commissioning the Department of Social Work and Social Administration of the University of Hong Kong and Policy 21 Limited (the Consultant) to conduct the evaluative study to assess the effectiveness of Child Development Fund (CDF) Projects and the results of the study will help the Government set up longer-term goals and policies. If you have any enquiries, you can contact your operating NGO, or our research officer on 23102862.

#### Data Confidentiality

All information you provide will be processed in an anonymous and confidential manner. Please actively join the discussion and feel free to express your valuable opinions. You may refuse to answer any question in case it makes you feel uncomfortable.

#### Target Discussants

About 70-76 target discussants will participate in the discussions. There will be 4 focus group discussions with participants, 2 focus group discussions with mentors, 10 in-depth interviews with parents and 18 in-depth interviews with operating NGOs, as follows:

<b>Group</b>	<b>Target Discussants</b>	<b>Target number of discussants</b>
Focus group discussion with participants – Group 1	Elder participants (aged 14-16)	7-8
Focus group discussion with participants – Group 2	Elder participants (aged 14-16)	7-8
Focus group discussion with participants –Group 3	Younger participants (aged 10-13)	7-8
Focus group discussion with participants –Group 4	Younger participants (aged 10-13)	7-8
Focus group discussion with mentors – Group 5	Mentors (with elder participants)	7-8
Focus group discussion with mentors – Group 6	Mentors (with younger participants)	7-8
In-depth interviews with parents 1-5	Parents of elder participants	5
In-depth interviews with parents 6-10	Parents of younger participants	5
In-depth interviews with operating NGOs 1-18	Operating NGOs	18

## **Discussion Framework:**

### **Focus group discussion with participants – Group 1-4**

#### **(1) Awareness towards the CDF programme**

- ✓ The awareness towards the CDF programme
- ✓ Reasons of joining the CDF programme
- ✓ Expectation towards the CDF programme

#### **(2) The Mentorship Programme**

- ✓ The interaction between mentor and participant (frequency, mode, activity, etc.)
- ✓ The expectations on engagements with mentor (meeting arrangement, etc.)
- ✓ Relationship between mentor and participant (sharing topics: e.g. study, aspiration, interpersonal relationship, values, etc.)
- ✓ Worth-sharing experiences between mentor and participant
- ✓ Engagements with mentor after the programme completed, whether the participant keeps contact with the mentor
- ✓ The influence of mentor on the life of the participant
- ✓ Comments and expectations of the mentorship programme

#### **(3) The Targeted Savings**

- ✓ The influence on saving habit
- ✓ The influence on attitude towards savings
- ✓ Spending targeted savings
- ✓ Whether the participant keeps the saving habit and the reasons

#### **(4) The Personal Development Plan (PDPs)**

- ✓ Discussion of PDPs with mentor, parents, operating NGO and others
- ✓ Sustainable influences on the long-term development and growth of the participant
- ✓ Whether there are any significant changes on views on career path or development plan after joining the programme
- ✓ Whether there are any significant changes after joining the programme
- ✓ The progress of the PDPs
- ✓ Influence of the mentor on the PDPs and the role of the mentor
- ✓ Influence of the operating NGO on the PDPs and the role of the operating NGO

**(5) The overall views on the CDF programme**

- ✓ Benefits from participating in the CDF programme
- ✓ Major influences on personal development by the CDF programme
- ✓ Factors help alleviate poverty
- ✓ Limitations of the CDF programme
- ✓ (For those with siblings) Whether there is any impact on the participant's siblings who did not participate in the CDF programme after the participant has completed the programme
- ✓ Overall comments on the CDF programme

## **Focus group discussion with mentors – Group 5-6**

### **(1) Awareness towards the CDF programme**

- ✓ The awareness towards the CDF programme
- ✓ Reasons of joining the mentorship programme
- ✓ Whether the CDF programme can meet your expectation

### **(2) The Mentorship Programme**

- ✓ The interactions between mentor and participants (frequency, mode, activity, etc.)
- ✓ The expectations on engagements with participants (meeting arrangement, etc.)
- ✓ Relationship between mentor and participants (sharing topics: e.g. study, aspiration, interpersonal relationship, values, etc.)
- ✓ Worth-sharing experiences between mentor and participants
- ✓ Engagements with participants after the programme completed
- ✓ Motivation to build up relationship with participants
- ✓ Benefits from the mentorship programme
- ✓ Comments and expectations of the mentorship program

### **(3) The Targeted Savings**

- ✓ Whether there is any discussion on participants' saving habits
- ✓ Changes on participants' attitude towards saving habits

### **(4) The Personal Development Plan (PDPs)**

- ✓ Discussion of PDPs with participants
- ✓ Sustainable influences on the long-term development and growth of the participants
- ✓ Whether there are any significant changes on participants' views on their career path and development plans after the participants completed the programme
- ✓ Whether there are any significant changes on participants after the participants joined the programme
- ✓ The role of mentor on participants' PDPs

### **(5) The overall views on the CDF programme**

- ✓ Possible ways to enhance mentor's influence on participants' development
- ✓ Relationship with operating NGOs
- ✓ Limitations of the CDF programme
- ✓ Overall comments on the CDF programme

## **In-depth interviews with parents 1-10**

### **(1) Awareness towards the CDF programme**

- ✓ The awareness towards the CDF programme
- ✓ Whether the programme can meet your initial expectation

### **(2) The Mentorship Programme**

- ✓ The interaction with mentor (frequency, mode, activity, etc.)
- ✓ Worth-sharing experiences between mentor and participant's parents
- ✓ Relationships between mentor and participant
- ✓ Comments and expectations of the mentorship programme

### **(3) The Targeted Savings**

- ✓ Ways to fulfill the saving requirements with participant
- ✓ Difficulties in meeting saving requirements and whether you have received support from others
- ✓ Relationship between saving, personal development and planning
- ✓ Any influences on your attitude towards saving habits

### **(4) The Personal Development Plan (PDPs)**

- ✓ Whether there is any discussion with participant, mentor or operating NGOs on the PDPs of the participant
- ✓ Sustainable influences on participant's personal development and growth
- ✓ Whether there are any significant changes on participant's views on their career path and development plans after the participant completed the programme
- ✓ Whether there are any significant changes on participant after the participant joined the programme
- ✓ Whether the programme affected the parent's views on the expectations of the participant
- ✓ The role of parent on participant's PDPs
- ✓ How did the parent assist the participant in fulfilling his/her PDPs?

### **(5) The overall views on the CDF programme**

- ✓ Would you recommend your other children to join the CDF programme (if have other eligible children)?
- ✓ Possible ways to facilitate mentor's influence on participants' development
- ✓ Limitations of the CDF programme
- ✓ Overall comments on the CDF programme

## **In-depth interviews with operating NGOs 1-18**

### **(1) Operating mode**

- ✓ Expectation towards the CDF programme
- ✓ Activities of the CDF programme (including regular programme, grouping, contents/types)
- ✓ Operating modes of NGOs and their association with surroundings
- ✓ Challenges and difficulties in operating the CDF programme
- ✓ Possible solutions to solve the problems encountered
- ✓ Best practices and support in different phases of the CDF programme

### **(2) The Mentorship Programme**

- ✓ Facilitation of the interaction between mentors and participants
- ✓ Provide training/activities
- ✓ Worth-sharing cases
- ✓ Comments and expectations on the mentorship programme

### **(3) The Targeted Savings**

- ✓ Targeted savings, matching contributions and special financial incentives
- ✓ Communication with participants' families
- ✓ Influence on attitudes of participants' families towards saving habits

### **(4) The Personal Development Plan (PDPs)**

- ✓ Sustainable influences on the development and growth of the participant
- ✓ Whether there are any significant changes on participants after they had joined the programme
- ✓ Training and activities
- ✓ Worth-sharing cases

### **(5) The overall views on the CDF programme**

- ✓ Possible ways to help the development of the participants
- ✓ Factors help alleviate poverty
- ✓ Overall comments on the collaboration between the private sector, the community/NGOs and the Government
- ✓ Limitations of the CDF programme
- ✓ Overall comments on the CDF programme

**Appendix 3      Question Items of the  
Questionnaire Surveys**



### Question items of the questionnaire surveys

Key measures	Question items	Elder and younger participants	Non-participants	Parents of the participants	Mentors
<b>Demographic and socioeconomic profile</b>					
Child characteristics	Gender	A1	A1	A1	-
	Age	A2	A2	A2	-
	Education level	A3	A3	A3	-
	Economic activity status	A4	A4	A4	-
	Disability diagnosis	A5	A5	A5	-
	Chronically ill	A6	A6	A6	-
	Number of years of residence	A9	A9	A9	-
	Place of birth	A10	A10	A10	-
Parent characteristics	Age	A2	A2	A2	-
	Education level	A3	A3	A3	-
	Economic activity status	A4	A4	A4	-
	Disability diagnosis	A5	A5	A5	-
	Chronically ill	A6	A6	A6	-
	Number of years of residence	A9	A9	A9	-
	Place of birth	A10	A10	A10	-
Mentor characteristics	Gender	-	-	-	A1
	Age	-	-	-	A2
	Education level	-	-	-	A3
	Economic activity status	-	-	-	A4-5
	Marital status	-	-	-	A6
	Personal income	-	-	-	A7
	Number of years of residence	-	-	-	A8-9
	Place of birth	-	-	-	A10
	Living district	-	-	-	A11
Family structure	Marital status of parents	A7	A7	A7	-
	Household income	A8	A8	A8	-
	Living arrangement	A11-12	A11-12	A11-12	-
	Living district	A13	A13	A13	-
Financial assistance	Financial assistance from the government	-	A14-15	A14-15	-
<b>Personal information and school life</b>					
Social support	Multidimensional Scale of Perceived Social Support (Zimet, et al., 1988) – 12 items (three subscales: Family subscale, Friends subscale and Significant other subscale)	B1	B1	B1	B1
Teachers' assessment	Academic results and school performance	B2-B4	B2-B4	-	-
Study motivation	Measuring the study motivation among respondents	B5-B6	B5-B6	-	-
Academic expectations	Perceived expectation on academic performance	B7-B8	B7-B8	-	-
Participation in other youth programme	Participation in other youth programme(s) if any	B9	B9	-	-
Academic performances and work experience	The results of Hong Kong Diploma of Secondary Education Examination (HKDSE) and academic performances	B10-B12	B10-B12	-	-
	Work experience, professional qualifications and employment income	B13-B14	B13-B14	-	-

Key measures	Question items	Elder and younger participants	Non-participants	Parents of the participants	Mentors
Behaviour	The Strengths and Difficulties Questionnaire (SDQ) on emotional, conduct, hyperactivity, peer, prosocial (child & parent version) – 25 items	B15-B20	B15-B20	-	-
Future orientation	Hope Scale (Snyder et al., 1991) - 12 items	B21	B21	-	-
Personality	Face Orientation Scale	-	-	B2	B2
Heath outcomes					
Quality of life	The Pediatric Quality of Life Inventory, Generic Core Scale (PedQL; Lau et al., 2010) – 23 items	C1	C1	-	-
Health-related quality of life	The Chinese version of 12-item Short Form Health Survey, version 2 (SF-12v2; Lam et al., 2010)	-	-	C1-C12	-
Family adversity and conflicts					
Parenting	Parenting method (CTSPC)	-	-	D1-D32	-
Informal social control	Informal social control of child maltreatment (ISC_CM)	-	-	E1-E11	-
Future orientation					
Future orientation	The exploration and commitment questionnaire	D1-D28	D1-D28	-	-
Views on CDF					
CDF	Reasons for participation	E1-E2	-	F1-F2	-
Targeted Savings	Targeted savings	E3-E7	E5-E8	F3-F6	-
Personal Development Plan	PDP	F8-E9	E12-E13	F9-F10	-
Mentorship Programme	Mentorship Programme Relationship with CDF participants Communications with CDF participants Prosocial Personality Battery (PSB)	E10-E13	E9-E11	F7-F8	C1-C7 D1-D2 E1-E6 F1-F2
The influence of CDF on siblings					
The influence of CDF	The influence of CDF participants on their siblings	F1-F5	F1-F5	G1-G3	-

## **Appendix 4      Survey Questionnaires**

### **Survey Questionnaire for CDF Participants**

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## Study on the Longer Term Development of Child Development Fund Project Participants

### Survey Questionnaire for Participants

Sample Code: \_\_\_\_\_

#### Research Objective

The Government is now commissioning the Department of Social Work and Social Administration of the University of Hong Kong and Policy 21 Limited (the Consultant) to conduct the evaluative study to assess the effectiveness of Child Development Fund (CDF) Projects and the results of the study will help the Government set up longer-term goals and policies. If you have any enquiries, you can contact your operating NGO, or our research officer on 2310 2862.

#### Data Confidentiality

All information you provide will be processed in an anonymous and confidential manner. Please actively join the discussion and feel free to express your valuable opinions. You may refuse to answer any question in case it makes you feel uncomfortable.

#### Instructions for answering the Questionnaire

Please read the following questions and put a tick in an appropriate box of each question to indicate your chosen answer, or write the answer on appropriate lines.

\*\*\*\*\*

**Part 1: Household and personal information**

Family Members (either living together or not) No.	1 Father	2 Mother	3 Participant	4 Participant's sibling	5 Participant's sibling
A1 Sex:           1 Male           2 Female	(1)	(2)			
A2 Age: X= Deceased					
A3 Educational attainment: 1 None / Kindergarten 2 Primary 1 3 Primary 2 4 Primary 3 5 Primary 4 6 Primary 5 7 Primary 6 8 Secondary 1 9 Secondary 2 10 Secondary 3 11 Secondary 4 12 Secondary 5 13 Secondary 6 14 Secondary 7 15 Yi Jin / Youth Employment & Training Programme 16 Diploma 17 Higher Diploma 18 Associate Degree 19 Bachelor Degree 20 Postgraduate					
A4 (a) Are you working or doing a business? 1 Employee 2 Self-employed 3 Employer 4 Homemaker 5 Student 6 Retiree 7 Not working but searching for jobs 8 Not working or searching for jobs					
(b) The unemployment period in the past year? _____ month(s)					

<b>Family Members (either living together or not) No.</b>	<b>1 Father</b>	<b>2 Mother</b>	<b>3 Participant</b>	<b>4 Participant's sibling</b>	<b>5 Participant's sibling</b>
<b>A5</b> (a) Are you physically or mentally challenged? If so, please write the age at which it was first diagnosed in the bracket.					
1 Physical Challenge					
1 Physically disabled	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 Spastic paralysis	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
3 Paralysis	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
99 No physical limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Difficulties in Vision					
1 Blindness	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 Require instrumental assistance to see	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
99 No difficulties in vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Difficulties in Sense of Hearing					
1 Deafness	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 Require hearing-aids to hear	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
99 No difficulties in sense of hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Difficulties in speech					
1 Dumbness	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 Require instrumental assistance to speak	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
99 No difficulties in speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Mental Illnesses / Emotional Disturbance (e.g. Post-traumatic Stress Disorder, Anxiety, Depression)					
1 Yes	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Autism					
1 Yes	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Special Learning Difficulties					
1 Yes	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Lack of Concentration Power / Attention Deficit Hyperactivity Disorder					
1 Yes	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Mental Retardation					
1 Yes	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Family Members (either living together or not) No.	1 Father	2 Mother	3 Participant	4 Participant's sibling	5 Participant's sibling
(b) Do you need assistance or instrument to overcome the physical restriction? 1 Wheelchair or other walking aids 2 Artificial limbs 3 Assistance from others to go up or down stairs 4 No restriction					
<b>A6</b> Do you have chronic illness(es)? If so, please write the age at which it/they was/were first diagnosed in the bracket. (Can choose more than one) 1 High Blood Pressure 2 Heart Disease 3 Asthma 4 Diabetes 5 Kidney Disease 6 Cataract 7 Tuberculosis 8 Digestive Ulcer 9 Dermatitis 10 None of the above	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>
<b>A7</b> Marital Status: 1 Never married 2 Living as a couple 3 Married 4 Widow 5 Separated 6 Divorced					
<b>A8</b> Average total household monthly income (including all wages, Comprehensive Social Security Assistance, Old Age (Living) Allowance, Disability Allowance and investment income, etc.): 1 No income 2 \$1–\$4,999 3 \$5,000–\$9,999 4 \$10,000–\$14,999 5 \$15,000–\$19,999 6 \$20,000–\$24,999 7 \$25,000–\$29,999 8 \$30,000–\$34,999 9 \$35,000 or above 10 Do not know					

<b>Family Members (either living together or not) No.</b>	<b>1 Father</b>	<b>2 Mother</b>	<b>3 Participant</b>	<b>4 Participant's sibling</b>	<b>5 Participant's sibling</b>
<b>A9</b> (a) Are you a Hong Kong Permanent Resident? 1 Yes 2 No					
(b) How long have you been living in Hong Kong? 1 Since you were born 2 Since _____(year, e.g. 1953)	( ) Year _____	( ) Year _____	( ) Year _____	( ) Year _____	( ) Year _____
<b>A10</b> Place of birth 1 Hong Kong 2 Macau 3 Guangdong Province 4 Other Chinese Provinces/cities, please specify 5 Other Countries, please specify					

**A11** Who are you currently living with? (Can choose more than one)

- |   |   |
|---|---|
| 1 <input type="checkbox"/> Father                               | 5 <input type="checkbox"/> Stepfather/Stepmother        |
| 2 <input type="checkbox"/> Mother                               | 6 <input type="checkbox"/> Other relatives: Total _____ |
| 3 <input type="checkbox"/> Grandfather/Grandmother: Total _____ | 7 <input type="checkbox"/> Staying at school dormitory  |
| 4 <input type="checkbox"/> Sibling(s): Total _____              | 8 <input type="checkbox"/> Others: _____                |

**A12** Who was/were mainly looking after you? (Can choose more than one)

- |   |   |
|---|---|
| 1 <input type="checkbox"/> Father                               | 5 <input type="checkbox"/> Stepfather/Stepmother        |
| 2 <input type="checkbox"/> Mother                               | 6 <input type="checkbox"/> Other relatives: Total _____ |
| 3 <input type="checkbox"/> Grandfather/Grandmother: Total _____ | 7 <input type="checkbox"/> Staying at school dormitory  |
| 4 <input type="checkbox"/> Sibling(s): Total _____              | 8 <input type="checkbox"/> Others: _____                |

**A13** Which district are you living in Hong Kong?

- |   |  |  |
|---|--|--|
| 1 <input type="checkbox"/> Central & Western District | 9 <input type="checkbox"/> Kwun Tong     | 17 <input type="checkbox"/> Tai Po           |
| 2 <input type="checkbox"/> Wan Chai                   | 10 <input type="checkbox"/> Kwai Tsing   | 18 <input type="checkbox"/> Sha Tin          |
| 3 <input type="checkbox"/> Eastern District           | 11 <input type="checkbox"/> Tsuen Wan    | 19 <input type="checkbox"/> Sai Kung         |
| 4 <input type="checkbox"/> Southern District          | 12 <input type="checkbox"/> Tuen Mun     | 20 <input type="checkbox"/> Tseung Kwan O    |
| 5 <input type="checkbox"/> Yau Tsim Mong              | 13 <input type="checkbox"/> Yuen Long    | 21 <input type="checkbox"/> Tung Chung       |
| 6 <input type="checkbox"/> Sham Shui Po               | 14 <input type="checkbox"/> Tin Shui Wai | 22 <input type="checkbox"/> Outlying Islands |
| 7 <input type="checkbox"/> Kowloon City               | 15 <input type="checkbox"/> Sheung Shui  |  |
| 8 <input type="checkbox"/> Wong Tai Sin               | 16 <input type="checkbox"/> Fanling      |  |



**Part 2: Personal information and school life**

**B1** Indicate how you feel about each statement.

	Very Strongly Disagree	Strongly Disagree	Mildly Disagree	Neutral	Mildly Agree	Strongly Agree	Very Strongly Agree
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. There is a special person who is around when I am in need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There is a special person with whom I can share my joys and sorrows.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My family really tries to help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I get the emotional help and support I need from my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have a special person who is a real source of comfort to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My friends really try to help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can count on my friends when things go wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can talk about my problems with my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I have friends with whom I can share my joys and sorrows.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. There is a special person in my life who cares about my feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My family is willing to help me make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can talk about my problems with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B2** Related to your situation of secondary schooling, to what extent you could understand the following subjects?

	Fully understand (1)	Understand basically (2)	Partly understand (3)	Not quite understand (4)	Not understand at all (5)
a. Chinese Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. English Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B3** Related to your situation of secondary schooling, please indicate your academic results at school.

	Outstanding (1)	Above Average (2)	Average (3)	Below Average (4)	Poor (5)
a. What is the ranking of your academic results <u>in your class</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. What is your expectation of academic results in your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Your average total mark of all subjects taken in the most recent school term: _____ (out of the full mark of _____), or your average grade was A / B / C / D / E / F.(Please circle it.)					

**B4** Related to your situation of secondary schooling, how many times did you encounter in each of the following situations in the past year?

	None (1)	1-2 times (2)	3-5 times (3)	6-10 times (4)	11 times or more (5)
a. Late	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Absence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Truancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Demerits recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B5** Generally speaking, how is your learning motivation? Please rate from 1 to 10: 1 refers to “Not interest at all” and 10 refers to “Has strong interest”.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B6** Learning can make me happy.

1  Strongly disagree    2  Disagree    3  Average    4  Agree    5  Strongly agree

**B7** Which level of education do you expect to attain?

- 1  Senior Secondary Education / Graduate of Secondary 6 / Graduate of Secondary 7  
 2  Post-secondary Education (Diploma/Certificate Programmes)  
 3  Post-secondary Education (Associate Degree Programmes)  
 4  Undergraduate (i.e. Bachelor Degree)  
 5  Postgraduate (such as Master or Doctoral Degree)  
 6  Others, please specify (e.g. Professional Qualifications): \_\_\_\_\_

**B8** Which level of education do your family members expect you to attain?

- 1  Senior Secondary Education / Graduate of Secondary 6 / Graduate of Secondary 7  
 2  Post-secondary Education (Diploma/Certificate Programmes)  
 3  Post-secondary Education (Associate Degree Programmes)  
 4  Undergraduate (i.e. Bachelor Degree)  
 5  Postgraduate (such as Master or Doctoral Degree)  
 6  Others, please specify (e.g. Professional Qualifications): \_\_\_\_\_

**B9** Apart from joining the CDF Programme, did you take part in other extra-curricular activities, tutorial classes or counselling schemes, etc.?

- 1  Yes. The types of schemes/activities (Can choose more than one)  
 1  Financial planning and personal assets development activities; the number of times joined: \_\_\_\_  
 2  Career aspirations / learning activities outside class; the number of times joined: \_\_\_\_  
 3  Regular sports activities led by tutors; the number of times joined: \_\_\_\_  
 4  Regular activities of uniformed groups led by tutors; the number of years joined: \_\_\_\_  
 5  Tutorial classes; the number of years: \_\_\_\_  
 6  “P.A.T.H.S. to Adulthood”  
 7  Others, please specify: \_\_\_\_\_; the number of times/years joined: \_\_\_\_  
 2  No.

**B10** Did you sit Hong Kong Diploma of Secondary Education (HKDSE) examinations, Hong Kong Certificate of Education Examinations (HKCEE), or Hong Kong Advanced Level Examinations (HKALE)? (Can choose more than one)

1  The results of the HKDSE examinations?

	Absence (1)	Grade 1 (2)	Grade 2 (3)	Grade 3 (4)	Grade 4 (5)	Grade 5 (6)	Grade 5* (7)	Grade 5** (8)
a. Chinese Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. English Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Liberal Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2  The results of the HKCEE?

	Absence (1)	Grade U (2)	Grade F (3)	Grade E (4)	Grade D (5)	Grade C (6)	Grade B (7)	Grade A (8)
a. Chinese Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. English Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3  The results of the HKALE?

	Absence (1)	Grade U (2)	Grade F (3)	Grade E (4)	Grade D (5)	Grade C (6)	Grade B (7)	Grade A (8)
a. Chinese Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. English Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4  I am studying in secondary school and have not yet admitted for the local public examinations. (Jump to Question B13)

5  I took other public examinations (e.g. GCE, GCSE and IB, etc.). Please specify: \_\_\_\_\_ Please indicate the results of English Language in the examination specified: Grade \_\_\_\_\_

6  I did not sit local public examinations.

**B11** Did you pursue your studies after completion of secondary education?

1  No, I did not repeat the courses of Secondary 5, 6 or 7 neither. (Jump to Question B13)

2  No, but I repeated the courses of Secondary 5, 6 or 7. (Jump to Question B13)

3  I chose to pursue my studies after completion of Secondary 6.

**B12** After you completed secondary education, which of the following programmes did you take / are you taking? (Can choose more than one)

- 1  Youth Employment and Training Programme / Yi Jin Programme
- 2  Diploma / Certificate Programmes (VTC, IVE or Construction Industry Training Authority)
- 3  Diploma / Certificate Programmes (Other institutes)
- 4  Higher Diploma Programmes (VTC, IVE or Construction Industry Training Authority)
- 5  Higher Diploma (Other institutes)
- 6  Nursing Programmes
- 7  Dental Programmes
- 8  Teaching Programmes for Non-Degree Holders (The Hong Kong Institute of Education)
- 9  Associate Degree Programmes
- 10  Bachelor Degree Programmes (Subsidised by HKSAR government)
- 11  Bachelor Degree Programmes (Self-financing)
- 12  Master Degree or above

**B13** Have you ever worked? If so, how is/was your present or most recent job?

- 1  Yes (a) The nature of the job is/was
    - 1  Part-time
    - 2  Full-time
  - (b) The monthly salary of the job is/was
    - 1  Less than \$5,000
    - 2  \$5,000 – \$9,999
    - 3  \$10,000 – \$14,999
    - 4  \$15,000 – \$19,999
    - 5  \$20,000 or more
  - (c) The extent of interest you feel/felt towards the job?
    - 1  No interest
    - 2  Little interest
    - 3  Uncertain
    - 4  Quite interest
    - 5  A lot of interest
  - (d) How long have you worked / did you work in this job?
    - 1  Less than 1 month
    - 2  1 month to less than 3 months
    - 3  3 months to less than 6 months
    - 4  6 months to less than 1 year
    - 5  1 year to less than 2 years
    - 6  2 years or more
- 2  No

**B14** Did you obtain any professional qualifications?

- 1  Yes. Please specify: \_\_\_\_\_
- 2  No

**B15** For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best as you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

	Not True (1)	Somewhat True (2)	Certainly True (3)
1. I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I usually share with others (food, games, pens etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I have one good friend or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Other people of my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I am easily distracted, I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Other children or young people pick on me or bully me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I often volunteer to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I get on better with adults than with people of my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I finish the work I'm doing. My attention is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B16** Overall, do you think that you have difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

- 1  No (Jump to Question B21)
- 2  Yes – minor difficulties
- 3  Yes – definite difficulties
- 4  Yes – severe difficulties

If you have answered "Yes", please answer the following questions about these difficulties: (B17-B20)

**B17** How long have these difficulties been present?

- 1  Less than a month
- 2  1-5 months
- 3  6-11 months
- 4  Over a year

**B18** Do the difficulties upset or distress you?

- 1  Not at all
- 2  Only a little
- 3  Quite a lot
- 4  A great deal

**B19** Do the difficulties interfere with your everyday life in the following areas?

	Not at all (1)	Only a little (2)	Quite a lot (3)	A great deal (4)
a. Home life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Classroom learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Leisure activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B20** Do the difficulties make it harder for those around you (family, friends, teachers, etc.)?

- 1  Not at all
- 2  Only a little
- 3  Quite a lot
- 4  A great deal

**Hope Scale for secondary students**

Instruction: The following statements describe your daily learning, some situations encountered in your life, some of your practices or beliefs.

**B21** Read each statement carefully and answer quickly. For each statement, there are four options, from “definitely false” to “definitely true”. Using the scale shown below, please select the number that best describes YOU and put a “√” in an appropriate box.

	Definitely False	False	True	Definitely True
	(1)	(2)	(3)	(4)
1. I can think of many ways to get out of a jam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I energetically pursue my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I feel tired most of the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. There are lots of ways around any problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am easily downed in an argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can think of many ways to get the things in life that are important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I worry about my health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Even when others get discouraged, I know I can find a way to solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My past experiences have prepared me well for my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I have been pretty successful in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I usually find myself worrying about something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I meet the goals that I set for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Part 3: Quality of life

#### Directions

On the following page is a list of things that might be a problem for you.

Please tell us **how much of a problem** each one has been for you during the **past ONE month**:

“0” if it is **never** a problem

“1” if it is **almost never** a problem

“2” if it is **sometimes** a problem

“3” if it is **often** a problem

“4” if it is **almost always** a problem

There are no right or wrong answers. If you do not understand a question, please ask for help.

**C1** In the past **ONE month**, how much of a **problem** has this been for you...

	Never (0)	Almost Never (1)	Some- times (2)	Often (3)	Almost Always (4)
<b>About my health and activities (problems with...)</b>					
1. It is hard for me to walk more than one block	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. It is hard for me to run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It is hard for me to do sports activity or exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. It is hard for me to lift something heavy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It is hard for me to take a bath or shower by myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. It is hard for me to do chores around the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I hurt or ache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have low energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>About my feelings (problems with...)</b>					
9. I feel afraid or scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I feel sad or blue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I feel angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I have trouble sleeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I worry about what will happen to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>How I get along with others (problems with...)</b>					
14. I have trouble getting along with other kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Other kids do not want to be my friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Other kids tease me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I cannot do things that other kids of my age can do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. It is hard to keep up when I play with other kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>About school (problems with...)</b>					
19. It is hard to pay attention in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I forgot things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I have trouble keeping up with my schoolwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I miss school because of not feeling well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I miss school to go to the doctor or hospital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Part 4: Questions related to education and career

Here are some questions about education and career. These are important considered areas of life when young people think about the future. We want to compare the awareness of young people in two different areas of life, and therefore for the different areas of life, we have designed similar items. Despite the similar item, we hope you patiently answer truthfully.

##### Concerning future education

(Education: refers to school performance, graduation, academic achievement, and go to college, etc.)

**D1** Which one below is most appropriate in describing your thoughts about future education?

- 1  I have not thought about my future education issues
- 2  Sometimes I think about my future education issues
- 3  I am seriously thinking about several possibilities of my future education
- 4  I am thinking about one possibility of my future education I accept most
- 5  Now I am focusing on the most possible choice, after considering about several possible choices of my future education

**D2** Do you often think about or plan your study and future education?

- 1  Never
- 2  Once in a while
- 3  Sometimes
- 4  Often
- 5  Every day

**D3** For you, is it important to enter into school you select to continue your education?

- 1  Not important at all
- 2  Not very important
- 3  Somewhat important
- 4  Mostly important
- 5  All the way important

**D4** Which one below is most appropriate in describing your thoughts about future education?

- 1  Concerning future education, there are so many choices that it is difficult for me to make up my mind
- 2  Concerning future education, there are many choices, and it seems that all are possible
- 3  Concerning future education, several choices seem to be possible
- 4  Concerning future education, there are two choices at the moment. I plan to choose one
- 5  I have made up my mind what education I will receive in the future

**D5** Concerning your future education, you may have different choices. In your daily life, do you search or look for information of different education?

- 1  Never
- 2  Once in a while
- 3  Sometimes
- 4  Often
- 5  Every day



- D6** Different education (such as common high school and vocational high school) have different characteristics. How much information do you know of different education?
- 1  Little
  - 2  A little
  - 3  Some
  - 4  Much
  - 5  Very much
- D7** Which one below is most appropriate in describing your thoughts about future education?
- 1  I am pretty sure that I will not continue to receive more advanced education
  - 2  I am sure that I will not continue to receive more advanced education
  - 3  I am not sure if I will continue to receive more advanced education
  - 4  I am sure I will continue to receive more advanced education
  - 5  I am pretty sure I will continue to receive more advanced education
- D8** How determined are you that you want to reach your future education plan or goal after completion of junior secondary school?
- 1  Not determined at all
  - 2  Not very determined
  - 3  Somewhat determined
  - 4  Mostlydetermined
  - 5  All the way determined
- D9** How certain are you that you will reach your future education plan or goal after completion of junior secondary school?
- 1  Not certain at all
  - 2  Not very certain
  - 3  Somewhat certain
  - 4  Mostly certain
  - 5  All the way certain
- D10** Do you think it is important to receive education you expect in your future life?
- 1  Not important at all
  - 2  Not very important
  - 3  Somewhat important
  - 4  Mostly important
  - 5  All the way important
- D11** Do you actually do something in order to achieve or be closer to your own educational goals?
- 1  Never
  - 2  Once in a while
  - 3  Sometimes
  - 4  Often
  - 5  Every day

**D12** How important do the factors below for you to reach your future education goals? Meanwhile indicate the direction is positive (promote to reach goal), or negative (hinder to reach goal). Tick “√” in the corresponding answer.

	Not important at all (1)	Not very important (2)	Somewhat important (3)	Mostly important (4)	All the way important (5)	Promote goal (1)	Hinder goal (2)
1. Personal ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Personal effort (what goal I can do)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Social pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. External condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Luck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D13** Which one below is most appropriate in describing your feelings about future education?

- 1  Everything concerning to education will go well
- 2  Although encountering some small difficulties, generally, everything concerning to education will go well
- 3  Sometimes things concerning education will go well, sometimes problems may occur
- 4  In spite of some success, in general, things concerning education will not go well ideally
- 5  Everything concerning education will not succeed

**D14** What are your feelings when you think about your future education?

(There are five pair of words, and 7 numbers corresponding to each pair of words. The number closer to certain extreme indicates the feeling is more closer to the mental state the words describe. Please tick “√” in the appropriate number.)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Worry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipation
Negative emotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Positive emotion
Good mood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bad mood
Frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Passion
Courage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fear

### Concerning future career

(Career: refers to specified job, start of the job, and passion of the job, unemployment, retirement, etc.)

**D15** Which one below is most appropriate in describing your thoughts about future career?

- 1  I have not thought about my future career issues
- 2  Sometimes I think about my future career issues
- 3  I am seriously thinking about several possibilities of my future career
- 4  I am thinking about one most possible future career I will go in for
- 5  Now I am focusing on the most possible one, after considering about several possible choices of my future career

**D16** Do you often think about or plan your future career?

- 1  Never
- 2  Once in a while
- 3  Sometimes
- 4  Often
- 5  Every day

**D17** For you, is it important to reach your career goal?

- 1  Not important at all
- 2  Not very important
- 3  Somewhat important
- 4  Mostly important
- 5  All the way important

**D18** Which one below is most appropriate in describing your thoughts about future career?

- 1  Concerning future career, there are so many choices that it is difficult for me to make up my mind
- 2  Concerning future career, there are so many choices, and it seems that all are possible
- 3  Concerning future career, several choices seem to be possible
- 4  Concerning future career, there are two choices at the moment. I plan to choose one
- 5  I have made up my mind what career I will go in for in the future

**D19** Do you often search or look for information of different career?

- 1  Never
- 2  Once in a while
- 3  Sometimes
- 4  Often
- 5  Every day

**D20** How much information do you know of different career?

- 1  None
- 2  Little
- 3  Some
- 4  Much
- 5  Very much

**D21** Which one below is most appropriate in describing your thoughts about future career?

- 1  I am pretty sure that I will not take up certain specified career
- 2  I am sure that I will not merely take up certain specified career
- 3  I am not sure if I will take up certain specified career
- 4  I am sure I will take up certain specified career
- 5  I am pretty sure I will take up certain specified career

**D22** How determined are you that you want to reach your future career plan after completion of junior secondary school?

- 1  Not determined at all
- 2  Not very determined
- 3  Somewhat determined
- 4  Mostly determined
- 5  All the way determined

**D23** How certain are you that you will reach your future career plan after completion of junior secondary school?

- 1  Not certain at all
- 2  Not very certain
- 3  Somewhat certain
- 4  Mostly certain
- 5  All the way certain

**D24** Do you think it is important to take up career you expect in your future life?

- 1  Not important at all
- 2  Not very important
- 3  Somewhat important
- 4  Mostly important
- 5  All the way important

**D25** Do you actually do something in order to achieve or be closer to your own career goals?

- 1  Never
- 2  Once in a while
- 3  Sometimes
- 4  Often
- 5  Every day

**D26** How important do the factors below for you to reach your future career goals? Meanwhile indicate the direction is positive (promote to reach goal), or negative (hinder to reach goal). Tick “√” in the corresponding answer.

	Not important at all (1)	Not very important (2)	Somewhat important (3)	Mostly important (4)	All the way important (5)	Promote goal (1)	Hinder goal (2)
1. Personal ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Personal effort (what goal I can do)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Social pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. External condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Luck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D27** Which one below is most appropriate in describing your feelings about future career?

- 1  Everything concerning to career will go well
- 2  Although encountering some small difficulties, generally, everything concerning to career will go well
- 3  Sometimes things concerning career will go well, sometimes problems may occur
- 4  In spite of some success, in general, things concerning career will not go well ideally
- 5  Everything concerning career will not succeed

**D28** What are your feelings when you think about your future career?

(There are five pair of words, and 7 numbers corresponding to each pair of words. The number closer to certain extreme indicates the feeling is more closer to the mental state the words describe. Please tick “√” in the appropriate number.)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Worry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipation
Negative emotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Positive emotion
Good mood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bad mood
Frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Passion
Courage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fear

## Part 5: Views on CDF

### E1 What attracted you to join the CDF Programme?

- 1  The Targeted Savings
- 2  Mentorship Programme
- 3  Personal Development Plan
- 4  Others, please specify: \_\_\_\_\_

### E2 Why did you join the CDF Programme? (Can choose more than one)

- 1  To form the habit of personal saving
- 2  To reach the target of personal saving
- 3  To obtain matching contribution for the savings and special financial incentives
- 4  To plan for personal growth
- 5  Personal development
- 6  To achieve short-term goals in personal development
- 7  To join the activities in the programme
- 8  To participate in the training of the programme
- 9  To learn how to resist adversity
- 10  To meet new people
- 11  To build up social networks
- 12  To broaden horizons
- 13  Others, please specify: \_\_\_\_\_

### The Targeted Savings

### E3 How much is your total average monthly income earned from pocket money or part-time/full-time work?

- |   |  |  |
|---|--|--|
| 1 <input type="checkbox"/> None (Jump to Question E7) | 7 <input type="checkbox"/> \$1,000– \$1,999  | 13 <input type="checkbox"/> \$7,000– \$7,999 |
| 2 <input type="checkbox"/> \$1– \$49                  | 8 <input type="checkbox"/> \$2,000– \$2,999  | 14 <input type="checkbox"/> \$8,000– \$8,999 |
| 3 <input type="checkbox"/> \$50– \$99                 | 9 <input type="checkbox"/> \$3,000– \$3,999  | 15 <input type="checkbox"/> \$9,000– \$9,999 |
| 4 <input type="checkbox"/> \$100– \$199               | 10 <input type="checkbox"/> \$4,000– \$4,999 | 16 <input type="checkbox"/> \$10,000 or more |
| 5 <input type="checkbox"/> \$200– \$499               | 11 <input type="checkbox"/> \$5,000– \$5,999 |  |
| 6 <input type="checkbox"/> \$500– \$999               | 12 <input type="checkbox"/> \$6,000– \$6,999 |  |

### E4 Do you currently have a savings habit?

- 1  Yes. The average monthly amount saved: \$ \_\_\_\_\_.
- 2  No. (Jump to Question E7)

### E5 What is your way of saving? (Can choose more than one)

- 1  Safekeeping by parents (or guardians)
- 2  Bank deposits
- 3  Safekeeping by myself
- 4  Others, please specify: \_\_\_\_\_

### E6 What are your uses of targeted savings? (Can choose more than one)

- 1  Buying what I like
- 2  Sending a gift to family members or friends
- 3  Travel
- 4  Entertainment
- 5  Subsidising my family's finances
- 6  Applications for interest courses
- 7  Future study
- 8  Others, please specify: \_\_\_\_\_

**E7** Did the CDF programme help you get into a savings habit for personal development?

- 1  Yes 2  No

### **Personal Development Plan**

**E8** To what extent that participating in the CDF programme can help you formulate and achieve personal development plans (e.g. academic, sports, arts, career, social life, etc.)?

- 1  Not helpful at all  
2  Not helpful  
3  Somewhat helpful  
4  Quite helpful  
5  Very helpful

**E9** To what extent that participating in the CDF programme can help you formulate career development plans?

- 1  Not helpful at all  
2  Not helpful  
3  Somewhat helpful  
4  Quite helpful  
5  Very helpful

### **Mentorship Programme**

**E10** Did you take part in other mentorship programmes?

- 1  Yes  
2  No (Jump to Question E12)

**E11** Are you having follow-up sessions with mentors of other programmes?

- 1  Yes  
2  No

**E12** When you participated in the CDF programme, did your mentor guide you through formulation and implementation of your personal development plan (e.g. academic, sports, arts, career, social life, etc.)?

- 1  Yes  
2  No

**E13** Under the CDF programme, do you agree with the following statements about your mentor?

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. My mentor endeavoured to understand my development target such as academic studies and other personal matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My mentor helped me understand the opportunities and choices of employment and further studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My mentor understood my worries about employment and further studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My mentor helped me alleviate the worries about employment and further studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My mentor helped me augment living skills, such as communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My mentor could communicate with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My mentor concerned my problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My mentor could help me solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Part 6: The influence of CDF on siblings**

**F1** Did any of your siblings participate in the CDF programme?

- 1  Yes (Jump to Question F4.)
- 2  No
- 3  I do not have siblings (End of the Questionnaire. Thank you for your participation.)

**F2** Why didn't your siblings participate in the CDF programme? (Can choose more than one)

- 1  The family did not have spare money to save for the targeted savings programme
- 2  They did not have time to join
- 3  The target savings was not attractive
- 4  The personal development plan was not attractive
- 5  The mentorship programme was not attractive
- 6  The number of years entailed in the programme was too long
- 7  There was not enough quota in the operating NGOs near the residence
- 8  They were not qualified for participating in the CDF programme
- 9  Others, please specify: \_\_\_\_\_

**F3** Have your siblings who did not participate in the CDF programme had the following positive changes affected by you? (Can choose more than one)

- 1  Develop personal saving habit
  - 2  Become positive and optimistic
  - 3  Willing to plan for personal growth
  - 4  Willing to meet more people
  - 5  Increase the ability of resilience
  - 6  Broaden horizons
  - 7  Enhance learning motivation
  - 8  Others, please specify: \_\_\_\_\_
- (End of the Questionnaire. Thank you for your participation.)

**F4** Why did your siblings participate in the CDF programme? (Can choose more than one)

- 1  Requested by parents
- 2  Attracted by the targeted savings
- 3  Attracted by the personal development plan
- 4  Attracted by the mentorship programme
- 5  Invited by you
- 6  Received your positive comments towards the programme
- 7  Others, please specify: \_\_\_\_\_

**F5** Have your siblings had the following positive changes after participating in the CDF Programme? (Can choose more than one)

- 1  Develop personal saving habit
- 2  Become positive and optimistic
- 3  Willing to plan for personal growth
- 4  Willing to meet more people
- 5  Increase the ability of resilience
- 6  Broaden horizons
- 7  Enhance learning motivation
- 8  Others, please specify: \_\_\_\_\_

(End of the Questionnaire. Thank you for your participation.)



## **Survey Questionnaire for Non-CDF-Participants**



## **Study on the Longer Term Development of Child Development Fund Project Participants**

### **Survey Questionnaire for Non-participants**

**Sample Code:** \_\_\_\_\_

#### **Research Objective**

The Government is now commissioning the Department of Social Work and Social Administration of the University of Hong Kong and Policy 21 Limited (the Consultant) to conduct the evaluative study to assess the effectiveness of Child Development Fund (CDF) Projects and the results of the study will help the Government set up longer-term goals and policies. If you have any enquiries, you can contact your operating NGO, or our research officer on 2310 2862.

#### **Data Confidentiality**

All information you provide will be processed in an anonymous and confidential manner. Please actively join the discussion and feel free to express your valuable opinions. You may refuse to answer any question in case it makes you feel uncomfortable.

#### **Instructions for answering the Questionnaire**

Please read the following questions and put a tick in an appropriate box of each question to indicate your chosen answer, or write the answer on appropriate lines.

\*\*\*\*\*

**Part 1: Household and personal information**

<b>Family Members (either living together or not) No.</b>	<b>1 Father</b>	<b>2 Mother</b>	<b>3 Participant</b>	<b>4 Participant's sibling</b>	<b>5 Participant's sibling</b>
<b>A1</b> Sex:        1 Male        2 Female	(1)	(2)			
<b>A2</b> Age: X= Deceased					
<b>A3</b> Educational attainment: 1 None / Kindergarten 2 Primary 1 3 Primary 2 4 Primary 3 5 Primary 4 6 Primary 5 7 Primary 6 8 Secondary 1 9 Secondary 2 10 Secondary 3 11 Secondary 4 12 Secondary 5 13 Secondary 6 14 Secondary 7 15 Yi Jin / Youth Employment & Training Programme 16 Diploma 17 Higher Diploma 18 Associate Degree 19 Bachelor Degree 20 Postgraduate					
<b>A4</b> (a) Are you working or doing a business? 1 Employee 2 Self-employed 3 Employer 4 Homemaker 5 Student 6 Retiree 7 Not working but searching for jobs 8 Not working or searching for jobs					
(b) The unemployment period in the past year? _____ month(s)					

<b>Family Members (either living together or not) No.</b>	<b>1 Father</b>	<b>2 Mother</b>	<b>3 Participant</b>	<b>4 Participant's sibling</b>	<b>5 Participant's sibling</b>
<b>A5</b> (a) Are you physically or mentally challenged? If so, please write the age at which it was first diagnosed in the bracket.					
1 Physical Challenge					
1 Physically disabled	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 Spastic paralysis	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
3 Paralysis	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
99 No physical limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Difficulties in Vision					
1 Blindness	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 Require instrumental assistance to see	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
99 No difficulties in vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Difficulties in Sense of Hearing					
1 Deafness	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 Require hearing-aids to hear	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
99 No difficulties in sense of hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Difficulties in speech					
1 Dumbness	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 Require instrumental assistance to speak	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
99 No difficulties in speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Mental Illnesses / Emotional Disturbance (e.g. Post-traumatic Stress Disorder, Anxiety, Depression)					
1 Yes	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Autism					
1 Yes	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Special Learning Difficulties					
1 Yes	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Lack of Concentration Power / Attention Deficit Hyperactivity Disorder					
1 Yes	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Mental Retardation					
1 Yes	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
2 No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Family Members (either living together or not) No.	1 Father	2 Mother	3 Participant	4 Participant's sibling	5 Participant's sibling
(b) Do you need assistance or instrument to overcome the physical restriction? 1 Wheelchair or other walking aids 2 Artificial limbs 3 Assistance from others to go up or down stairs 4 No restriction					
<b>A6</b> Do you have chronic illness(es)? If so, please write the age at which it/they was/were first diagnosed in the bracket. (Can choose more than one) 1 High Blood Pressure 2 Heart Disease 3 Asthma 4 Diabetes 5 Kidney Disease 6 Cataract 7 Tuberculosis 8 Digestive Ulcer 9 Dermatitis 10 None of the above	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>
<b>A7</b> Marital Status: 1 Never married 2 Living as a couple 3 Married 4 Widow 5 Separated 6 Divorced					
<b>A8</b> Average total household monthly income (including all wages, Comprehensive Social Security Assistance, Old Age (Living) Allowance, Disability Allowance and investment income, etc.): 1 No income 2 \$1–\$4,999 3 \$5,000–\$9,999 4 \$10,000–\$14,999 5 \$15,000–\$19,999 6 \$20,000–\$24,999 7 \$25,000–\$29,999 8 \$30,000–\$34,999 9 \$35,000 or above 10 Do not know					

Family Members (either living together or not) No.	1 Father	2 Mother	3 Participant	4 Participant's sibling	5 Participant's sibling
<b>A9</b> (a) Are you a Hong Kong Permanent Resident? 1 Yes 2 No					
(b) How long have you been living in Hong Kong? 1 Since you were born 2 Since _____(year, e.g. 1953)	( ) Year _____	( ) Year _____	( ) Year _____	( ) Year _____	( ) Year _____
<b>A10</b> Place of birth 1 Hong Kong 2 Macau 3 Guangdong Province 4 Other Chinese Provinces/cities, please specify 5 Other Countries, please specify					

**A11** Who are you currently living with? (Can choose more than one)

- 1  Father  
2  Mother  
3  Grandfather/Grandmother: Total \_\_\_\_\_  
4  Sibling(s): Total \_\_\_\_\_  
5  Stepfather/Stepmother  
6  Other relatives: Total \_\_\_\_\_  
7  Staying at school dormitory  
8  Others: \_\_\_\_\_

**A12** Who was/were mainly looking after you? (Can choose more than one)

- 1  Father  
2  Mother  
3  Grandfather/Grandmother: Total \_\_\_\_\_  
4  Sibling(s): Total \_\_\_\_\_  
5  Stepfather/Stepmother  
6  Other relatives: Total \_\_\_\_\_  
7  Staying at school dormitory  
8  Others: \_\_\_\_\_

**A13** Which district are you living in Hong Kong?

- 1  Central & Western District  
2  Wan Chai  
3  Eastern District  
4  Southern District  
5  Yau Tsim Mong  
6  Sham Shui Po  
7  Kowloon City  
8  Wong Tai Sin  
9  Kwun Tong  
10  Kwai Tsing  
11  Tsuen Wan  
12  Tuen Mun  
13  Yuen Long  
14  Tin Shui Wai  
15  Sheung Shui  
16  Fanling  
17  Tai Po  
18  Sha Tin  
19  Sai Kung  
20  Tseung Kwan O  
21  Tung Chung  
22  Outlying Islands

**A14** Is your family receiving any form of financial assistance from Social Welfare Department?

- 1  Yes. If possible, please list the amount of money being received from each of the allowance schemes.  
Allowance Scheme 1: \_\_\_\_\_, Amount: \$ \_\_\_\_\_  
Allowance Scheme 2: \_\_\_\_\_, Amount: \$ \_\_\_\_\_  
Allowance Scheme 3: \_\_\_\_\_, Amount: \$ \_\_\_\_\_  
Allowance Scheme 4: \_\_\_\_\_, Amount: \$ \_\_\_\_\_  
Allowance Scheme 5: \_\_\_\_\_, Amount: \$ \_\_\_\_\_  
2  No

**A15** Are you and your siblings receiving student allowance from Student Finance Office administered by the Working Family and Student Financial Assistance Agency?

- 1  No.  
 2  Half Amount  
 3  Full Amount

**Part 2: Personal information and school life**

**B1** Indicate how you feel about each statement.

	Very Strongly Disagree	Strongly Disagree	Mildly Disagree	Neutral	Mildly Agree	Strongly Agree	Very Strongly Agree
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. There is a special person who is around when I am in need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There is a special person with whom I can share my joys and sorrows.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My family really tries to help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I get the emotional help and support I need from my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have a special person who is a real source of comfort to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My friends really try to help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can count on my friends when things go wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can talk about my problems with my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I have friends with whom I can share my joys and sorrows.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. There is a special person in my life who cares about my feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My family is willing to help me make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can talk about my problems with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B2** Related to your situation of secondary schooling, to what extent you could understand the following subjects?

	Fully understand	Understand basically	Partly understand	Not quite understand	Not understand at all
	(1)	(2)	(3)	(4)	(5)
a. Chinese Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. English Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B3** Related to your situation of secondary schooling, please indicate your academic results at school.

	Outstanding (1)	Above Average (2)	Average (3)	Below Average (4)	Poor (5)
a. What is the ranking of your academic results <u>in your class</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. What is your expectation of academic results in your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Your average total mark of all subjects taken in the most recent school term: _____ (out of the full mark of _____), or your average grade was A / B / C / D / E / F.(Please circle it.)					

**B4** Related to your situation of secondary schooling, how many times did you encounter in each of the following situations in the past year?

	None (1)	1-2 times (2)	3-5 times (3)	6-10 times (4)	11 times or more (5)
a. Late	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Absence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Truancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Demerits recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B5** Generally speaking, how is your learning motivation? Please rate from 1 to 10: 1 refers to “Not interest at all” and 10 refers to “Has strong interest”.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B6** Learning can make me happy.

1  Strongly disagree    2  Disagree    3  Average    4  Agree    5  Strongly agree

**B7** Which level of education do you expect to attain?

- 1  Senior Secondary Education / Graduate of Secondary 6 / Graduate of Secondary 7  
 2  Post-secondary Education (Diploma/Certificate Programmes)  
 3  Post-secondary Education (Associate Degree Programmes)  
 4  Undergraduate (i.e. Bachelor Degree)  
 5  Postgraduate (such as Master or Doctoral Degree)  
 6  Others, please specify (e.g. Professional Qualifications): \_\_\_\_\_

**B8** Which level of education do your family members expect you to attain?

- 1  Senior Secondary Education / Graduate of Secondary 6 / Graduate of Secondary 7  
 2  Post-secondary Education (Diploma/Certificate Programmes)  
 3  Post-secondary Education (Associate Degree Programmes)  
 4  Undergraduate (i.e. Bachelor Degree)  
 5  Postgraduate (such as Master or Doctoral Degree)  
 6  Others, please specify (e.g. Professional Qualifications): \_\_\_\_\_



**B9** Did you take part in other extra-curricular activities, tutorial classes or counselling schemes, etc.?

1  Yes. The types of schemes/activities (Can choose more than one)

- 1  Financial planning and personal assets development activities; the number of times joined: \_\_\_\_\_
- 2  Career aspirations / learning activities outside class; the number of times joined: \_\_\_\_\_
- 3  Regular sports activities led by tutors; the number of times joined: \_\_\_\_\_
- 4  Regular activities of uniformed groups led by tutors; the number of years joined: \_\_\_\_\_
- 5  Tutorial classes; the number of years: \_\_\_\_\_
- 6  "P.A.T.H.S. to Adulthood"
- 7  Others, please specify: \_\_\_\_\_; the number of times/years joined: \_\_\_\_\_

2  No.

**B10** Did you sit Hong Kong Diploma of Secondary Education (HKDSE) examinations, Hong Kong Certificate of Education Examinations (HKCEE), or Hong Kong Advanced Level Examinations (HKALE)? (Can choose more than one)

1  The results of the HKDSE examinations?

	Absence	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 5*	Grade 5**
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
a. Chinese Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. English Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Liberal Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2  The results of the HKCEE?

	Absence	Grade U	Grade F	Grade E	Grade D	Grade C	Grade B	Grade A
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
a. Chinese Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. English Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3  The results of the HKALE?

	Absence	Grade U	Grade F	Grade E	Grade D	Grade C	Grade B	Grade A
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
a. Chinese Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. English Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4  I am studying in secondary school and have not yet admitted for the local public examinations. (Jump to Question B13)

5  I took other public examinations (e.g. GCE, GCSE and IB, etc.). Please specify: \_\_\_\_\_ Please indicate the results of English Language in the examination specified: Grade \_\_\_\_\_

6  I did not sit local public examinations.

**B11** Did you pursue your studies after completion of secondary education?

1  No, I did not repeat the courses of Secondary 5, 6 or 7 neither. (Jump to Question B13)

2  No, but I repeated the courses of Secondary 5, 6 or 7. (Jump to Question B13)

3  I chose to pursue my studies after completion of Secondary 6.

**B12** After you completed secondary education, which of the following programmes did you take / are you taking? (Can choose more than one)

- 1  Youth Employment and Training Programme / Yi Jin Programme
- 2  Diploma / Certificate Programmes (VTC, IVE or Construction Industry Training Authority)
- 3  Diploma / Certificate Programmes (Other institutes)
- 4  Higher Diploma Programmes (VTC, IVE or Construction Industry Training Authority)
- 5  Higher Diploma (Other institutes)
- 6  Nursing Programmes
- 7  Dental Programmes
- 8  Teaching Programmes for Non-Degree Holders (The Hong Kong Institute of Education)
- 9  Associate Degree Programmes
- 10  Bachelor Degree Programmes (Subsidised by HKSAR government)
- 11  Bachelor Degree Programmes (Self-financing)
- 12  Master Degree or above

**B13** Have you ever worked? If so, how is/was your present or most recent job?

- 1  Yes (a) The nature of the job is/was
    - 1  Part-time
    - 2  Full-time
  - (b) The monthly salary of the job is/was
    - 1  Less than \$5,000
    - 2  \$5,000 – \$9,999
    - 3  \$10,000 – \$14,999
    - 4  \$15,000 – \$19,999
    - 5  \$20,000 or more
  - (c) The extent of interest you feel/felt towards the job?
    - 1  No interest
    - 2  Little interest
    - 3  Uncertain
    - 4  Quite interest
    - 5  A lot of interest
  - (d) How long have you worked / did you work in this job?
    - 1  Less than 1 month
    - 2  1 month to less than 3 months
    - 3  3 months to less than 6 months
    - 4  6 months to less than 1 year
    - 5  1 year to less than 2 years
    - 6  2 years or more
- 2  No

**B14** Did you obtain any professional qualifications?

- 1  Yes. Please specify: \_\_\_\_\_
- 2  No

**B15** For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best as you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

	Not True (1)	Somewhat True (2)	Certainly True (3)
1. I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I usually share with others (food, games, pens etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I have one good friend or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Other people of my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I am easily distracted, I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Other children or young people pick on me or bully me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I often volunteer to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I get on better with adults than with people of my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I finish the work I'm doing. My attention is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B16** Overall, do you think that you have difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

- 1  No (Jump to Question B21)
- 2  Yes – minor difficulties
- 3  Yes – definite difficulties
- 4  Yes – severe difficulties

If you have answered "Yes", please answer the following questions about these difficulties: (B17-B20)

**B17** How long have these difficulties been present?

- 1  Less than a month
- 2  1-5 months
- 3  6-11 months
- 4  Over a year

**B18** Do the difficulties upset or distress you?

- 1  Not at all
- 2  Only a little
- 3  Quite a lot
- 4  A great deal

**B19** Do the difficulties interfere with your everyday life in the following areas?

	Not at all (1)	Only a little (2)	Quite a lot (3)	A great deal (4)
a. Home life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Classroom learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Leisure activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B20** Do the difficulties make it harder for those around you (family, friends, teachers, etc.)?

- 1  Not at all
- 2  Only a little
- 3  Quite a lot
- 4  A great deal

### Hope Scale for secondary students

Instruction: The following statements describe your daily learning, some situations encountered in your life, some of your practices or beliefs.

**B21** Read each statement carefully and answer quickly. For each statement, there are four options, from “definitely false” to “definitely true”. Using the scale shown below, please select the number that best describes YOU and put a “√” in an appropriate box.

	Definitely False (1)	False (2)	True (3)	Definitely True (4)
1. I can think of many ways to get out of a jam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I energetically pursue my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I feel tired most of the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. There are lots of ways around any problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am easily downed in an argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can think of many ways to get the things in life that are important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I worry about my health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Even when others get discouraged, I know I can find a way to solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My past experiences have prepared me well for my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I have been pretty successful in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I usually find myself worrying about something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I meet the goals that I set for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Part 3: Quality of life

#### Directions

On the following page is a list of things that might be a problem for you.

Please tell us **how much of a problem** each one has been for you during the **past ONE month**:

“0” if it is **never** a problem

“1” if it is **almost never** a problem

“2” if it is **sometimes** a problem

“3” if it is **often** a problem

“4” if it is **almost always** a problem

There are no right or wrong answers. If you do not understand a question, please ask for help.

**C1** In the past **ONE month**, how much of a **problem** has this been for you...

	Never (0)	Almost Never (1)	Some- times (2)	Often (3)	Almost Always (4)
<b>About my health and activities (problems with...)</b>					
1. It is hard for me to walk more than one block	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. It is hard for me to run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It is hard for me to do sports activity or exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. It is hard for me to lift something heavy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It is hard for me to take a bath or shower by myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. It is hard for me to do chores around the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I hurt or ache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have low energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>About my feelings (problems with...)</b>					
9. I feel afraid or scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I feel sad or blue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I feel angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I have trouble sleeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I worry about what will happen to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>How I get along with others (problems with...)</b>					
14. I have trouble getting along with other kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Other kids do not want to be my friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Other kids tease me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I cannot do things that other kids of my age can do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. It is hard to keep up when I play with other kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>About school (problems with...)</b>					
19. It is hard to pay attention in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I forgot things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I have trouble keeping up with my schoolwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I miss school because of not feeling well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I miss school to go to the doctor or hospital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Part 4: Questions related to education and career

Here are some questions about education and career. These are important considered areas of life when young people think about the future. We want to compare the awareness of young people in two different areas of life, and therefore for the different areas of life, we have designed similar items. Despite the similar item, we hope you patiently answer truthfully.

##### Concerning future education

(Education: refers to school performance, graduation, academic achievement, and go to college, etc.)

**D1** Which one below is most appropriate in describing your thoughts about future education?

- 1  I have not thought about my future education issues
- 2  Sometimes I think about my future education issues
- 3  I am seriously thinking about several possibilities of my future education
- 4  I am thinking about one possibility of my future education I accept most
- 5  Now I am focusing on the most possible choice, after considering about several possible choices of my future education

**D2** Do you often think about or plan your study and future education?

- 1  Never
- 2  Once in a while
- 3  Sometimes
- 4  Often
- 5  Every day

**D3** For you, is it important to enter into school you select to continue your education?

- 1  Not important at all
- 2  Not very important
- 3  Somewhat important
- 4  Mostly important
- 5  All the way important

**D4** Which one below is most appropriate in describing your thoughts about future education?

- 1  Concerning future education, there are so many choices that it is difficult for me to make up my mind
- 2  Concerning future education, there are many choices, and it seems that all are possible
- 3  Concerning future education, several choices seem to be possible
- 4  Concerning future education, there are two choices at the moment. I plan to choose one
- 5  I have made up my mind what education I will receive in the future

**D5** Concerning your future education, you may have different choices. In your daily life, do you search or look for information of different education?

- 1  Never
- 2  Once in a while
- 3  Sometimes
- 4  Often
- 5  Every day

- D6** Different education (such as common high school and vocational high school) have different characteristics. How much information do you know of different education?
- 1  Little
  - 2  A little
  - 3  Some
  - 4  Much
  - 5  Very much
- D7** Which one below is most appropriate in describing your thoughts about future education?
- 1  I am pretty sure that I will not continue to receive more advanced education.
  - 2  I am sure that I will not continue to receive more advanced education.
  - 3  I am not sure if I will continue to receive more advanced education.
  - 4  I am sure I will continue to receive more advanced education.
  - 5  I am pretty sure I will continue to receive more advanced education.
- D8** How determined are you that you want to reach your future education plan or goal after completion of junior secondary school?
- 1  Not determined at all
  - 2  Not very determined
  - 3  Somewhat determined
  - 4  Mostlydetermined
  - 5  All the way determined
- D9** How certain are you that you will reach your future education plan or goal after completion of junior secondary school?
- 1  Not certain at all
  - 2  Not very certain
  - 3  Somewhat certain
  - 4  Mostlycertain
  - 5  All the way certain
- D10** Do you think it is important to receive education you expect in your future life?
- 1  Not important at all
  - 2  Not very important
  - 3  Somewhat important
  - 4  Mostly important
  - 5  All the way important
- D11** Do you actually do something in order to achieve or be closer to your own educational goals?
- 1  Never
  - 2  Once in a while
  - 3  Sometimes
  - 4  Often
  - 5  Every day

**D12** How important do the factors below for you to reach your future education goals? Meanwhile indicate the direction is positive (promote to reach goal), or negative (hinder to reach goal). Tick “√”in the corresponding answer.

	Not important at all (1)	Not very important (2)	Somewhat important (3)	Mostly important (4)	All the way important (5)	Promote goal (1)	Hinder goal (2)
1. Personal ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Personal effort (what goal I can do)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Social pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. External condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Luck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D13** Which one below is most appropriate in describing your feelings about future education?

- 1  Everything concerning to education will go well
- 2  Although encountering some small difficulties, generally, everything concerning to education will go well
- 3  Sometimes things concerning education will go well, sometimes problems may occur
- 4  In spite of some success, in general, things concerning education will not go well ideally
- 5  Everything concerning education will not succeed

**D14** What are your feelings when you think about your future education?

(There are five pair of words, and 7 numbers corresponding to each pair of words. The number closer to certain extreme indicates the feeling is more closer to the mental state the words describe. Please tick “√”in the appropriate number.)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Worry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipation
Negative emotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Positive emotion
Good mood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bad mood
Frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Passion
Courage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fear

### Concerning future career

(Career: refers to specified job, start of the job, and passion of the job, unemployment, retirement, etc.)

**D15** Which one below is most appropriate in describing your thoughts about future career?

- 1  I have not thought about my future career issues
- 2  Sometimes I think about my future career issues
- 3  I am seriously thinking about several possibilities of my future career
- 4  I am thinking about one most possible future career I will go in for
- 5  Now I am focusing on the most possible one, after considering about several possible choices of my future career



**D16** Do you often think about or plan your future career?

- 1  Never
- 2  Once in a while
- 3  Sometimes
- 4  Often
- 5  Every day

**D17** For you, is it important to reach your career goal?

- 1  Not important at all
- 2  Not very important
- 3  Somewhat important
- 4  Mostly important
- 5  All the way important

**D18** Which one below is most appropriate in describing your thoughts about future career?

- 1  Concerning future career, there are so many choices that it is difficult for me to make up my mind
- 2  Concerning future career, there are so many choices, and it seems that all are possible
- 3  Concerning future career, several choices seem to be possible
- 4  Concerning future career, there are two choices at the moment. I plan to choose one
- 5  I have made up my mind what career I will go in for in the future

**D19** Do you often search or look for information of different career?

- 1  Never
- 2  Once in a while
- 3  Sometimes
- 4  Often
- 5  Every day

**D20** How much information do you know of different career?

- 1  None
- 2  Little
- 3  Some
- 4  Much
- 5  Very much

**D21** Which one below is most appropriate in describing your thoughts about future career?

- 1  I am pretty sure that I will not take up certain specified career
- 2  I am sure that I will not merely take up certain specified career
- 3  I am not sure if I will take up certain specified career
- 4  I am sure I will take up certain specified career
- 5  I am pretty sure I will take up certain specified career

**D22** How determined are you that you want to reach your future career plan after completion of junior secondary school?

- 1  Not determined at all
- 2  Not very determined
- 3  Somewhat determined
- 4  Mostly determined
- 5  All the way determined

**D23** How certain are you that you will reach your future career plan after completion of junior secondary school?

- 1  Not certain at all
- 2  Not very certain
- 3  Somewhat certain
- 4  Mostly certain
- 5  All the way certain

**D24** Do you think it is important to take up career you expect in your future life?

- 1  Not important at all
- 2  Not very important
- 3  Somewhat important
- 4  Mostly important
- 5  All the way important

**D25** Do you actually do something in order to achieve or be closer to your own career goals?

- 1  Never
- 2  Once in a while
- 3  Sometimes
- 4  Often
- 5  Every day

**D26** How important do the factors below for you to reach your future career goals? Meanwhile indicate the direction is positive (promote to reach goal), or negative (hinder to reach goal). Tick “√” in the corresponding answer.

	Not important at all (1)	Not very important (2)	Somewhat important (3)	Mostly important (4)	All the way important (5)	Promote goal (1)	Hinder goal (2)
1. Personal ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Personal effort (what goal I can do)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Social pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. External condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Luck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D27** Which one below is most appropriate in describing your feelings about future career?

- 1  Everything concerning to career will go well
- 2  Although encountering some small difficulties, generally, everything concerning to career will go well
- 3  Sometimes things concerning career will go well, sometimes problems may occur
- 4  In spite of some success, in general, things concerning career will not go well ideally
- 5  Everything concerning career will not succeed

**D28** What are your feelings when you think about your future career?

(There are five pair of words, and 7 numbers corresponding to each pair of words. The number closer to certain extreme indicates the feeling is more closer to the mental state the words describe. Please tick “√” in the appropriate number.)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Worry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipation
Negative emotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Positive emotion
Good mood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bad mood
Frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Passion
Courage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fear

**Part 5: Views on CDF**

**E1** Have you heard about the CDF Programme?

- 1  Yes.
- 2  No. (Jump to Question E3.)

**E2** Why didn't you join the CDF Programme? (Can choose more than one)

- 1  The family did not have spare money to save for the targeted savings programme
- 2  They did not have time to join
- 3  The target savings was not attractive
- 4  The personal development plan was not attractive
- 5  The mentorship programme was not attractive
- 6  The number of years entailed in the programme was too long
- 7  There was not enough quota in the operating NGOs near the residence
- 8  Others, please specify: \_\_\_\_\_

**E3** Have you joined any personal development scheme held by any organisations?

- 1  Yes
- 2  No (Jump to Question E5.)

**E4** Why did you join this scheme? (Can choose more than one)

- 1  Personal development
- 2  To meet new people
- 3  To plan for personal growth
- 4  To reach the target of personal saving
- 5  To learn how to resist adversity
- 6  To achieve short-term goals in personal development
- 7  To build up social networks
- 8  To broaden horizons
- 9  To participate in the training of the programme
- 10  To join the activities in the programme
- 11  Others, please specify: \_\_\_\_\_

## The Targeted Savings

**E5** How much is your total average monthly income earned from pocket money or part-time/full-time work?

- |   |  |  |
|---|--|--|
| 1 <input type="checkbox"/> None (Jump to Question E7) | 7 <input type="checkbox"/> \$1,000– \$1,999  | 13 <input type="checkbox"/> \$7,000– \$7,999 |
| 2 <input type="checkbox"/> \$1– \$49                  | 8 <input type="checkbox"/> \$2,000– \$2,999  | 14 <input type="checkbox"/> \$8,000– \$8,999 |
| 3 <input type="checkbox"/> \$50– \$99                 | 9 <input type="checkbox"/> \$3,000– \$3,999  | 15 <input type="checkbox"/> \$9,000– \$9,999 |
| 4 <input type="checkbox"/> \$100– \$199               | 10 <input type="checkbox"/> \$4,000– \$4,999 | 16 <input type="checkbox"/> \$10,000 or more |
| 5 <input type="checkbox"/> \$200– \$499               | 11 <input type="checkbox"/> \$5,000– \$5,999 |  |
| 6 <input type="checkbox"/> \$500– \$999               | 12 <input type="checkbox"/> \$6,000– \$6,999 |  |

**E6** Do you currently have a savings habit?

- 1  Yes. The average monthly amount saved: \$\_\_\_\_\_.
- 2  No. (Jump to Question E9)

**E7** What is your way of saving? (Can choose more than one)

- 1  Safekeeping by parents (or guardians)
- 2  Bank deposits
- 3  Safekeeping by myself
- 4  Others, please specify: \_\_\_\_\_

**E8** What are your uses of targeted savings? (Can choose more than one)

- 1  Buying what I like
- 2  Sending a gift to family members or friends
- 3  Travel
- 4  Entertainment
- 5  Subsidising my family's finances
- 6  Applications for interest courses
- 7  Future study
- 8  Others, please specify: \_\_\_\_\_

## Mentorship Programme

**E9** Did you take part in any mentorship programme?

- 1  Yes
- 2  No (Jump to Question E12)

**E10** Did your mentor guide you through formulation and implementation of your personal development plan (e.g. academic, sports, arts, career, social life, etc.)?

- 1  Yes
- 2  No

**E11** Do you agree with the following statements about your mentor?

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. My mentor endeavoured to understand my development target such as academic studies and other personal matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My mentor helped me understand the opportunities and choices of employment and further studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My mentor understood my worries about employment and further studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My mentor helped me alleviate the worries about employment and further studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My mentor helped me augment living skills such as communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My mentor could communicate with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My mentor concerned my problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My mentor could help me solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Personal Development Plan**

**E12** Have you joined any personal development programme held by any organisations?

- 1  Yes
- 2  No (Jump to Question F1)

**E13** To what extent that participating in personal development programme can help you formulate career development plans?

- 1  Not helpful at all
- 2  Not helpful
- 3  Somewhat helpful
- 4  Quite helpful
- 5  Very helpful

## Part 6: The influence of CDF on siblings

**F1** Did any of your siblings participate in the CDF Programme?

- 1  Yes
- 2  No (Jump to Question F4.)
- 3  I do not have siblings (End of the Questionnaire. Thank you for your participation.)

**F2** Why did your siblings participate in the CDF Programme? (Can choose more than one)

- 1  Requested by parents
- 2  Attracted by the targeted savings
- 3  Attracted by the personal development Plan
- 4  Attracted by the mentorship programme
- 5  Others, please specify: \_\_\_\_\_

**F3** Have your siblings who participate in the CDF Programme had the following positive changes? (Can choose more than one)

- 1  Develop personal saving habit
  - 2  Become positive and optimistic
  - 3  Willing to plan for personal growth
  - 4  Willing to meet more people
  - 5  Increase the ability of resilience
  - 6  Broaden horizons
  - 7  Enhance learning motivation
  - 8  Others, please specify: \_\_\_\_\_
- (End of the Questionnaire. Thank you for your participation.)

**F4** Have your siblings heard about the CDF Programme?

- 1  Yes.
- 2  No. (End of the Questionnaire. Thank you for your participation.)

**F5** Why didn't your siblings participate in the CDF Programme? (Can choose more than one)

- 1  The family did not have spare money to save for the targeted savings programme
- 2  They did not have time to join
- 3  The target savings was not attractive
- 4  The personal development plan was not attractive
- 5  The mentorship programme was not attractive
- 6  The number of years entailed in the programme was too long
- 7  There was not enough quota in the operating NGOs near the residence
- 8  They were not qualified for participating in the CDF Programme
- 9  Others, please specify: \_\_\_\_\_

(End of the Questionnaire. Thank you for your participation.)

## **Survey Questionnaire for Mentors**

## Study on the Longer Term Development of Child Development Fund Project Participants

### Survey Questionnaire for Mentors

Sample Code: \_\_\_\_\_

#### Research Objective

The Government is now commissioning the Department of Social Work and Social Administration of the University of Hong Kong and Policy 21 Limited (the Consultant) to conduct the evaluative study to assess the effectiveness of Child Development Fund (CDF) Projects and the results of the study will help the Government set up longer-term goals and policies. If you have any enquiries, you can contact your operating NGO, or our research officer on 2310 2862.

#### Data Confidentiality

All information you provide will be processed in an anonymous and confidential manner. Please actively join the discussion and feel free to express your valuable opinions. You may refuse to answer any question in case it makes you feel uncomfortable.

#### Instructions for answering the Questionnaire

Please read the following questions and put a tick in an appropriate box of each question to indicate your chosen answer, or write the answer on appropriate lines.

\*\*\*\*\*

#### Part 1: Personal Information

A1 Sex:

- 1  Male            2  Female

A2 Age: \_\_\_\_\_

A3 Level of Education:

- |  |   |   |
|--|---|---|
| 1 <input type="checkbox"/> None/Kindergarten | 8 <input type="checkbox"/> Secondary 1  | 15 <input type="checkbox"/> Yi Jin / Youth Employment<br>& Training Programme |
| 2 <input type="checkbox"/> Primary 1         | 9 <input type="checkbox"/> Secondary 2  | 16 <input type="checkbox"/> Diploma   |
| 3 <input type="checkbox"/> Primary 2         | 10 <input type="checkbox"/> Secondary 3 | 17 <input type="checkbox"/> Higher Diploma                                    |
| 4 <input type="checkbox"/> Primary 3         | 11 <input type="checkbox"/> Secondary 4 | 18 <input type="checkbox"/> Associate Degree                                  |
| 5 <input type="checkbox"/> Primary 4         | 12 <input type="checkbox"/> Secondary 5 | 19 <input type="checkbox"/> Undergraduate (Bachelor degree)                   |
| 6 <input type="checkbox"/> Primary 5         | 13 <input type="checkbox"/> Secondary 6 | 20 <input type="checkbox"/> Postgraduate                                      |
| 7 <input type="checkbox"/> Primary 6         | 14 <input type="checkbox"/> Secondary 7 |   |



**A4** Are you working or doing a business?

- |  |   |
|--|---|
| 1 <input type="checkbox"/> Employee      | 5 <input type="checkbox"/> Student                            |
| 2 <input type="checkbox"/> Self-employed | 6 <input type="checkbox"/> Retiree                            |
| 3 <input type="checkbox"/> Employer      | 7 <input type="checkbox"/> Not working but searching for jobs |
| 4 <input type="checkbox"/> Homemaker     | 8 <input type="checkbox"/> Not working or searching for jobs  |

**A5** Concerning your present occupation, how long were you unemployed last year? \_\_\_\_\_ month(s)

**A6** Marital Status:

- |   |                                      |
|---|--------------------------------------|
| 1 <input type="checkbox"/> Never married      | 4 <input type="checkbox"/> Widow     |
| 2 <input type="checkbox"/> Living as a couple | 5 <input type="checkbox"/> Separated |
| 3 <input type="checkbox"/> Married            | 6 <input type="checkbox"/> Divorced  |

**A7** Your average total monthly income (including all wages, investment income, etc.):

- |  |  |
|--|--|
| 1 <input type="checkbox"/> No income           | 6 <input type="checkbox"/> \$20,000–\$24,999 |
| 2 <input type="checkbox"/> \$1 – \$4,999       | 7 <input type="checkbox"/> \$25,000–\$29,999 |
| 3 <input type="checkbox"/> \$5,000 – \$9,999   | 8 <input type="checkbox"/> \$30,000–\$34,999 |
| 4 <input type="checkbox"/> \$10,000 – \$14,999 | 9 <input type="checkbox"/> \$35,000 or above |
| 5 <input type="checkbox"/> \$15,000 – \$19,999 | 10 <input type="checkbox"/> Unknown          |

**A8** Are you a Hong Kong Permanent Resident?

- 1  Yes    2  No

**A9** How long have you been living in Hong Kong?

- 1  Since I was born  
2  I have lived in Hong Kong since \_\_\_\_\_

**A10** Where were you born?

- 1  Hong Kong  
2  Macau  
3  Guangdong Province  
4  Other Chinese Provinces/Cities, please specify: \_\_\_\_\_  
5  Other countries, please specify: \_\_\_\_\_

**A11** Which district are you living in?

- |   |  |  |
|---|--|--|
| 1 <input type="checkbox"/> Central & Western District | 9 <input type="checkbox"/> Kwun Tong     | 17 <input type="checkbox"/> Tai Po           |
| 2 <input type="checkbox"/> Wan Chai                   | 10 <input type="checkbox"/> Kwai Tsing   | 18 <input type="checkbox"/> Sha Tin          |
| 3 <input type="checkbox"/> Eastern District           | 11 <input type="checkbox"/> Tsuen Wan    | 19 <input type="checkbox"/> Sai Kung         |
| 4 <input type="checkbox"/> Southern District          | 12 <input type="checkbox"/> Tuen Mun     | 20 <input type="checkbox"/> Tseung Kwan O    |
| 5 <input type="checkbox"/> Yau Tsim Mong              | 13 <input type="checkbox"/> Yuen Long    | 21 <input type="checkbox"/> Tung Chung       |
| 6 <input type="checkbox"/> Sham Shui Po               | 14 <input type="checkbox"/> Tin Shui Wai | 22 <input type="checkbox"/> Outlying Islands |
| 7 <input type="checkbox"/> Kowloon City               | 15 <input type="checkbox"/> Sheung Shui  |  |
| 8 <input type="checkbox"/> Wong Tai Sin               | 16 <input type="checkbox"/> Fanling      |  |

**Part 2: Personal information**

**B1** Indicate how you feel about each statement.

	Very Strongly Disagree	Strongly Disagree	Mildly Disagree	Neutral	Mildly Agree	Strongly Agree	Very Strongly Agree
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. There is a special person who is around when I am in need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There is a special person with whom I can share my joys and sorrows.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My family really tries to help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I get the emotional help and support I need from my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have a special person who is a real source of comfort to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My friends really try to help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can count on my friends when things go wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can talk about my problems with my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I have friends with whom I can share my joys and sorrows.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. There is a special person in my life who cares about my feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My family is willing to help me make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can talk about my problems with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B2** The following statements describes the opinions, feelings and practices towards different aspects of personal life. Please read the sentences *thoroughly* and put a “√” in the box of the sentence which best describe your opinion.

	Strongly Disagree	Disagree	Agree	Strongly Agree
	(1)	(2)	(3)	(4)
1. I am cautious of avoiding mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I do not talk much to call for attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I keep my strength in low profile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I talk conservatively and do not show off.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I wait for people to discover my strength.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. To me, becoming a celebrity is an accomplishment that is worth striving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I hope to be the one being supported by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I hope to honour my family and ancestors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I admire prestigious/powerful/high status people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My strengths should be presented to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I feel happy with people’s attention/admiration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I like luxurious houses, offices, and cars etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I like to adopt steady and safe approaches in achieving success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I concern my basic dignity’s intact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. It is more meaningful to make my success known to people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I seize opportunity to be a leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I would be modest about one’s talent/learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I prefer peace unless facing derogation by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I leave room for retreat when asking favours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I like to be the person who is admired by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Part 3: Mentorship Programme of the Projects**

**C1** Why do you participate in the mentorship programme of CDF? (Can choose more than one)

- 1  To contribute to the society
- 2  To serve children and adolescents
- 3  To serve disadvantaged families
- 4  For personal development
- 5  To support the operating NGO
- 6  To share personal development experience with children and adolescents
- 7  Others, please specify: \_\_\_\_\_

**C2** Which of the following attracted you to continue joining the mentorship programme of CDF? (Can choose more than)

- 1  To grow up with children/youngster
- 2  To serve the families from a disadvantaged or underprivileged background
- 3  To join the activities in the programme
- 4  To meet new people and build up social networks
- 5  Personal growth and development
- 6  To broaden horizons
- 7  To contribute to society
- 8  Encouraged by my participating organisation
- 9  Others, please specify: \_\_\_\_\_
- 10  I did not continue joining the Mentorship Programme of CDF

**C3** Do you think the mentorship programme of CDF is providing sufficient support and trainings to the mentors?

- 1  Very insufficient
- 2  Insufficient
- 3  Sufficient
- 4  More than sufficient

**C4** What kind(s) of training do you think is necessary for mentor? (Can choose more than one)

- 1  Child and adolescent developmental psychology
- 2  Child and adolescent developmental problems
- 3  Adventure-based training
- 4  Problem solving skills
- 5  Family and interpersonal relationship
- 6  Goal setting and implementation
- 7  Financial management and savings
- 8  Others, please specify: \_\_\_\_\_

**C5** Do you think the mentorship programme of CDF can fulfil your initial expectation?

- 1  Not fulfilled at all
- 2  Not very fulfilled
- 3  Somewhat fulfilled
- 4  Mostly fulfilled

**C6** Did you take part in other mentorship programmes besides the CDF?

- 1  Yes      2  No (Jump to Question D1)

**C7** Are you the mentor of other mentorship programmes?

- 1  Yes      2  No

## Part 4: Mentoring Relationship

**D1** According to your experience with your mentee in the past three months (if you have more than one mentee, please think about the most familiar one), choose the most suitable option for the following questions.

		Not true at all	Not very true	Sort of true	Very true
		(1)	(2)	(3)	(4)
1	My mentee always asks me what I want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My mentee and I like to do a lot of the same things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My mentee thinks of funny and interesting things to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	My mentee and I do things I really want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5a	When I'm with my mentee, I feel excited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b	When I'm with my mentee, I feel important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c	When I'm with my mentee, I feel happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5d	When I'm with my mentee, I feel bored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5e	When I'm with my mentee, I feel mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5f	When I'm with my mentee, I feel disappointed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5g	When I'm with my mentee, I feel unhappy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5h	When I'm with my mentee, I feel neglected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	My mentee is always interested in what I wanted to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I am okay with the ways my mentee makes fun of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I wish my mentee was different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Sometimes my mentee promises we will do something together; without actually accomplishing it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	When my mentee gives me advice, it makes me feel stupid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I feel my mentee can't trust me with secrets – thinking I would tell his/her parent or guardian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I wish my mentee asked me more about what I think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I wish my mentee knew me better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I wish my mentee spent more time with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	When something is bugging my mentee, I will listen to him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I give my mentee lots of good ideas about how to solve a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I help my mentee take his/her mind off things by doing something with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D2** According to your experience with your mentee in the past three months (if you have more than one mentee, please think about the most familiar one), choose the most suitable option for the following questions.

		Never	Seldom	Sometimes	Often	Always
		(1)	(2)	(3)	(4)	(5)
1	I try hard to understand my mentee's development goals (academic, personal, or whatever is relevant).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I think my mentee knows his/her direction better because of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My mentee understands different kinds of social values from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	My relationship with my mentee inspires him/her to seek other relationships like this one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I provide opportunity for my mentee to build healthy relationship with other adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I share my stories with my mentee in a way that enhances his/her ability to plan ahead his/her personal development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I give my mentee advice about his/her personal life and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I push my mentee to accomplish a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I give my mentee constructive criticism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I push my mentee to accomplish tasks independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I would discuss and share ideas about personal development with my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	My mentee learns how to accomplish tasks by observing me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	My mentee acquires knowledge, information, or skills from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I introduce my mentee to new ideas, interests, and experiences, so he/she can plan about his/her personal development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Part 5: Communication and meeting

**E1** How often would you contact with your mentee?

- 1  Several times a week  
 2  Once a week  
 3  Twice a month  
 4  Once a month  
 5  Others, please specify: \_\_\_\_\_

**E2** How would you like to contact your mentee?

		Never	Seldom	Often	Very Often
		(1)	(2)	(3)	(4)
1	Face-to-face / visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Mass or group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Instant or short message (SMS, WhatsApp, WeChat,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Social network or blogs (Twister, Facebook, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Video calling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Email / letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Others, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**E3** Had your mentee mentioned to you about the following: (Can choose more than one)

- 1  Academic studies  
 2  Aspirations  
 3  Interpersonal relationship  
 4  Values  
 5  Others, please specify: \_\_\_\_\_

**E4** Did you discuss with your mentee about his/her targeted savings programme?

- 1  No      2  Yes

**E5** Did you discuss with your mentee about his/her personal development plan?

- 1  No      2  Yes

**E6** Did you keep contacts with your mentee and/or visit him/her after the mentorship programme finished?

- 1  No      2  Yes

## Part 6: Prosocial Personality Battery

**F1** Below are a number of statements that may or may not describe you, your feelings, or your behaviour. Please read each statement carefully and blacken in the space on your answer sheet that corresponds to choices presented below. There are no right or wrong responses.

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		(1)	(2)	(3)	(4)	(5)
1	When people are nasty to me, I feel very little responsibility to treat them well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I would feel less bothered about leaving litter in a dirty park than in a clean one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	No matter what a person has done to us, there is no excuse for taking advantage of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	With the pressure for grades and the widespread cheating in school nowadays, the individual who cheats occasionally is not really as much at fault.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	It doesn't make much sense to be very concerned about how we act when we are sick and feeling miserable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	If I broke a machine through mishandling, I would feel less guilty if it was already damaged before I used it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	When you have a job to do, it is impossible to look out for everybody's best interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I sometimes find it difficult to see things from the "other person's" point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	When I see someone being taken advantage of, I feel kind of protective towards them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I sometimes try to understand my friends better by imagining how things look from their perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Other people's misfortunes do not usually disturb me a great deal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	When I see someone being treated unfairly, I sometimes don't feel very much pity for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I am usually pretty effective in dealing with emergencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I am often quite touched by things that I see happen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I believe that there are two sides to every question and try to look at them both.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I tend to lose control during emergencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	When I'm upset at someone, I usually try to "put myself in their shoes" for a while.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	When I see someone who badly needs help in an emergency, I go to pieces.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	My decisions are usually based on my concern for other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	My decisions are usually based on what is the most fair and just way to act.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	I choose alternatives that are intended to meet everybody's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	I choose a course of action that maximises the help other people receive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		(1)	(2)	(3)	(4)	(5)
24	I choose a course of action that considers the rights of all people involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	My decisions are usually based on concern for the welfare of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**F2** Below are several different actions in which people sometimes engage. Read each of them and decide how frequently you have carried it out in the past.

		Never	Seldom	Often	Very Often
		(1)	(2)	(3)	(4)
1	I have helped carry a stranger's belongings (e.g., books, parcels, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I have allowed someone to go ahead of me in a line (e.g., supermarket, copying machine, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I have let a neighbour whom I didn't know too well borrow an item of some value (e.g., tools, a dish, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I have, before being asked, voluntarily looked after a neighbour's pets or children without being paid for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I have offered to help a handicapped or elderly stranger across a street.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I have given seat to elderly or woman carrying a child (e.g., on bus or underground).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **Survey Questionnaire for Parents**

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**Study on the Longer Term Development of  
Child Development Fund Project Participants**

**Survey Questionnaire for Parents / Guardians**

**Sample Code:** \_\_\_\_\_

**Research Objective**

The Government is now commissioning the Department of Social Work and Social Administration of the University of Hong Kong and Policy 21 Limited (the Consultant) to conduct the evaluative study to assess the effectiveness of Child Development Fund (CDF) Projects and the results of the study will help the Government set up longer-term goals and policies. If you have any enquiries, you can contact your operating NGO, or our research officer on 2310 2862.

**Data Confidentiality**

All information you provide will be processed in an anonymous and confidential manner. Please actively join the discussion and feel free to express your valuable opinions. You may refuse to answer any question in case it makes you feel uncomfortable.

**Instructions for answering the Questionnaire**

Please read the following questions and put a tick in an appropriate box of each question to indicate your chosen answer, or write the answer on appropriate lines.

\*\*\*\*\*

**Part 1: Household and personal information**

	<b>Family Members (either living together or not) No.</b>	<b>1</b> Interviewee	<b>2</b> Spouse	<b>3</b> Participant	<b>4</b> Participant's sibling	<b>5</b> Participant's sibling
A1	Sex:           1 Male           2 Female					
A2	Age: X= Deceased					
A3	Educational attainment: 1 None / Kindergarten 2 Primary 1 3 Primary 2 4 Primary 3 5 Primary 4 6 Primary 5 7 Primary 6 8 Secondary 1 9 Secondary 2 10 Secondary 3 11 Secondary 4 12 Secondary 5 13 Secondary 6 14 Secondary 7 15 Yi Jin / Youth Employment & Training Programme 16 Diploma 17 Higher Diploma 18 Associate Degree 19 Bachelor Degree 20 Postgraduate					
A4	(a) Are you working or doing a business? 1 Employee 2 Self-employed 3 Employer 4 Homemaker 5 Student 6 Retiree 7 Not working but searching for jobs 8 Not working or searching for jobs					
	(b) The unemployment period in the past year? _____ month(s)					

Family Members (either living together or not) No.	1 Interviewee	2 Spouse	3 Participant	4 Participant's sibling	5 Participant's sibling
<b>A5</b> (a) Are you physically or mentally challenged? If so, please write the age at which it was first diagnosed in the bracket. 1 Physical Challenge 1 Physically disabled 2 Spastic paralysis 3 Paralysis 99 No physical limitations	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>
2 Difficulties in Vision 1 Blindness 2 Require instrumental assistance to 99 No difficulties in vision	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>
3 Difficulties in Sense of Hearing 1 Deafness 2 Require hearing-aids to hear 99 No difficulties in sense of hearing	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>
4 Difficulties in speech 1 Dumbness 2 Require instrumental assistance to speak 99 No difficulties in speech	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>
5 Mental Illnesses / Emotional Disturbance (e.g. Post-traumatic Stress Disorder, Anxiety, Depression) 1 Yes 2 No	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>
6 Autism 1 Yes 2 No	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>
7 Special Learning Difficulties 1 Yes 2 No	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>
8 Lack of Concentration Power / Attention Deficit Hyperactivity Disorder 1 Yes 2 No	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>
9 Mental Retardation 1 Yes 2 No	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/>

Family Members (either living together or not) No.	1 Interviewee	2 Spouse	3 Participant	4 Participant's sibling	5 Participant's sibling
(b) Do you need assistance or instrument to overcome the physical restriction? 1 Wheelchair or other walking aids 2 Artificial limbs 3 Assistance from others to go up or down stairs 4 No restriction					
<b>A6</b> Do you have chronic illness(es)? If so, please write the age at which it/they was/were first diagnosed in the bracket. (Can choose more than one) 1 High Blood Pressure 2 Heart Disease 3 Asthma 4 Diabetes 5 Kidney Disease 6 Cataract 7 Tuberculosis 8 Digestive Ulcer 9 Dermatitis 10 None of the above	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>	<input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/> ( ) <input type="checkbox"/>
<b>A7</b> Marital Status: 1 Never married 2 Living as a couple 3 Married 4 Widow 5 Separated 6 Divorced					
<b>A8</b> Average total household monthly income (including all wages, Comprehensive Social Security Assistance, Old Age (Living) Allowance, Disability Allowance and investment income, etc.): 1 No income 2 \$1–\$4,999 3 \$5,000–\$9,999 4 \$10,000– \$14,999 5 \$15,000– \$19,999 6 \$20,000– \$24,999 7 \$25,000– \$29,999 8 \$30,000– \$34,999 9 \$35,000 or above 10 Do not know					

Family Members (either living together or not) No.	1 Interviewee	2 Spouse	3 Participant	4 Participant's sibling	5 Participant's sibling
<b>A9</b> (a) Are you a Hong Kong Permanent Resident? 1 Yes 2 No					
(b) How long have you been living in Hong Kong? 1 Since you were born 2 Since ____ (year, e.g. 1953)	( ) Year _____	( ) Year _____	( ) Year _____	( ) Year _____	( ) Year _____
<b>A10</b> Place of birth 1 Hong Kong 2 Macau 3 Guangdong Province 4 Other Chinese Provinces/cities, please specify 5 Other Countries, please specify					

**A11** Family members currently living with your participating child are: (Can choose more than one)

- 1  Father  
2  Mother  
3  Grandfather/Grandmother: Total \_\_\_\_\_  
4  Sibling(s): Total \_\_\_\_\_
- 5  Stepfather/Stepmother  
6  Other relatives: Total \_\_\_\_\_  
7  Staying at school dormitory  
8  Others: \_\_\_\_\_

**A12** Who was/were mainly looking after your participating child? (Can choose more than one)

- 1  Father  
2  Mother  
3  Grandfather/Grandmother: Total \_\_\_\_\_  
4  Sibling(s): Total \_\_\_\_\_
- 5  Stepfather/Stepmother  
6  Other relatives: Total \_\_\_\_\_  
7  Staying at school dormitory  
8  Others: \_\_\_\_\_

**A13** Which district are you living in Hong Kong?

- 1  Central & Western District  
2  Wan Chai  
3  Eastern District  
4  Southern District  
5  Yau Tsim Mong  
6  Sham Shui Po  
7  Kowloon City  
8  Wong Tai Sin
- 9  Kwun Tong  
10  Kwai Tsing  
11  Tsuen Wan  
12  Tuen Mun  
13  Yuen Long  
14  Tin Shui Wai  
15  Sheung Shui  
16  Fanling
- 17  Tai Po  
18  Sha Tin  
19  Sai Kung  
20  Tseung Kwan O  
21  Tung Chung  
22  Outlying Islands

**A14** Is your family receiving any form of financial assistance from Social Welfare Department?

- 1  Yes. If possible, please list the amount of money being received from each of the allowance schemes.
- Allowance Scheme 1: \_\_\_\_\_, Amount: \$ \_\_\_\_\_  
Allowance Scheme 2: \_\_\_\_\_, Amount: \$ \_\_\_\_\_  
Allowance Scheme 3: \_\_\_\_\_, Amount: \$ \_\_\_\_\_  
Allowance Scheme 4: \_\_\_\_\_, Amount: \$ \_\_\_\_\_  
Allowance Scheme 5: \_\_\_\_\_, Amount: \$ \_\_\_\_\_
- 2  No

**A15** Are you and your siblings receiving student allowance from Student Finance Office administered by the Working Family and Student Financial Assistance Agency?

- 1  No
- 2  Half Amount
- 3  Full Amount

**Part 2: Personal information**

**B1** Indicate how you feel about each statement.

	Very Strongly Disagree	Strongly Disagree	Mildly Disagree	Neutral	Mildly Agree	Strongly Agree	Very Strongly Agree
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. There is a special person who is around when I am in need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There is a special person with whom I can share my joys and sorrows.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My family really tries to help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I get the emotional help and support I need from my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have a special person who is a real source of comfort to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My friends really try to help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can count on my friends when things go wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can talk about my problems with my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I have friends with whom I can share my joys and sorrows.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. There is a special person in my life who cares about my feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My family is willing to help me make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can talk about my problems with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**B2** The following statements describes the opinions, feelings and practices towards different aspects of personal life. Please read the sentences thoroughly and put a “√” in the box of the sentence which best describes your opinion.

	Strongly Disagree Disagree (1)	(2)	Agree (3)	Strongly Agree (4)
1. I am cautious of avoiding mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I do not talk much to call for attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I keep my strength in low profile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I talk conservatively and do not show off.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I wait for people to discover my strength.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. To me, becoming a celebrity is an accomplishment that is worth striving for.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I hope to be the one being supported by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I hope to honour my family and ancestors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I admire prestigious/powerful/high status people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My strengths should be presented to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I feel happy with people’s attention/admiration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I like luxurious houses, offices, and cars etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I like to adopt steady and safe approaches in achieving success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I concern my basic dignity’s intact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. It is more meaningful to make my success known to people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I seize opportunity to be a leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I would be modest about one’s talent/learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I prefer peace unless facing derogation by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I leave room for retreat when asking favours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I like to be the person who is admired by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Part 3: Health Survey**

INSTRUCTIONS: This survey asks for your views about your health. This information will help keep track of how you feel and how well you are able to do your usual activities. Please answer every question by marking one box. If you are unsure about how to answer, please give the best answer you can.

**C1.** In general, would you say your health is:

- (1)  Excellent (3)  Good (5)  Poor  
 (2)  Very good (4)  Fair

The following items are about activities you might do during a typical day. Does your health now limit you in these activities? If so, how much?

	Yes, Limited A Lot (1)	Yes, Limited A Little (2)	No, Not Limited At All (3)
<b>C2.</b> Moderate activities, such as moving a table, pushing a vacuum cleaner, bowling, or playing golf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C3.</b> Climbing several flights of stairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the past 4 weeks, have you had any of the following problems with your work or other regular daily activities as a result of your physical health?

	Most of the Time (1)	A Good Bit of the Time (2)	Some of the Time (3)	A Little of the Time (4)	None of the Time (5)
<b>C4.</b> Accomplished less than you would like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C5.</b> Were limited in the kind of work or other activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the past 4 weeks, have you had any of the following problems with your work or other regular daily activities as a result of any emotional problems (such as feeling depressed or anxious)?

	Most of the Time (1)	A Good Bit of the Time (2)	Some of the Time (3)	A Little of the Time (4)	None of the Time (5)
<b>C6.</b> Accomplished less than you would like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C7.</b> Were limited in the kind of work or other activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**C8.** During the past 4 weeks, how much did pain interfere with your normal work (including both work outside the home and housework)?

- (1)  Not at all (3)  Moderately (5)  Extremely  
 (2)  A little bit (4)  Quite a bit

These questions are about how you feel and how things have been with you during the past 4 weeks. For each question, please give the one answer that comes closest to the way you have been feeling.

How much of the time during the past 4 weeks –

	Most of the Time (1)	A Good Bit of the Time (2)	Some of the Time (3)	A Little of the Time (4)	None of the Time (5)
<b>C9.</b> Have you felt calm and peaceful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C10.</b> Did you have a lot of energy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C11.</b> Have you felt downhearted and blue?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**C12.** During the past 4 weeks, how much of the time has your physical health or emotional problems interfered with your social activities (like visiting with friends, relatives, etc.)?

- (1)  All of the time (3)  Some of the time (5)  None of the time  
 (2)  Most of the time (4)  A little of the time

#### Part 4: Parent's control over child's inappropriate behaviours

We would like to know what you have done when your child did something wrong or made you upset or angry. I am going to read a list of things you might have done in the past year and I would like you to tell me whether you have: 1)done it once in the past year, 2)done it twice in the past year, 3)3-5times, 4)6-10 times, 5)11-20 times, or 6)more than 20 times in the past year. If you haven't done it in the past year but have done it before that, I would like to know this, too.

	Your participating child							Other children (if any)						
	Never happened	Number of times it happened in the past 12 months					Not in the past year, but happened	Never happened	Number of times it happened in the past 12 months					Not in the past year, but happened
		1	2	3-5	6-10	11-20	more than 20 times		1	2	3-5	6-10	11-20	more than 20 times
D1. Explained why something was wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2. Put him/her in 'time out' or send to his/her room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3. Give him/her something else to do instead of what he/she was doing wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4. Took away privileges or grounded him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D5. Threatened to spank or hit him/her but did not actually do it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D6. Shouted, yelled, or screamed at him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D7. Swore or cursed at him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D8. Called him/her dumb or lazy or some other name like that	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D9. Said you would send him/her away or kick him/her out of the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10. Spanked him/her on the bottom with your bare hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11. Hit him/her on the bottom with something like a belt, hairbrush, a stick or some other hard object	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12. Slapped him/her on the hand, arm, or leg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13. Pinched him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14. Shook him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Your participating child							Other children (if any)							
	Never happened	Number of times it happened in the past 12 months					Not in the past year, but happened before 20 times	in the past year, but happened before 20 times	Never happened	Number of times it happened in the past 12 months					Not in the past year, but happened before 20 times
		1	2	3-5	6-10	11-20				1	2	3-5	6-10	11-20	
0	1	2	3	4	5	6	7	0	1	2	3	4	5	6	7
D15. Slapped him/her on the face or head or ears	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D16. Hit him/her on some other part of the body besides the bottom with something like a belt, hairbrush, a stick or some other hard object	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D17. Threw or knocked him/her down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D18. Hit him/her with a fist or kicked him/her hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D19. Beat him/her up, that is you hit him/her over and over as hard as you could	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D20. Grabbed him/her around the neck and choked him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D21. Burned or scalded him/her on purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D22. Threatened him/her with a knife or other sharp objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D23. Had to leave your child home alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D24. Were so caught up with your own problems that you were not able to show or tell your child that you care about him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D25. Were not able to make sure your child got the food he/she needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D26. Were not able to make sure your child got to a doctor or hospital when he/she needed it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D27. Were so drunk that you had a problem taking of your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D28. Punish him/her to kneel down, or to sit without a chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D29. Spite him/her in front of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Your participating child							Other children (if any)								
	Never happened	Number of times it happened in the past 12 months					Not in the past year, but happened more than 20 times before	Never happened	Number of times it happened in the past 12 months					Not in the past year, but happened more than 20 times before		
	0	1	2	3	4	5	6	7	0	1	2	3	4	5	6	7
D30. Isolate him/her in daily lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D31. Were not able to make sure your child got the clothes he/she needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D32. Deprive his/her resting or leisure time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Part 5: Friends, neighbours and adult family members protection towards children**

**If they witnessed me using severe physical violence against my child, my family, friends, or neighbours might:**

The possible responses are: 1) would never do this 2) might do this 3) would probably do this 4) would definitely do this 5) actually did this.

	Would never do this	Might do this	Would probably do this	Would definitely do this	Actually did this
	1	2	3	4	5
<b>E1 Get in between my child and me.</b>					
Adult family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E2 Try to calm me down by talking.</b>					
Adult family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E3 Give me information or advice about child-rearing.</b>					
Adult family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E4 Take my child somewhere away from me (temporarily)</b>					
Adult family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E5 Threaten to tell others about it.</b>					
Adult family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E6 Call child protective services</b>					
Adult family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E7 Call the police.</b>					
Adult family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E8 Threaten me.</b>					
Adult family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E9 Use physical violence against me</b>					
Adult family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E10 Look for information on the Internet about how to stop me in the future:</b>					
Adult family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E11 Write a message or email to me expressing their</b>					
Adult family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Part 6: Views on CDF

**F1** What attracted your child to join the CDF Programme?

- 1  The Targeted Savings
- 2  Mentorship Programme
- 3  Personal Development Plan
- 4  Others, please specify: \_\_\_\_\_

**F2** Why did your child join the CDF Programme? (Can choose more than one)

- 1  To form the habit of personal saving
- 2  Personal development
- 3  To meet new people
- 4  To plan for personal growth
- 5  To reach the target of personal savings
- 6  To learn how to resist adversity
- 7  To achieve short-term goals in personal development
- 8  To obtain matching contribution for the savings and special financial incentives
- 9  To build up social networks
- 10  To broaden horizons
- 11  Others, please specify: \_\_\_\_\_

### The Targeted Savings

**F3** Does your participating child currently have a savings habit?

- 1  Yes. The average monthly amount saved: \$ \_\_\_\_\_.
- 2  No. (Jump to Question F7)

**F4** What is your participating child's way of saving? (Can choose more than one)

- 1  Safekeeping by parents (or guardians)
- 2  Bank deposits
- 3  Safekeeping by myself
- 4  Others, please specify: \_\_\_\_\_

**F5** What are the uses of targeted savings of your participating child? (Can choose more than one)

- 1  Buying what he/she like
- 2  Sending a gift to family members or friends
- 3  Travel
- 4  Entertainment
- 5  Subsidising family's finances
- 6  Applications for interest courses
- 7  Future study
- 8  Others, please specify: \_\_\_\_\_

**F6** Did the CDF programme help your participating child get into a savings habit for personal development?

- 1  Yes
- 2  No

## **Mentorship Programme**

**F7** How is your knowledge about the mentors programme?

- 1  None
- 2  Little
- 3  Some
- 4  Much
- 5  Very much

**F8** How is your knowledge about your participating child's mentor?

- 1  None
- 2  Little
- 3  Some
- 4  Much
- 5  Very much

## **Personal Development Plan**

**F9** To what extent that your child's participation in the CDF programme can help him/her formulate and achieve personal development plans (e.g. academic, sports, arts, career, social life, etc.)?

- 1  Not helpful at all
- 2  Not helpful
- 3  Somewhat helpful
- 4  Quite helpful
- 5  Very helpful

**F10** To what extent that your child's participation in the CDF programme can help him/her formulate career development plans?

- 1  Not helpful at all
- 2  Not helpful
- 3  Somewhat helpful
- 4  Quite helpful
- 5  Very helpful



## **Part7: The influence of CDF on siblings**

**G1** Did you allow all your children to participate in the CDF programme?

- 1  Yes (End of the Questionnaire. Thank you for your participation.)
- 2  No
- 3  No more child except the participant of the CDF programme. (End of the Questionnaire. Thank you for your participation.)

**G2** Why didn't you allow all your children to participate in the CDF programme? (Can choose more than one)

- 1  The family did not have spare money to save for the targeted savings programme
- 2  They did not have time to join
- 3  There was not enough quota in the operating NGOs near the residence
- 4  They were not qualified for participating in the CDF programme
- 5  Others, please specify: \_\_\_\_\_

**G3** Have your other children who did not participate in the CDF programme had the following positive changes affected by the participating child? (Can choose more than one)

- 1  Develop personal saving habit
- 2  Become positive and optimistic
- 3  Willing to plan for personal growth
- 4  Willing to meet more people
- 5  Increase the ability of resilience
- 6  Broaden horizons
- 7  Enhance learning motivation
- 8  Others, please specify: \_\_\_\_\_

(End of the Questionnaire. Thank you for your participation.)

## **Appendix 5      Reference**

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