

# **Report of Consultancy Study on Child Development Fund Pioneer Projects**

The Hong Kong Polytechnic University  
Department of Applied Social Sciences

December 2012

# Report of Consultancy Study on the Child Development Fund Pioneer Projects

## Table of Contents

<b>Executive Summary</b> .....	6
<b>A. Background</b> .....	6
<b>B. The evaluation study</b> .....	6
(I) Personal development plan .....	6
(II) Mentorship programme .....	7
(III) Targeted savings .....	7
(IV) Activities and training .....	7
(V) Participating children and control group participants .....	8
(VI) Other project levels .....	8
<b>C. Overview of overseas programmes</b> .....	9
<b>D. Discussion, successful experiences and recommendations for long-term model</b> .....	9
<b>Introduction</b> .....	13
<b>A. Child Development Fund</b> .....	13
I. Background and objectives .....	13
II. Key components .....	13
III. The first batch of pioneer projects of Child Development Fund .....	14
<b>B. Evaluation study on the pioneer projects</b> .....	14
I. Objectives.....	14
II. Scope .....	14
<b>C. The Consulting Team</b> .....	15
<b>Part I: The evaluation study</b> .....	16
<b>A. Research methodology</b> .....	16
I. Conceptual framework .....	16
II. Research targets .....	16
III. Research design .....	18
IV. Research instruments .....	18
V. Data collection .....	20
<b>B. Personal development plan</b> .....	22
I. Formulation and implementation of personal development plan .....	22
II. Expectations of participating children and parents .....	24
III. Support and limitations of targeted savings usage.....	26

# Report of Consultancy Study on the Child Development Fund Pioneer Projects

IV. Role of mentors .....	27
<b>C. Mentorship programme .....</b>	<b>27</b>
I. Meetings and communication .....	27
II. Mentoring relationship .....	30
<b>D. Targeted savings .....</b>	<b>34</b>
I. Performance in targeted savings .....	34
II. Expectations of participating children and parents on targeted savings .....	36
III. Financial management styles of participating children's family.....	37
<b>E. Activities and training .....</b>	<b>39</b>
I. Activities modes and contents.....	39
II. Activities participation .....	40
III. Mode of activity arrangements and implementation .....	42
<b>F. Comparison of participating children and control group .....</b>	<b>42</b>
I. Formulating personal goals and plans .....	42
II. Personal network .....	44
III. Academic performance and delinquencies .....	44
IV. Family relationship .....	45
<b>G. Other project levels .....</b>	<b>46</b>
I. Studies of project operation and operating NGO models .....	46
II. Capability of operating NGOs .....	46
III. Readiness and capability of local community .....	50
IV. Challenges of the Projects.....	52
<b>Part II: Overview of overseas programmes.....</b>	<b>53</b>
A. Asset-based programme: Targeted savings and personal development programme .....	54
B. Mentorship programme .....	57
<b>Part III: Discussion, successful experiences and recommendations .....</b>	<b>63</b>
A. The pioneer projects and poverty alleviation .....	63
I. Concepts of the Projects .....	63
II. Findings of the evaluation study .....	63
III. Development of healthy intergenerational relationship and facilitating factors/good environment.....	63
B. Effectiveness of the Child Development Fund pioneer projects .....	63
C. Operational modes and successful experiences of the pioneer projects .....	67

# Report of Consultancy Study on the Child Development Fund Pioneer Projects

I. Targeted savings .....	67
II. Recruitment.....	69
III. Selection of participating children and mentors .....	70
IV. Matching of mentors and participating children .....	71
V. Regular support and supervision .....	72
VI. Activities and training .....	73
VII. Meeting and contacts between participating children and mentors.....	80
VIII. Personal development plan .....	81
IX. Human resources .....	83
<b>D. Recommendations for CDF long-term mode .....</b>	<b>84</b>
I. Long-term development and promotion platform of the Projects.....	84
II. Implementation details of individual components in future batches.....	87
III. Follow-up study .....	90
<b>Appendix .....</b>	<b>92</b>
<b>Appendix 1. Glossary .....</b>	<b>92</b>
<b>Appendix 2. References .....</b>	<b>95</b>
<b>Appendix 3. Questionnaire for Participating Children .....</b>	<b>99</b>
<b>Appendix 4. Questionnaire for Parents/Guardians .....</b>	<b>117</b>
<b>Appendix 5. Questionnaire for Mentors .....</b>	<b>129</b>
<b>Appendix 6. Questionnaire for Control Group .....</b>	<b>139</b>
<b>Appendix 7. Outline of Round One Focus Group Discussion .....</b>	<b>159</b>
<b>Appendix 8. Outline of Round Two Focus Group Discussion .....</b>	<b>163</b>
<b>Appendix 9. Outline of Round Three Focus Group Discussion.....</b>	<b>176</b>
<b>Appendix 10. Revised PDP Form.....</b>	<b>180</b>
<b>Appendix 11. Operation Model Factsheet .....</b>	<b>185</b>
<b>Appendix 12. Overseas and Local Models of Targeted Savings and Mentorship Programmes:</b>	
<b>A Comparative Review .....</b>	<b>192</b>
Targeted Savings – Literature search method, sources, coverage and time periods.....	192
Comparison of the Mentorship Programmes in the USA, Taiwan, Singapore and Hong Kong....	215
Annex 1: CDA in Singapore.....	236
Annex 2: PSEA in Singapore.....	237
Annex 3: Withdrawal of money of Taiwan’s targeted saving programme .....	238
Annex 4: Taiwan’s Hundred Educational Mentorship Programme .....	239

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

<b>Appendix 13.</b>	<b>Mentoring Relationship Dimensions.....</b>	<b>240</b>
<b>Appendix 14.</b>	<b>The Consulting Team .....</b>	<b>243</b>

## Executive Summary

### **A. Background**

- (1) The Government established the \$300 million Child Development Fund (CDF) in 2008, so as to draw on and consolidate resources from family, private sector, community and government effectively in supporting longer term personal development of children from a disadvantaged background. The main objective of CDF is to provide participating children with more personal development opportunities. Through formulating and implementing personal development plans, CDF encourages them to accumulate financial and non-financial assets, and to better equip them to improve the quality of life for their families and themselves in the future.
- (2) The first batch of seven CDF pioneer projects (the Projects) was rolled out in seven districts and implemented by six non-government organisations in April, 2009. Each project lasts for three years. The target beneficiaries are children aged 10 to 16 from a disadvantaged background. All projects have three key components, namely personal development plan (PDP), mentorship programme, and targeted savings.
- (3) The Government commissioned a Consulting Team (the Team) from the Department of Applied Social Sciences of the Hong Kong Polytechnic University to conduct an evaluation and longitudinal study on the pioneer projects. The study evaluates the first batch CDF pioneer projects, provides an overview of at least three places outside Hong Kong adopting an asset-based model to encourage the long-term personal development of children from a disadvantaged background, and makes recommendations on how to further develop CDF into a long-term model to promote personal development of children from a disadvantaged background.

### **B. The evaluation study**

- (4) The evaluation study adopted a longitudinal design, which lasted for 42 months from December 2008 to June 2012. To explore how the Projects influence the development of participating children, the Team conducted five rounds of survey, three rounds of focus group discussion, and collected process data from operating NGOs regularly (including activities and training record, attendance, and PDP implementation data). Analysis of this report is based on data of 721 participating children who completed all three components of the Projects, 670 parents, 625 mentors, and 208 control group participants who completed all five rounds of survey.
- (i) Personal development plan
- (5) Average completion rate of action targets in personal development plan was 78.8%, which is above the Projects' target, i.e. 70%. According to the experience of participating children who utilise targeted savings when implementing personal development plan, the Team has concluded four key success factors, including early planning, right timing, existence of development goals and appropriate action targets participating children had even before or at the beginning of the Projects, and flexibility to respond to emergency. Some participating children were able to utilise existing public resources, such as public libraries and courses provided by community centre, resulting less targeted savings usage.
- (6) Many parents and participating children considered targeted savings as an additional subsidy, which helps to ease family financial burden temporarily. The Team considers that

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

early activities and training would strengthen parents' and participating children's concept of "asset development". By utilising this amount of money for self-improving and developing good saving habits, the participating children and their parents would transform targeted savings from a short term subsidy into non-financial assets which benefit them for life.

### (II) Mentorship programme

- (7) Positive correlations were found between the number of communication and meetings the mentors had with the participating children and some mentoring relationship quality dimensions, demonstrating that communication and meetings promote mentoring relationship development. For participating children, mentoring relationship quality dimensions which correlated to number of communication and meetings included "youth-centred relationship", "positive emotional engagement", "help to cope" and "empowerment and performance standard". For mentors, correlated dimensions included "youth-centred relationship", "positive emotional engagement", "empowerment and performance standard", and "no negative emotional engagement".
- (8) Good mentoring relationship promotes personal development, family relationships and asset development of participating children. Appropriate activities provided by operating NGOs helped enhance mentoring relationship quality. Communication and meetings between mentors and participating children may improve mentoring relationship quality as well, achieving effectiveness for mentoring programme. Yet, operating NGOs need to have full grasp of these information and provide support and guidance to mentors, so as to encourage mentors and participating children to attend training, and to upkeep their communication and meetings.

### (III) Targeted savings

- (9) Among the 721 participating children who were able to complete the two years' targeted savings, 702 participating children established a financial asset of \$12,600, while the remaining 19 participating children (2.6%) also developed financial assets ranged between \$7,500 and \$12,400. Financial status of participating children's family did not influence their saving ability, nor correlate with missing installments. The Team considered the fact that operating NGOs had full grasp of participating children's saving progress as the key success factor of the targeted savings component.
- (10) As shown in the round five survey which was conducted after completion of targeted savings, the percentage of participating children without saving habit regressed back to the level of round one survey (i.e. about 31.6% at the beginning of the Projects). However, for participating children who were able to maintain their saving habits after completing targeted savings, the amount of their savings had been increased as compared with those before joining the Projects. The Team considers that targeted savings have positive influence on participating children's saving habit.

### (IV) Activities and training

- (11) The operating NGOs allocated most resources on the main service target of the Projects, i.e. participating children. However, the Team considers that if the roles of parents and mentors can function fully, the effectiveness of the Projects can be greatly enhanced. Hence, the Team suggests the operating NGOs give greater attention and allot more resources to the needs of parents and mentors when organising activities. In this way, the

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

parents and the mentors would know more about personal development. In addition, they can understand more about the participating children through activities, and may share some of the workload of operating NGOs in individual follow-up.

- (12) The Team considers that if parents and mentors are invited to activities held for participating children by operating NGOs, it will motivate them to actively assist participating children to implement personal development plan, while strengthening their sense of involvement.

### (V) Participating children and control group participants

- (13) The study shows that participating children outperformed control group participants in setting life goals and planning for the future, such as plan after graduation, regular future academic / career planning, long-term life goal planning, and means of achieving life goals. Apart from preparation and planning for the future, participating children with life goals had higher academic expectations, or made better use of time to attend various activities. Regarding the process of pursuing and achieving goals, the participating children considered themselves strengthening their self-esteem and promoting family relatedness. As such, the personal development component of the Projects together with other components (activities held by operating NGOs and sharing with mentors) were able to enhance the participating children's pursue and grasp of life planning / goals, which set the foundation of their long-term development and resilience.

- (14) Compared to control group participants, when participating children discussed plan after graduation or saving plan, or when they encountered emotions or interpersonal problems, they would at a more significant level, discuss or talk with non-familial adult peers (including teacher, social worker, and mentor). The development of this network may positively influence life planning / goal setting of participating children, their expectation in promoting to university, and participation in personal development planning / interpersonal communication activities, career planning activities and cultural activities, indicating that mentoring relationship had successfully expanded community network of participating children. Due to the increased contact with non-familial adult peers, their participation in development planning / interpersonal communication, career planning, and cultural related activities were also increased, preparing them to carry out life planning or goal setting in the future.

- (15) The study also shows positive influences on participating children's academic study, reflecting in their academic performances, expectations on academic performances and on entering university, and views and sense of importance towards studying. Besides positive influences on academic performances, the Projects also reduced delinquent behaviours of participating children (including meetings with teacher, social worker or discipline teacher due to demerit record, missing assignments or behaviour problems, using foul language, vandalism, or getting into a fight). These influences are considered to be related to the activities provided by operating NGOs, and sharing between participating children and mentor / social workers.

- (16) Participating in the Projects has influenced participating children positively in many areas. But the process and quality of Project participation are even more important, and so it is necessary for relevant stakeholders to demonstrate sufficient effort and sincerity in order to manifest the Projects' potentials.

### (VI) Other project levels



- (17) Outcomes of the Projects depend on many different factors. Apart from participating children's personal factors and their changes, it also depended on the environment and support received, in which influences of operating NGOs and community environment were most obvious. For operating NGOs, financial and manpower resources, local community relationship and network, capability in implementing individual project component, mindset and mechanism of ongoing monitoring and improvement, and management of flow of Projects and support are all their challenges, and they determined the Projects' effectiveness.
- (18) Whether operating NGOs and related stakeholders could change their current operation model was the key to successful and continuous implementation of the Projects. But changing the old operation model required the community to continue providing sufficient resources and supporting measures. Otherwise, motivation to change in operating NGOs would decrease gradually, or it would be difficult to maintain the motivation. Hence, there are areas which required stakeholders in the society to continue providing resources and effort for the effective implementation of the Projects, such as public education, development of basic facilities, and local network and connections.

### C. Overview of overseas programmes

- (19) Targeted saving programmes at different places all attached great importance to the principle of collaborative involvement of government, private sectors, corporates and groups, as well as service recipients. Programme participants saved monthly and received matched savings and financial awards from private sectors, corporates, groups and even the government. This would promote better saving behaviours among participants and hence, build and establish saving habits on one hand. On the other hand, this could let the participants accumulate the savings target in a shorter time to implement personal development.
- (20) It was recognised in all mentorship programmes the importance and challenges of the recruitment, selection, training and support work to the development of mentorship programme. The programmes require regional and even national planning, coordination and support so that they could be sustained and continue to develop. The operation also requires various expertise and resources support, including programme implementation and recruitment, training, monitoring and supportive supervision, and evaluation. Therefore, operating NGOs should develop and build resources network to attain the synergising effect.

### D. Discussion, successful experiences and recommendations for long-term model

- (21) CDF encourages children from a disadvantaged background to develop assets building habits and appropriate attitudes. It is a new asset-based model that differs from the traditional model which provides programmes and services to meet their needs. To help children to develop positive mindset, learning ability, sense of responsibility and values, this model gathers resources from different sectors to assist children to develop non-financial assets and to create a positive developmental environment for them.
- (22) Although current data cannot provide direct evidence to support that participating in the Projects helps alleviating poverty in the long run, but the study demonstrated that the Projects provided a good foundation for the participating children, which created a favourable condition for them to alleviate poverty. First of all, data suggested that the Projects assisted and induced participating children's life planning and long-term goal

development, and also uplifted their academic expectations. They exhibited better time management as well, which increased extra-curricular activity participation, and reduced delinquent behaviour. International studies indicated that people with long-term development goals had higher resilience level, and high resilience level facilitated poverty alleviation.

- (23)** The Projects also showed positive influence on participating children in community network and non-familial adult relationship development. This was very valuable for young people who were lack of resources. Young people from a disadvantaged background not only suffer from material deprivation but also the negative impact in non-material aspect due to poverty. Theories about poverty pointed out that intergenerational poverty was mainly caused by poverty-related culture and the handed down lifestyle. Hence the Projects introduced a non-familial adult, who had resources and richer networks, into the life of young people from a disadvantaged background. This exposed the young people's life and their original culture with new elements, creating conditions and opportunities. A positive mentoring relationship can widen the horizons of young people, mediate difficulties they encountered in life (including problems in relationships with parents), and promote their healthy growth.
- (24)** The Projects provided actual financial and non-financial assets to participating children. The process of completing targeted savings and short term goals of PDP prepared participating children for their future personal and career development. Hence, the Team considers that the Projects should be launched continuously. Implementation and configuration of the Projects enabled majority of participating children to complete the Projects, but the direction of implementation should be even closer to the objectives, changing the family and growing environment of the participating children to be more facilitating to their development.
- (25)** By means of follow up participating children's performance and benefit through individual level and project level data, the operating NGOs could finetune the Projects implementation and corresponding measures in time. Proper utilisation of the current management, programme execution and assessment tools would also sustain the Projects' policy and service objectives so that participating children, parents, and mentors may receive quality service and expected benefits in future batches.
- (26)** CDF projects should provide more training to parents and mentors so that they can provide quality guidance to participating children and assist them to develop and implement their personal development plan. Training of parents and mentors also enables them to create and develop good relationship and supportive environment for children's personal development. More resources should be allocated in this area so that operating NGOs can provide quality training to parents and mentors, enhancing the latter's ability to provide guidance and assistance to participating children.
- (27)** CDF may encourage and assist operating NGOs to strengthen their ability to implement the Projects, including developing mentor talent pool, setting up resources network and adjusting resources allocation to cater for the Projects' long-term development, enabling operating NGOs to integrate resources from different parties in the community and providing social environment and good opportunities for participating children's personal development and asset accumulation. Also, CDF should encourage operating NGOs to provide training to social workers and other staffs who are involved in Project implementation, so as to develop their professional knowledge and ability in relevant areas, including: policies and service programmes related to asset-based concept, volunteer

recruitment, community network development, mentor training and supervision skills, child personal development and related experiential activities or training, project information and data management and usage. These all help operating NGOs promote their capability and effectiveness in implementing the Projects.

- (28)** Long term development of CDF relies on the collaboration between the Government, private sector and community in providing matching fund, voluntary mentors, experiential learning or even internship opportunity so as to help children from disadvantaged background in their personal and career development. Therefore, CDF should consider possible mechanism which promotes various parties of society to achieve shared vision and expectations towards long-term development of CDF, and to show recognition to partners appropriately, thus motivating different parties to participate in CDF continuously and together gather resources for child development so as to develop capital for the future of society.
- (29)** More youth service organisations are needed to participate and continue implementing CDF in future batches. Apart from strengthening publicity, the Government may consider helping some operating NGOs to gain access to some project start-up resources (such as data system) if necessary, so that operating NGOs can start the Projects more easily, and it would attract more organisations to apply for CDF. In addition, the Team considered that operating NGOs should be encouraged to establish partnership with other organisations and to motivate the latter in running the community-based Projects on a regular basis. This will systematically provide stronger incentives and social capital in all the districts of Hong Kong, such that the quality of CDF will not be at the expense of the increase in quantity of the Projects.
- (30)** In sum, only with a continuing and strengthening multi-disciplinary platform cooperated by the Government, private sector and community which promotes the asset-based and continuous implementation, longer term model of CDF can tie in with the new mindset in social welfare and service policy in order to further improve the Projects, including: promoting person-centred social services; encouraging participating children to develop and accumulate financial and non-financial asset; coordinating with quality foundation education and vocational training, parent-children services, supporting children's personal development, so as to alleviate intergenerational poverty. At present, organisations related to CDF Projects and organisations of different types are already developed or are participating in CDF in Hong Kong community. It is reflected that Hong Kong society is capable of continuous development and improvement of CDF long-term development and future batches. More importantly, it also reflects long term preparation of community and operating NGOs which are determined to accept and implement the Projects, community's long term response towards development of the Projects, increase in acceptance and recognition by participating children and mentors. The Government may make use of these existing advantages and favourable conditions to promote long term development of CDF.
- (31)** While three batches of the Projects have been gradually launched, the number of operating NGOs is increasing. Demand for the Projects in the community grows as well. The Team considered that CDF may launch Projects regularly and continuously. Yet, since each Project lasts for three years, plus the corresponding preliminary work (such as application, preparation, recruitment, and fund-raising) and post-project work (such as follow-up after the project completion, updating information and reporting), each Project requires operating NGOs to invest time and resources for three and a half years or above. Furthermore, mentors need more time to be nurtured and accumulated in the community. CDF should consider the experience, number and capability of operating NGOs of the past

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

three batches, and the degree of participation of community when working on the number of Projects every year / every batch. It is also important to consider the demand of community to work on the number of Projects in each district. The Team considered that if circumstances allowed, CDF should gradually increase the number of Projects every year / every batch.

- (32)** Currently, each project has about 100 to 120 participating children. According to the Team's observation and operating NGOs' sharing, the number of participating children is appropriate and operating NGOs have already developed a cost-effective way in operation.
- (33)** Targeted savings component of CDF Projects was a great success. CDF should maintain the existing good practices and implement continuously. The current monthly saving target, matching ratio and installment number can also be maintained. However, the Government should collect relevant targeted savings usage data, and consider factors such as financial ability of participating children's family and inflation to review, as and when appropriate and reasonable, monthly saving target, matching ratio, and special financial incentive for future batches. This ensures that participating children have a reasonable amount of savings for use when they work on the short-term goals of PDP.
- (34)** This study only covers the three-year period of the Projects. Hence, the effectiveness discussed in this report only reflects participating children's performance during this period. However, child development is a long process, and so a follow-up study which investigates participating children's personal development outcomes after the Projects completed through measuring development outcome indicators may give a more comprehensive picture of CDF's long term influence on children's personal development.

## Introduction

### **A. Child Development Fund**

#### **I. Background and objectives**

- i. In 2005, the government of the Hong Kong Special Administrative Region established the former Commission on Poverty (CoP) to enhance understanding of poverty situation in Hong Kong, to make immediate improvements, and to identify direction for future work. CoP examined existing pro-child-development policies and measures, especially those targeted at the needs of children from a disadvantaged background, and proposed areas of improvement.
- ii. CoP considered apart from the traditional mode in supporting children, the children from a disadvantaged background could be assisted with asset-based mode to build up habits of asset accumulation as a way to help their long-term development. CoP recommended to the government of the Hong Kong Special Administrative Region (the Government) the establishment of Child Development Fund (CDF).
- iii. The Government established the \$300 million CDF in 2008 so as to draw on and consolidate the resources from the family, the private sector, the community and the government effectively in supporting long-term development of children from a disadvantaged background. CDF seeks to provide more personal development opportunities to participating children to build their financial and non-financial assets (such as positive mindset, learning ability and self-image) through developing and implementing personal development plans. It is anticipated that the process will empower them to improve the quality of life for their families and themselves in the future. The target group of the Projects is children aged ten to sixteen from families either receiving Comprehensive Social Security Assistance (CSSA) / full grants from student finance schemes administered by the Student Financial Assistance Agency, or having household income less than 75% of the Median Monthly Domestic Household Income.

#### **II. Key components**

- iv. The three major components of CDF Projects are personal development plan (PDP), mentorship programme and targeted savings.
  - **Personal development plan**

Participating children are required to draw up PDP with short-term and long-term goals during the first two years of CDF Projects under guidance from non-governmental organisations (operating NGOs), mentors, and parents. They are expected to implement their plans and achieve the planned short-term goals in the third year. Operating NGOs will utilise the amount of \$15,000 (Hong Kong dollars; the same hereafter) set aside by CDF for each participating child to provide various kinds of training and activities, so as to assist them to build up a mindset to plan for their future and develop non-financial assets.
  - **Mentorship programme**

Operating NGOs will match a mentor, who is a volunteer, for each participating child. Mentors will provide guidance to children in drawing up and implementing their personal development plans with specific development targets. In the process, mentors can also

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

share life experience with participating children and assist them as well as their parents or guardians to build up non-financial assets.

- **Targeted savings**

Participating children will accumulate financial assets during the first two-year period of CDF and to use their savings to realise their personal development plans in the third year. Although the monthly saving target is \$200, the children and their families can agree with the operating NGOs to set a lower savings target if they have special needs or circumstances. At the same time, operating NGOs will seek partnership from the business sector or individual donors to provide at least 1:1 matching contribution for the savings accumulated by participating children under targeted savings. The Government will also provide special financial incentive (\$3,000) for each participating child upon completion of targeted savings. Operating NGOs will monitor the progress of participating children in spending the savings for their implementation of PDP in the third year.

### III. The first batch of pioneer projects of Child Development Fund

- v. The first batch of seven CDF Pioneer Project (the Projects) was operated by six operating NGOs in seven districts (Table Av). Each Project lasted for three years and was fully launched in April 2009. The projects recruited 750 participating children. As children aged between fourteen to sixteen years old were given priority to participate the Projects, there were not less than 70% of participants being of this age group in each project.

Table Av: Operating NGOs of the Projects in the seven districts

Regions / Districts	Operating NGOs
Hong Kong Island	Baptist Oi Kwan Social Service
Kowloon East	Christian Action
Kowloon West	Industrial Evangelistic Fellowship
New Territories East	Tung Wah Group of Hospitals
New Territories West	The Hong Kong Federation of Youth Groups
Tung Chung	Hong Kong Sheng Kung Hui Welfare Council
Tin Shui Wai	Tung Wah Group of Hospitals

## B. Evaluation study on the pioneer projects

### I. Objectives

- vi. The Government commissioned a Consulting Team (the Team) from the Department of Applied Social Sciences of the Hong Kong Polytechnic University to conduct a consultancy study (study) on the Projects. The objectives of this study are: (i) to evaluate the first batch of the CDF pioneer projects, and (ii) to make recommendations on how to further develop CDF into a longer-term model to promote child development in Hong Kong, especially those from disadvantaged families.

### II. Scope

- vii. The whole study covers three parts:
  - To evaluate the first batch of CDF pioneer projects, including a longitudinal study on the participating children in various aspects, such as their savings habits, development and accumulation of non-financial assets, personal development planning, actual personal development, parent-child relationships and family solidarity.

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

- To review at least three places outside Hong Kong adopting an asset-based model to encourage the personal development of children from a disadvantaged background. In the overview, the pros and cons of these models will also be discussed.
- To make recommendations on how to further develop CDF into a long-term model to promote child development in Hong Kong, while taking into account the above two points.

### **C. The Consulting Team**

- viii. The study director, Dr. Charles C. Chan, is an accomplished researcher who pioneered in systematic effectiveness evaluation of youth mentoring in Hong Kong. The study was led by Dr. Chan and three full-fledge academics who excel in research areas closely related to the ambit of CDF, and complimented with a seasoned consultant specialised in the matters regarding targeted savings and individual development account. (See Appendix 14)

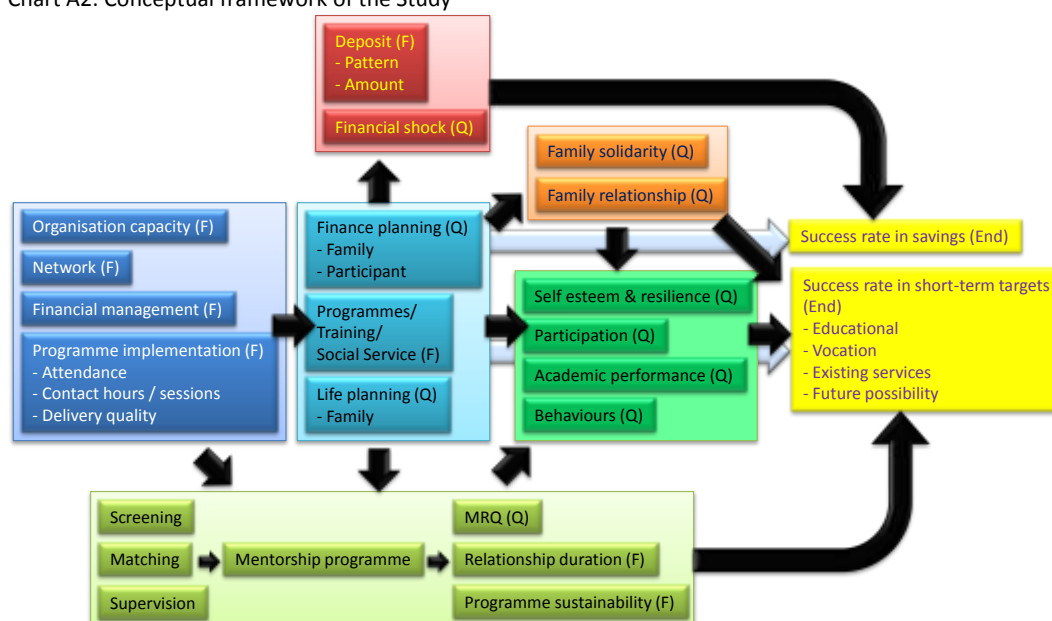
## Part I: The evaluation study

### A. Research methodology

#### I. Conceptual framework

1. The evaluation study was formulated under a main conceptual framework that personal development is an outcome of the accumulation of financial and non-financial assets. The three key components of CDF are vehicles to the accumulation of these assets and specific elements in these components were therefore evaluated. Indicators of the elements will be collected through surveys, focus group discussion, and process data.
2. As specified in the Service Specification of the Projects, the main outcome indicators are performance of the participating children in relation to targeted savings and PDP. The Team formulated an explanatory framework for this study, in which intermediate outcomes, including mentoring relationship quality, savings regularity and pattern, etc., were devised for better understanding of the effectiveness of the Projects. From a social-ecological perspective, changes in operating NGOs and the characteristics of the districts are potential factors contributing to the similarities and differences of the seven Projects in terms of outcome and features. Therefore, discussion and recommendations of this report will also focus on these factors. (Chart A2)

Chart A2: Conceptual framework of the Study



#### II. Research targets

3. The main research targets of the study were participating children, their parents, mentors, operating NGOs and control group.
4. Among the 750 participating children, 728 of them completed the three-year Projects. But only 721 participating children completed targeted savings. This report is based on the data of these 721 participating children (96.1%) who could complete all three components. (Table A4)



## Report of Consultancy Study on the Child Development Fund Pioneer Projects

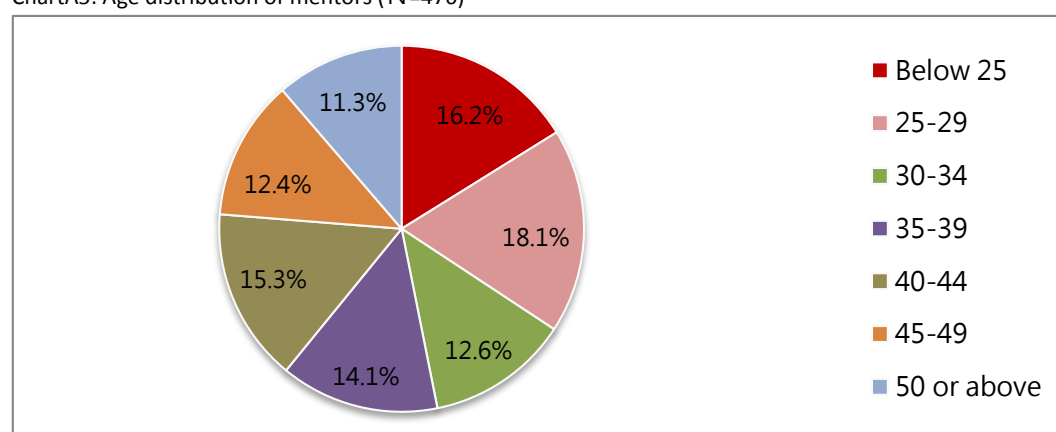
Table A4: Distribution of participating children who completed the three components of the Projects

District / Region	Number of participating children recruited	Number of participating children who withdrew from the Projects / did not complete all three components	Number of participating children who completed all three components	Percentage of participating children who completed all three components
Hong Kong Island	100	0	100	100.0%
Kowloon East	100	9	91	91.0%
Kowloon West	120	8	112	93.3%
New Territories East	110	2	108	98.2%
New Territories West	120	6	114	95.0%
Tung Chung	100	1	99	99.0%
Tin Shui Wai	100	3	97	97.0%
<b>Total</b>	<b>750</b>	<b>29</b>	<b>721</b>	<b>96.1%</b>

### Mentors

- At the beginning of the Projects, operating NGOs matched a volunteer mentor with each participating child. As this report focuses on participating children who completed all three components, discussion related to mentorship would focus on mentors of these 721 participating children. 607 mentors responded to the gender question in round one Survey, in which 37.1% (225 mentors) are male and 62.9% (382 mentors) are female. Also, in round one Survey, 476 mentors responded to the age question. Ages of mentors range from 18 to 65 years old. (Chart A5) Although there was replacement of mentors throughout the three-year period of the Projects, this report will concentrate on exploring the effect of mentoring relationship which had been well-established since the first year of the Projects on personal development of participating children. Mentors who enrolled after the Projects began were not included in the analyses of this report.

ChartA5: Age distribution of mentors (N=476)



### Operating NGOs

- The experience and observation of participating children and parents as gathered by the six operating NGOs are indispensable parts of the evaluation study. Hence, the Team had collected data from staff of the operating NGOs as well.

### Control group

- The Team recruited 488 control group participants who were eligible, but did not participate in the Projects from fifteen organisations in the seven districts where the Projects were implemented. The purpose is to compare personal development progress of

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

participating children with those who did not participate in the Projects, Analyses in this report were based on the 208 control group participants who completed all five rounds of survey.

### III. Research design

8. The evaluation study adopted a longitudinal design, which lasted for 42 months from December 2008 to June 2012, evaluating various aspects of participating children, their parents, mentors and operating NGOs: (i) implementation and operation of the Projects; and (ii) the three components of the Projects. The evaluation is based on a quasi-experimental study in comparing the accumulation of non-financial and financial assets and indicators of personal development of the participating children and control group.
9. To achieve the purpose of project evaluation and the identification of longitudinal trend and changes during the study period, the Team adopted a five-time-point quantitative research approach to collect data at different stages. Before the Projects began, the study conducted round one survey to collect baseline data for participating children, parents, mentors and control group. Four rounds of follow-up survey were conducted during the Projects. Control group also participated in survey so that their data can be compared with data of participating children and be one of the indicators of effectiveness evaluation. Nonetheless, focus group discussions were held every year to collect in-depth opinions and comments from different stakeholders. Qualitative data collected in three rounds of focus group discussions (FGD) are used to enrich the depth of the analysis. (Table A9)

Table A9: Fieldwork timeline

Progress of the Projects	Year	Period	Fieldwork conducted
First year	2009	February 14 – April 30	Round one survey
		July 21 – September 5	Round one focus group discussion
		August 1 – November 10	Round two survey
Second year	2010	February 1 – May 7	Round three survey
		October 10 – November 19	Round two focus group discussion
Third year	2011	March 9 – May 31	Round four survey
		September 17 – October 11	Round three focus group discussion
	2012	January 19 – May 9	Round five survey

10. The Team collected process data from the operating NGOs regularly, including activity record and attendance information. The Team provided PDP Form and collected data of PDP implementation (Appendix 10). In addition, operation model factsheet was also developed and filled out by operating NGO in the third year, so as to better understand how the Projects influence the development of participating children. The Team analysed effectiveness of mentorship programme and targeted savings based on the data collected, and explored the effect of various organisation capabilities on the implementation of the Projects.
11. To assist children from disadvantaged background to develop assets and break away from intergenerational poverty, the Team suggested a longer-term model for CDF based on data and analyses, and importance of the three components (PDP, mentorship programme and targeted savings) will be studied in-depth as well. How the government, community and family played their roles in the implementation of the three components will also be examined.

### IV. Research instruments

12. The contents of survey covered PDP, mentorship programme, and targeted savings. The survey measured the participation in extra-curriculum activities, daily behaviours, parents' expectation, and parents' support on activity participation of participating children. Future plans on study and career of participating children were also studied under the area of personal development. For mentorship programme, round one survey aimed at measuring the baseline data of family relationship, interpersonal relationship, personal psychological status, academic performance, future plan and work, etc. of the participating children before the mentorship programme. For targeted savings, the survey measured saving behaviour, attitude, family saving habit, financial status of parents, etc. of the participating children. Round two to round five surveys mainly measured the changes in the various aspects stated above (Questionnaire for Participating Children: Appendix 3; Questionnaire for Parents: Appendix 4; Questionnaire for Mentors: Appendix 5; Questionnaire for Control Group: Appendix 6).
13. The survey measured family relationship data by using family solidarity and parent-child relationship as indicators. Referring to Silverstein, Bengston & Lawton (1997), there are six dimensions of family solidarity. Among them, the dimensions of frequency of contact, emotional closeness, similarity of opinion and instrumental assistance were assessed, whereas the dimensions of geographic proximity and obligation were not assessed as they were considered not appropriate.
14. Relationship with parents/guardians being a crucial factor in positive development and adjustment in children was assessed by the Relatedness Scale. This scale was developed by Lynch & Cicchetti (1997) and it measures children's and parents' (guardians') understanding of the quality of emotion and level of closeness in relationship with each other. These two aspects were assessed by the Emotional Quality Scale and the Psychological Proximity Seeking Scale respectively. There are 11 items in the Emotional Quality Scale and 5 items in the Psychological Proximity Seeking Scale.
15. Apart from the areas described in paragraph 12, the questionnaire also included four mentoring relationship scales (40 items) to measure ten dimensions in "mentoring relationship" in order to better understand mentoring relationship. The Team used "psychometric methods" (i.e., reliability analysis and factor analysis) to confirm the structure of the dimensions and items. After analysis and revision, it was confirmed that the items of mentoring relationship could reliably reflect and represent seven dimensions of mentoring relationship (Appendix 13), including "youth-centred relationship", "positive emotional engagement", "no negative emotional engagement", "trust", "psychological proximity seeking", "help to cope" and "empowerment and performance standard". Since in the mentor sample population, the two items measuring "help to cope" could not reflect their corresponding dimension, the collected mentor questionnaire could not be used for measuring this dimension of mentoring relationship.
16. For process data, the Team collected data through Child Development Fund Process Data Management (CDF-PDM) system regarding participating children's saving situation, activities record, attendance rate and the frequency and changes in communication and meetings between mentors and participating children.
17. When studying different research questions, the Team employed the appropriate statistical tests in the analyses depending on the nature of the variables, including the use of correlation analysis to study the relationship between two variables (using correlation coefficient  $r$  to present the strength and direction of the relationship between variables), T-test to study the difference between means of two groups or the difference between

means and a test value in a single sample, and F-test to study whether there was any difference between the means of several groups. These analyses used a  $p$  value to evaluate the results, in which a  $p$  value of less than 0.05 was considered to be statistically significant. All results discussed in this report have  $p$  value less than 0.05, which implies the results are valid. In correlation analysis, the direction of correlation coefficient  $r$  is indicated by positive and negative signs. A positive correlation suggests that in a pair of variables, the larger a value in one variable, the value in another variable will tend to be larger. A negative correlation means when a value in one variable is larger, the value in another one will tend to be smaller. The use of an absolute value  $|r|$  can simply be understood as the strength of the relationship between variables.

### V. Data collection

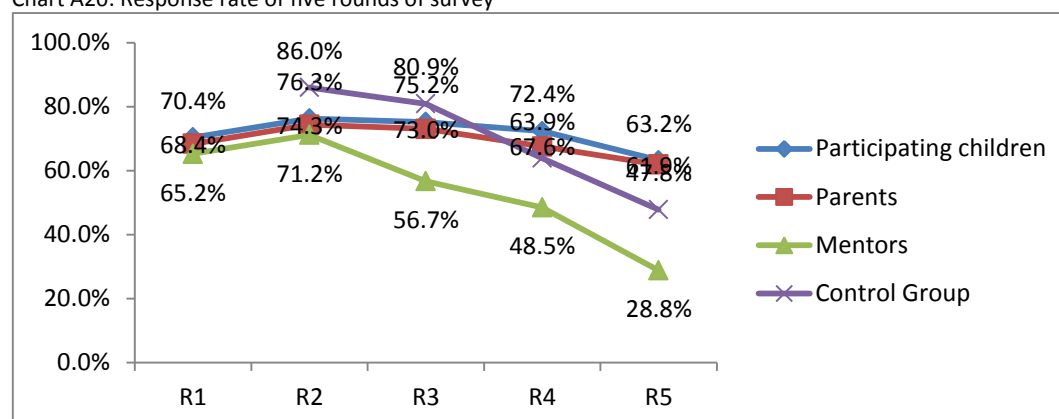
#### Survey

18. Since research targets of the survey included participating children, parents, mentors and control group, the Team designed different data collection approaches to ensure survey participants would be able to fill out and return the questionnaires. During round one to round three surveys, participating children and parents filled out the questionnaires during activities and meetings held by operating NGOs. Self-administered survey was the primary data collection method and on-site fieldwork assistance by the Team's interviewing staff to those illiterate respondents was provided. With the consent of operating NGOs, the Team contacted those who were absent from the activities by mailing survey, telephone interview, or in person at the service centres of the operating NGOs. Furthermore, the Team has prepared an online self-administered questionnaire at the university server for mentors to complete the survey at their convenience. For round four and round five survey, questionnaires of participating children and parents, together with the revised PDP forms, and questionnaires of control group participants were sent to their respective home addresses with self-addressed reply envelopes which they could return the filled questionnaires and forms directly to the Team with no postage charge. Questionnaires for the control group students who were recruited through schools or other organisations were distributed and collected by the person-in-charge in these schools or organisations. Questionnaires for mentors were sent by e-mails. Mentors could either respond by e-mails or print out the questionnaire and return the completed questionnaire by post. Similarly, a self-addressed reply envelope was included in the e-mail so that mentors could post the letter back to the Team without any postage charge. Besides, for round four and round five survey, the Team also provided questionnaires, forms and the freepost reply envelopes to all the operating NGOs. Hence, those who could not receive the mail were able to access as well. Data of one of the Projects were collected wholly by staffs of the operating NGOs.
19. Round one survey aimed at collecting baseline data. As the time gap between the first two rounds of survey was close, data obtained from round two survey was taken to supplement round one survey. Thus, analyses were conducted by comparing data of the supplemented round one survey, round three survey, round four survey, and round five survey.
20. As during round four and round five survey, some of the control group participants have already graduated from their schools, both the Team and schools of the control group participants were not able to contact these control group participants, and hence the response rate was lower than previous rounds. Also, the timing of round five survey was conducted spread over the period before and after the Projects completed, and some of the participating children, parents and mentors expressed that their participation in the

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

Projects had come to an end and refused to fill out the questionnaire. Response rate of the five rounds of survey is listed below. (Chart A20)

Chart A20: Response rate of five rounds of survey



### Focus group discussion

21. Sample selection of round one and round three FGD was based on attendants' geographical location, and they included participating children, parents, mentors, and staffs from operating NGOs. Apart from the session for staffs from operating NGOs, contacting attendants and arranging venue of Round One FGD were carried out by operating NGOs. Round three FGD had similar arrangement with round one FGD, in which only FGD sessions for mentors were taken place in The Hong Kong Polytechnic University and five to six mentors were invited to attend by operating NGOs from their districts. Round two FGD employed a purposive sampling method based on information from the process data and the first three rounds of survey. Three groups were formed separately in participating children, parents and mentors, i.e. inadequate level of involvement in the Projects or no apparent positive outcomes, high level of involvement in the Projects and showing outstanding outcomes, and high level of involvement in the Projects and showing progress in performance. In each group, the Team invited six to eight persons to join FGD. The goal of using the purposive sampling method is to have an in-depth investigation on the differences in participation of the three groups, and to identify specific reasons of the low attendance rate in some activities and trainings under the Projects and those not meeting the requirements in participation as stated in the Service Specifications. (Table A21)

Table A21: Number of sessions and attendants of round one to round three FGD

Group of attendants	Round one		Round two		Round three	
	Number of sessions	Number of attendants	Number of sessions	Number of attendants	Number of sessions	Number of attendants
Participating children	3	20	4	24	7	57
Parents	3	21		24	7	44
Mentors	3	20		22	4	23
Staffs from operating NGOs	1	7	1	8	2	9

22. FGD and individual interviews when having only one attendant were conducted in a semi-structured format. The Team first prepared an outline of discussion and let the attendants freely share their personal experience, feelings, thoughts and opinions. The main themes of the discussion outline were about the three components of the Projects. Attendants could express their opinions and views about the different stages of the Projects and the

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

discussions would explore the possible contributing factors of differences in performance. Each FGD session was led by one research personnel as moderator who followed the discussion framework in guiding the discussion. The duration of each FGD was about one hour to one and a half hour. Contents of the FGD were recorded for accuracy purpose and analysis.

### Process data

23. The Team collected process data of different stages of the Projects from operating NGOs every six months, including activities and training record, attendance, targeted savings record and PDP information.
24. The Team distributed a software, namely CDF-PDM, to all operating NGOs on August 3, 2009, for them to input process data of the Projects. The Team also provided user instructions in PowerPoint format and technical support via telephone and in-person assistance in data input for operating NGOs' staff so as to facilitate the proper use of CDF-PDM.
25. Most of the operating NGOs used Microsoft Office Excel to manage process data, and assigned designated staff to process the information and import data to CDF-PDM, while two operating NGOs used CDF-PDM for managing all process data of the Projects directly. However, some of the operating NGOs have their own different data saving structures to manage process data. As a result, the data could not be imported to CDF-PDM directly and the data inconsistency or inaccuracy could not be detected. The Team had to cross-check and rectify the collected data, and required follow-up and verifications from the operating NGOs.

### Operation model factsheet

26. In the third year of the Projects, the Team sent an operation model factsheet to every operating NGO to collect supplementary data of Project implementation (please see Appendix 11 for the operation model factsheet).

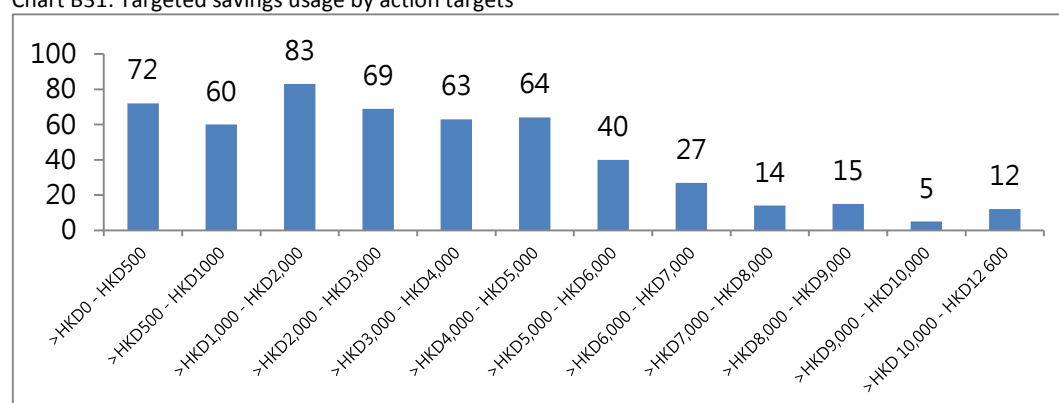
## **B. Personal development plan**

### **I. Formulation and implementation of personal development plan**

27. Under the guidance and support of parents, mentors and operating NGOs, participating children filled out the PDP form provided by the Team (please see Appendix 10 for the Revised PDP form) or the form provided by operating NGOs to develop their personal development plans. The PDP form collected information of participating children, including (i) long-term and short-term developmental goals and plans; (ii) areas of support and limitation considered in achieving goals; (iii) self-estimated likelihood of achieving goals; iv) goal oriented discussions and actions which were already in place or would be implemented; v) goal-oriented action targets and the application and arrangement of expenses and time required for each target; and vi) data of all stakeholders' guidance, recognition and influence to participants when setting goals.
28. The Team provided operating NGOs the collected data in PDP so that operating NGOs could provide updates of action targets (i.e., their actual action), targeted savings usage, starting date and completion rate.

29. By the end of the Projects, the Team collected PDP implementation progress data of 346 participating children. Among them, 332 participating children developed action targets. Within this group, 61 participating children (18.4%) did not make any change to their PDP action targets. The remaining 271 participating children (81.6%) changed at least one of their original action targets, and among them 192 participating children modified content of their action targets, and 155 of them added new action target(s). Most of the modified action targets became more concrete and appropriate for the needs of participating children in their PDP implementation.
30. The 332 participating children described above developed 915 action targets. However, data of some participating children provided were not complete. In the 657 action targets with complete data, 621 had completion rate data, in which 480 action targets achieved over 70% completion rate, 57 action targets which were below 70% completion rate were still under progress, the remaining 84 action targets were yet to begin. Average completion rate of all action targets is 78.8%, which is higher than the Projects' target, i.e. 70%.
31. Among the 657 action targets mentioned in paragraph 29, 524 action targets (79.8%) used targeted savings, in which 132 of them (25.2%) spent less than \$1,000, 83 action targets (15.8%) used \$1,000 to \$2,000, and only 12 action targets (2.3%) used \$10,000 to \$12,600. (Chart B31)

Chart B31: Targeted savings usage by action targets

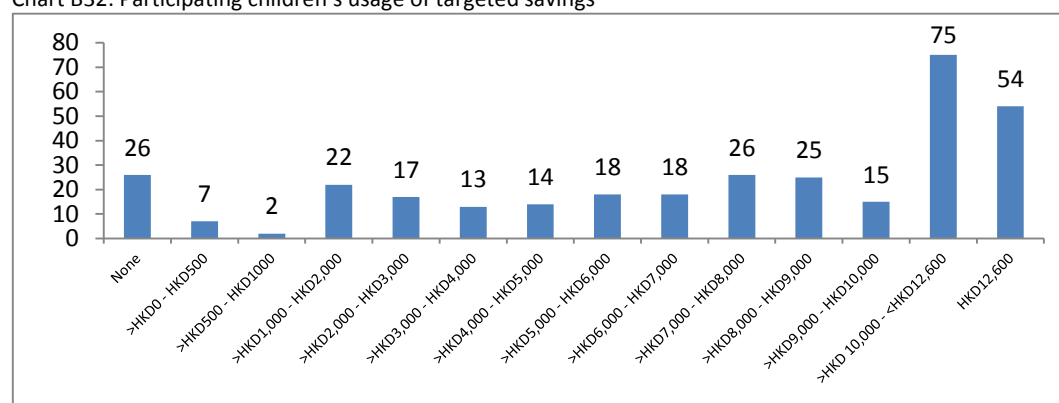


Remarks: Participating children can have more than one action target. Out of 657 action targets which are in process, 524 action targets have used targeted savings.

32. Among 332 participating children who developed action targets, 54 participating children (16.3%) have used up their targeted savings. For the remaining participating children (83.7%) who have not used up their targeted savings, 22.6% used \$10,000 or above, while 26 participating children (7.8%) have yet to start using their targeted savings. It is because some participating children have utilised public resources for their plans, or some have no time for carrying out their action targets, etc. (Chart B32)

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

Chart B32: Participating children's usage of targeted savings

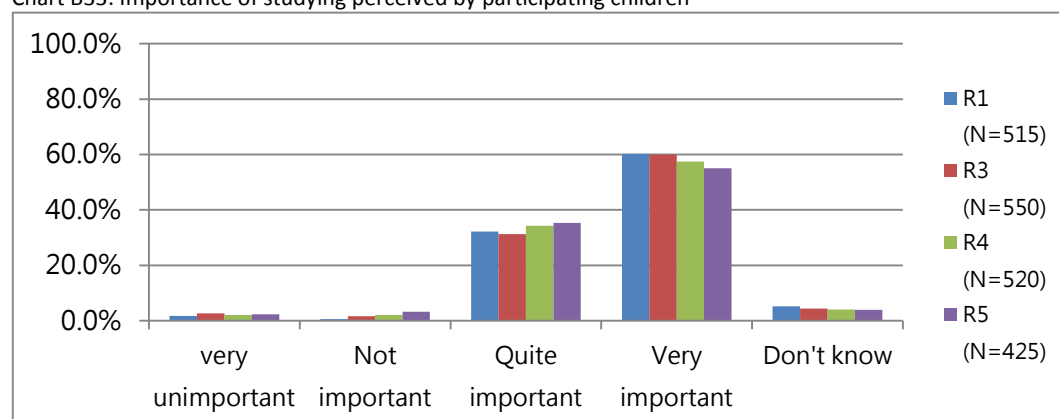


Remarks: Some of the participating children who have used over \$12,600 are considered as \$12,600

## II. Expectations of participating children and parents

33. From FGD data, both participating children and parents greatly value academic achievement, reflecting that from their point of view, education is an important means to promote development and alleviate poverty. It is also an important part of their personal development. As the Projects progress on, the importance of studying perceived by participating children show a downward trend (Chart B33). The Team considered that this trend is related to greater exposure of other experiences. Yet, percentage of participating children who consider studying important maintains at a level above 55% in every round of survey, indicating that the importance of academic development is very great in participating children's point of view, which is consistent to findings from FGD.

Chart B33: Importance of studying perceived by participating children



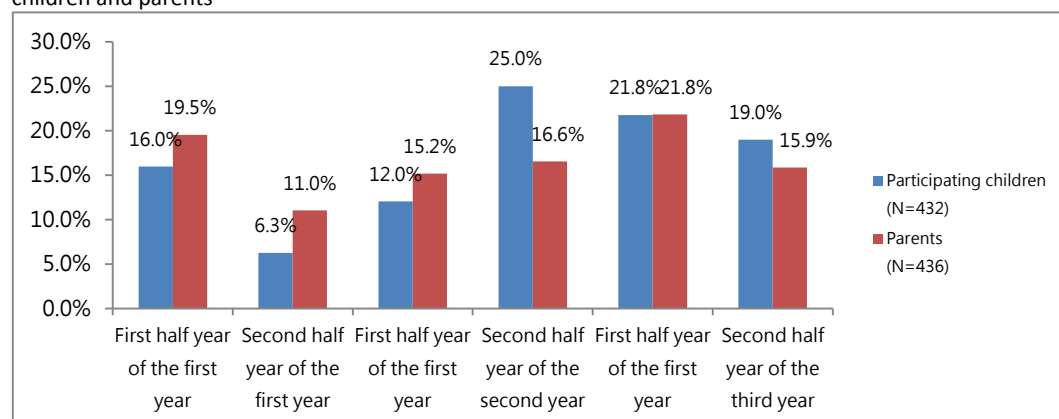
Remarks: Number of participating children responded: round one 515; round three 550; round four 520; and round five 425

34. At early stage of the Projects, operating NGOs expressed that the requirement of the Projects in which targeted savings can only be used after the completion of the second year would likely be one of the parents' concerns when they make their decision to join CDF. Participating children and parents have different opinions about the appropriate time to start using targeted savings. (Chart B34) About one in four participating children consider the second half of the second year of the Projects as the most appropriate time, while about one in five parents consider the first half of the first year as most appropriate. However, at the same time, about one in five participating children and parents agree that the current practice (first half of the third year) is the most appropriate time. It is also noteworthy that out of the six time points, none of them was considered to be the most



appropriate time by the majority. The Team considered that when implementing PDP, there are differences in the timing of target savings usage, depending on the time required by each individual PDP.

Chart B34: Appropriate time to start using target savings usage during the Projects perceived by participating children and parents



35. Nonetheless, some parents who attended focus group discussion considered that it would not be necessary to use all targeted savings during the third year of the Projects. Operating NGOs reflected that parents worried that there would be many limitations when using the savings, and were confused by the details of targeted savings usage. However, operating NGOs had already explained these details and application procedures to parents during the Projects so as to enable the Projects to progress smoothly. In fact, staffs of operating NGOs reflected that parents and participating children were very concerned about details of targeted savings and PDP. Their concerns included: the categories of items they could spend their savings, the format and procedures of approval (such as prepayment by the family or the operating NGOs, whether a quotation was needed, etc.), the unit or person who was responsible for the approval procedure, other details like payment schedule. The Projects staffs were also aware of the needs for careful handling of the details, such as the required financial management, the work of explaining to parents and participants and make them understand, the formulation of approval procedures and handling complaints, etc.
36. Parents mainly perceived their children's personal development as academic achievement and learning non-academic skills and interests, and considered that targeted savings should be used on tuition fee. There was limited communication or exchange between participating children and parents towards understanding, information, expectations and means of personal development. Although parents still supported participating children's development in non-academic interests and skills and agreed that targeted savings and PDP would enable participating children to develop interested areas which they were unable to afford, they expressed that targeted savings were not sufficient to support the development to a level which participating children or parents considered to be significant. They expected that after the Projects completed, the family would not be able to support participating children to continue developing the long-term goals of their PDP.
37. Academic development was the top priority of most participating children and parents such that a certain amount of savings would be set aside mainly by parents for academic development, while participating children would plan for the remaining amount with parental approval. A number of participating children and parents differed in their expectations on development, which led to different opinions in targeted savings usage and created more conflicts between them. Some parents expressed that their children

seldom discussed the usage of targeted savings with them. These parents only learned about the details of their children's targeted savings usage when participating children requested their signature for the targeted savings application form. The Team suggested that mechanisms should be developed to include participating child, parent, social worker, and even mentor, to discuss the details of PDP. Whenever there is any incongruity between participating children and parents, social workers and mentors can act as mediators to facilitate the two parties to reach consensus.

### III. Support and limitations of targeted savings usage

38. The Team analysed the information as shared in the focus group discussions by the participating children or parents who reported to have better use of targeted savings, and found that these participating children already had clear development goals, such as learning pet grooming, taking certificate courses and buying equipment. They started researching action-target-related information at the beginning of targeted savings, or even before joining the Projects. A few mentors also assisted participating children and parents in the information gathering process, which enables the participating children to better utilise their financial assets with adequate understanding about the aspects of the development goals.
39. Time is another main factor for the effective use of targeted savings. PDPs have to be implemented in one year, which is the third year of the Projects. However, the majority of the participating children, especially those who took the examination of Hong Kong Diploma of Secondary Education in 2012 (HKDSE 2012), expressed that they were not confident in using all the targeted savings within a year. Since the HKDSE 2012 took place from late-March to early-May, which was exactly the time when the Projects ended, participating children had to spend most of their time for studying in the year and had difficulty in making time for implementing their PDP action targets. The Team suggested that the operating NGOs should flexibly allow participating children to implement their PDPs when there is no schooling, such as summer holidays.
40. Among the participating children who showed better use of targeted savings on PDP implementation, many of them had identified appropriate development targets and goals before the start of PDPs. The Projects then provided an opportunity for them to put their plans into practice. As they had clear goals, these participating children had sufficient time to research on their targets and plan the budget in detail.
41. Some participating children and parents shared that they used targeted savings for unexpected situations, such as using targeted savings to pay for course expenses of the Hong Kong Institute of Vocational Education when participating children could not be promoted to Form Six.
42. Some participating children were able to make good use of public resources which are available in the community, such as library and courses provided by community centres, to achieve their PDP goals. Some participating children (mainly from Tung Chung district) shared that as some courses suitable for their PDPs required them to travel across districts, the large amount of travelling expenses increased their families' financial burden. In addition to the lack of resources within community, some of the parents considered themselves lacking the ability and experience to identify and locate resources or courses for their children's personal development, making the task of providing guidance to their children's personal development even more difficult.

43. Some of the parents reflected that their children had attended courses or activities related to their PDPs before they participated in the Projects, and had achieved or had completed certain level of achievement. If their children had to achieve or complete more advanced level, the associated expenses would increase accordingly. Targeted savings were able to ease their financial burden by providing the required amount.
44. Over 80% participating children revised their PDP action targets in the third year. Most participating children had set more long-term action targets in the first two years of the Projects. Hence, some participating children revised their action targets in the third year such that the latter became more concrete or better attuned to their needs, such as changing from general greater exposure to buying reading materials. Operating NGOs provided guidance and assistance to these revisions in accordance to each individual participating child's situation.
45. About one in five participating children had not yet started using targeted savings upon the end of the Projects. The Team considered that operating NGOs should actively strengthen communication and follow-up these cases. If participating children encountered any difficulty when implementing the PDP, operating NGOs can provide assistance as soon as possible. In the third year of the Projects, some participating children who had difficulty in using targeted savings attributed their difficulty to not knowing well enough their own interests and development directions. As a result, they were in doubt when finalising their PDPs. The Team suggested that apart from having in-depth discussions with participating children about their PDPs, future batches of CDF may also encourage the involvement of mentors and provide them support, such as following the example of some operating NGOs in holding study or career talks for mentors to strengthen their understanding towards the current school system and different developmental pathways in educational or vocational training and skills advancement, so as to assist mentors to provide more appropriate guidance to participating children and follow-up their development.

#### **IV. Role of mentors**

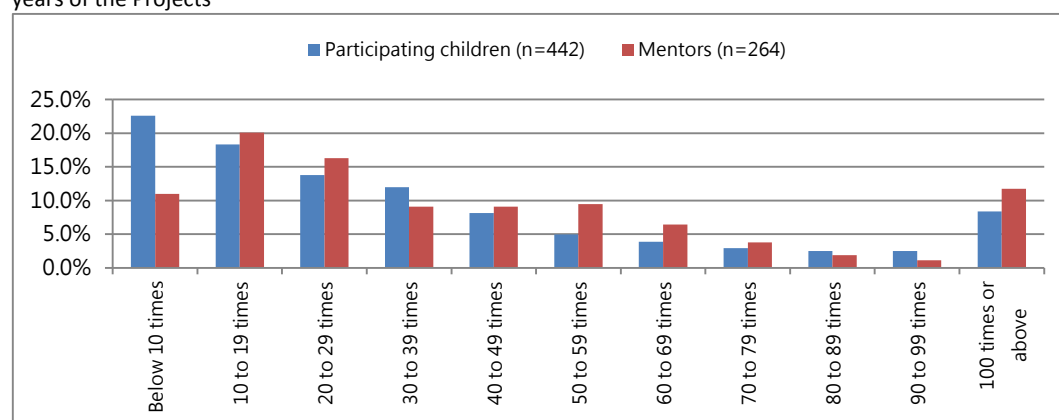
46. A small number of mentors shared in the FGD that they guided or assisted participating children in their PDPs, but they considered the latter's personal development mainly to be the responsibility of parents and the operating NGOs. Yet, they were still interested in understanding personal development of participating children and targeted savings usage in the third year, hoping that the operating NGOs would provide this kind of information to them.
47. Some participating children shared that their mentors could provide guidance to their PDPs and would search for information with them, which inspired them and promoted their goal development, increased their confidence and ability in PDP implementation. Also, there were mentors sharing that their mentees had consulted them about further studies, but they considered themselves inadequate to provide guidance due to the lack of knowledge in the current education system. Through searching for information themselves and just-in-time relevant training provided by the operating NGOs, these mentors had sufficient ability and confidence to play their roles, providing guidance to the participating children.

### **C. Mentorship programme**

#### **I. Meetings and communication**

48. In the second half of the second year, the Team collected the number of times of communication and meetings between mentor and mentee at every quarter of the first two years. Based on the data from the 468 participating children questionnaires responded to the number of “communication and meetings”, overall average and monthly average of “communication and meetings” were 39.0 times and 1.63 times respectively. Among the 285 mentor questionnaires responded to the number of “communication and meetings” with their mentee, the overall average and monthly average of the number of “communication and meetings” between participating children and mentor were 49.0 times and 2.04 times respectively. The number of “communication and meetings” as reported by participating children and mentors was greater than the Projects’ standard. (Chart C48)

Chart C48: Total number of communication and meetings of participating children and mentors in the first two years of the Projects

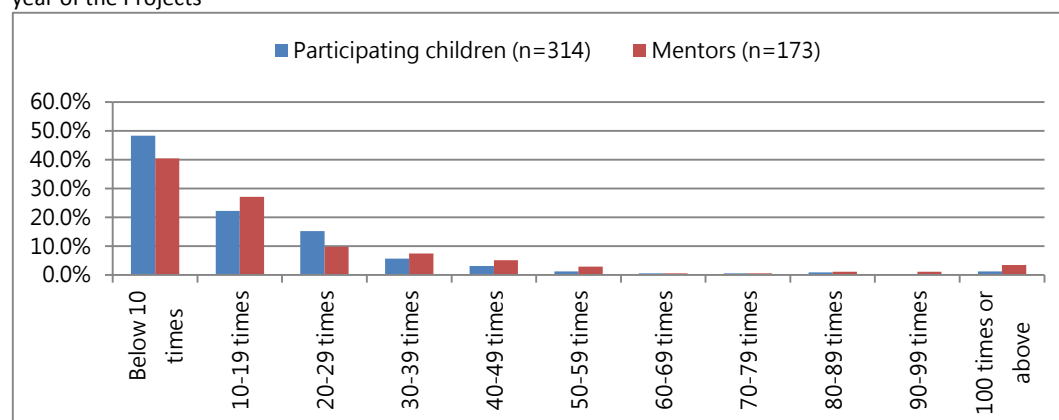


Remarks: 26 participating children and one mentor responded 0 for all periods, participating children who have quitted and mentors who have quitted or newly joined were not included.

49. Before the end of the Projects, the number of times of “communication and meetings” at every quarter in the third year was collected. Number of “communication and meetings” reported by participating children and mentors was greater than the Projects’ standard, but the number of responses obtained from participating children greatly decreased. Among 437 participating children questionnaires, 430 questionnaires responded to this question. From survey data, overall average and monthly average of the number of communication and meetings with mentors were 12.8 times and 1.06 times respectively. Among 207 mentor questionnaires, 206 questionnaires had responses on the number of “communication and meetings” with mentee, in which the overall average and monthly average were 24.5 times and 2.04 times. (Chart C49) Furthermore, 116 participating children (16.1%) responded that there was no communication and meeting with mentor at all in the third year.

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

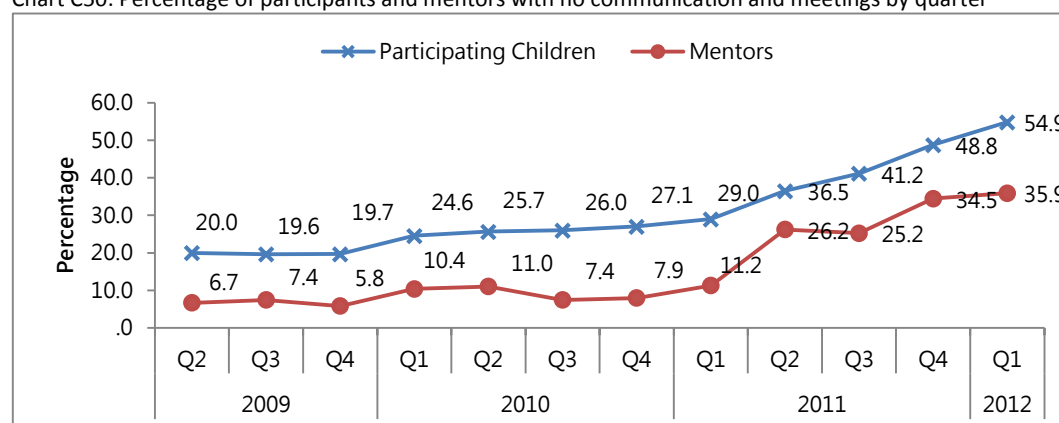
Chart C49: Total number of communication and meetings of participating children and mentors in the third year of the Projects



Remarks: 116 participating children and 33 mentors responded 0 for all periods, participating children who have quitted and mentors who have quitted or newly joined were not included.

50. In the first two years of the Projects, percentage of participating children and mentors with no communication and meeting exhibits a slight upward trend on a quarterly basis, and the magnitude of increase was greater in the third year, especially among responses by participating children. In the first two years, the percentage of participating children with no communication and meeting with mentor ranged from 20% – 30%, but in the third year, the percentage was brought up from Q3's 36.5% to Q4's 54.9%. From the response of mentors, the percentage of those who had no communication and meeting with their mentee made up of 6%-12% every quarter in the first two years, while it was increased from 26.2% in Q1 to 35.9% in Q4 in the third year. (Chart C50)

Chart C50: Percentage of participants and mentors with no communication and meetings by quarter

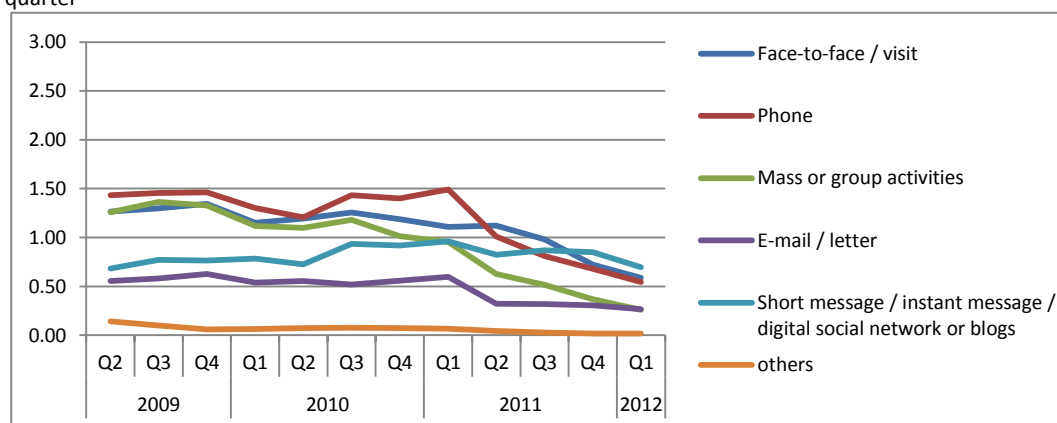


Remarks: 528 participating children and 285 mentors responded in round four survey, while 437 participating children and 207 mentors responded in round five survey.

51. The Team evaluated the different modes of communication and meetings between participating children and mentors, including "face-to-face / visit", "phone", "mass or group activities", "e-mail / letter", "short message / instant message / digital social network or blogs" and "others". In the first two years, for participating children, the number of times of "phone", "face-to-face / visit" and "mass or group activities" was more than that of "e-mail / letter" and "short message / instant message / digital social network or blogs". In the third year, apart from "short message / instant message / blogs", number of all other modes of communication and meetings had declined. The drop was practically noticeable in "mass or group activities". (Chart C51)

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

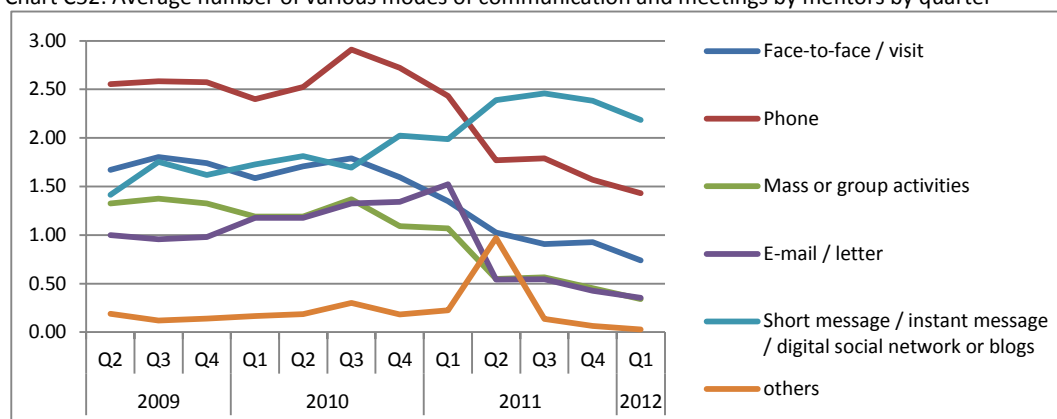
Chart C51: Average number of various modes of communication and meetings by participating children by quarter



Remarks: 528 and 437 participating children responded in round four and round five survey respectively

52. For mentors, the number of times of “phone”, “short message / instant message / blogs” and “fact-to-face / visit” was greater in the first two years. At the end of the second year and in the third year, apart from the increase in “short message / instant message / blog”, decrease was observed in all other modes of communication and meetings, which was consistent with the responses of participating children. This reflected that decrease in activities organised by operating NGOs for participating children and mentors had indirectly affected the opportunities for the two parties to communicate and meet. (Chart C52)

Chart C52: Average number of various modes of communication and meetings by mentors by quarter



Remarks: 285 and 207 mentors responded in round four and round five survey respectively

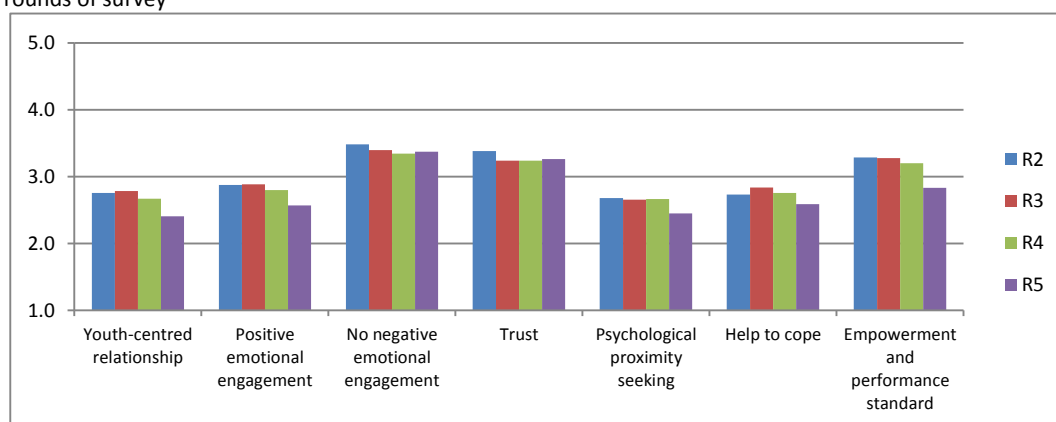
## II. Mentoring relationship

53. In the first two years of the Projects, “mentoring relationship” of both participating children and mentors displayed slight, but significant changes. The magnitude of change was less than 0.2, but the numerical value of “mentoring relationship” in the third year exhibited a greater drop, particularly for “mentoring relationship” responded by participating children. The magnitude of decrease was greater than 0.3. In the third year of the Projects, “mentoring relationship” declined significantly, which was significantly related to the decrease of communication and meetings between mentor and participating children through activities held by the operating NGOs, and the insufficient regular meetings between mentor and participating children. If good mentoring relationship can be maintained in the third year, it would greatly contribute to the effectiveness of participating children’s PDP. In fact, in various rounds of survey, “no negative emotion” and

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

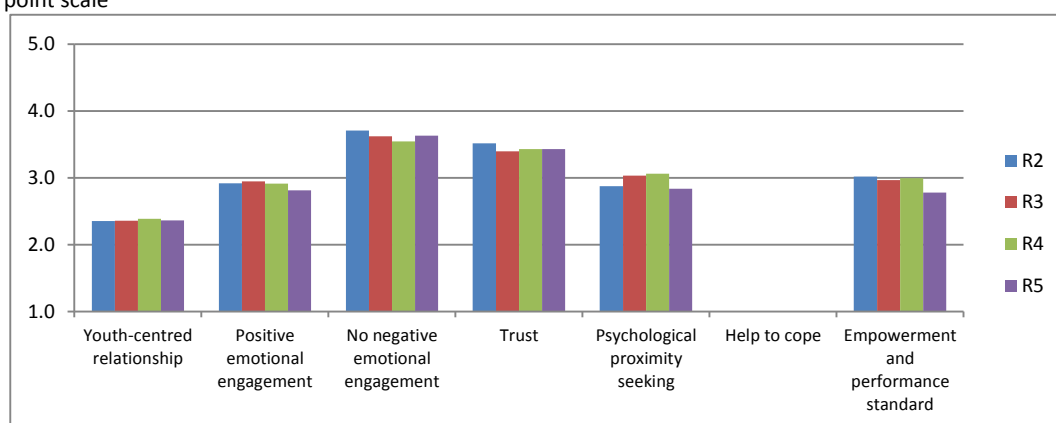
“trust” had a higher average among the seven dimensions of “mentoring relationship”. (Chart C53A and C53B)

Chart C53A: Participating children’s mean scores of the seven dimensions of mentoring relationship in four rounds of survey



Note: Apart from “Empowerment and performance standard” which used a 5-point scale, all other dimensions used at 4-point scale

Chart C53B: Mentors’ mean scores of the six dimensions of mentoring relationship in four rounds of survey a 4-point scale



Note: the two items of “help to cope” were not measured due to their poor performance. Apart from “empowerment and performance standard” which used a 5-point scale, all other dimensions used a 4-point scale

54. The total number of “communication and meetings” reported by participating children and mentors were positively correlated with some of the “mentoring relationship” dimensions, in which correlation coefficients increased gradually throughout the three-year period, showing that communication and meetings help build mentoring relationship. For participating children, dimensions related to the number of “communication and meetings” included “youth-centred relationship”, “positive emotional engagement”, “help to cope” and “empowerment and performance standard”. For mentors, dimensions related to the number of “communication and meetings” included “youth-centred relationship”, “positive emotional engagement”, “empowerment and performance standard”, and “no negative emotional engagement”. (Table C54)

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

Table C54: Correlation between total number of “communication and meetings” of participating children and mentors and the seven mentoring relationship dimensions in four rounds of survey

	Dimension of mentoring relationship	Total number of communication and meetings of participating children				Total number of communication and meetings of mentors			
		Round two survey	Round three survey	Round four survey	Round five survey	Round two survey	Round three survey	Round four survey	Round five survey
Participating children	Youth-centred relationship	.162**	.274**	.321**	.324**	n.s.	n.s.	.192**	.189**
	Positive emotional engagement	n.s.	.266**	.289**	.279**	n.s.	n.s.	.190**	.251**
	No negative emotional engagement	n.s.	.153**	.139**	n.s.	n.s.	n.s.	n.s.	n.s.
	Trust	n.s.	.147**	.109*	n.s.	n.s.	n.s.	n.s.	-.149*
	Psychological proximity seeking	-.098*	n.s.	n.s.	.109*	n.s.	n.s.	.139*	n.s.
	Help to cope	.143**	.213**	.333**	.236**	n.s.	.153*	.176**	.167*
	Empowerment and performance standard	.189**	.261**	.358**	.330**	.132*	.130*	.256**	.233**
Mentors	Youth-centred relationship	n.s.	.212**	.166*	.199*	.145*	.197**	.251**	.223**
	Positive emotional engagement	n.s.	n.s.	n.s.	n.s.	n.s.	.166*	.208**	.145*
	No negative emotional engagement	n.s.	n.s.	n.s.	n.s.	.133*	.140*	.169**	n.s.
	Trust	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	.244**	n.s.
	Psychological proximity seeking	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
	Empowerment and performance standard	n.s.	.162**	.209**	.306**	.153*	.235**	.397**	.376**

Note: \* represents  $p$  value smaller than 0.05 (two-tailed test), and \*\* represents  $p$  value smaller than 0.01. These correlations were statistically significant. “n.s.” stands for statistically not significant.

55. The surveys were conducted when mentor and participating children just started meeting, communicating and developing relationship, and when the second and the third year of the Projects just ended. If the total number of “communication and meetings” is more strongly correlated to “mentoring relationship” in the later stage than the early stage, it can be interpreted that communication and meetings have positive influence on mentoring relationship development. Research findings suggest that some dimensions of mentoring relationship, i.e. “youth-centred relationship”, “positive emotional engagement”, “help to cope” and “empowerment and performance standard” can be promoted by “communication and meetings”.
56. “Mentoring relationship” reported by participating children generally displayed significant positive correlation with their psycho-social scales. It was most noticeable in “positive emotional engagement” and “empowerment and performance standard” dimensions in the early stage. These two dimensions had significant and stable relationship with participating children’s “resilience”, “future planning”, “career planning”, “goal setting” and “family relatedness”. The dimension “youth-centred relationship” was particularly influential and important towards participating children’s personal development in the first two years, but the effect was not exhibited in the third year. Total number of



“communication and meetings” fails to show a stable and significant correlation with participating children’s various psycho-social scales or “mentoring relationship” as assessed by questionnaire of mentor. Results suggest that mentoring programme contributes to development of several non-financial assets of participating children, and it is essential for participating children to experience a good mentoring relationship as this requires more than regular communication and meetings with mentors. Mentors’ personal understanding of mentoring relationship alone is insufficient to promote the acquisition of participating children’s non-financial asset.

57. When using a more conscientious prospective analysis approach to analyse relationships between “mentoring relationship” and participating children’s various psycho-social scales, it is confirmed that “mentoring relationship” exerts positive influences on “resilience”, “future planning”, “self-efficacy” and “family relatedness” ( $0.12 < \text{Beta} < 0.17$ ). The “closeness seeking” dimension of “mentoring relationship” improved “family relatedness - psychological proximity seeking”, while the “trust” dimension of “mentoring relationship” enhanced “family relatedness - emotional quality”. “Positive engagement” of “mentoring relationship” was able to improve participating children’s “resilience – personal competence” and “goal setting”. As compared with a one-way guidance given by mentors, if participating children feel that their preferences and interests are mentors’ concerns in their mentoring relationship, and there were increased positive emotional engagement and promoted and strengthened trust in their mentors and their sense of responsibility to their own development through different modes of interaction in the mentoring relationship, the participating children’s development of resilience, goal setting and family relatedness would be further enhanced.
58. Findings from correlation analysis suggested that the total number of overall activities which participating children attended, the number of personal asset development activities and mass activities participating children attended were slightly related to “psychological proximity seeking” and “positive emotional engagement” of “mentoring relationship” as reported by participating children ( $0.09 < r < 0.17$ ). On the other hand, total number of activities which mentors attended, number of personal asset development activities and mass activities mentors attended were related to “youth-centred relationship” and “empowerment and performance standard” dimensions of participating children ( $0.10 < r < 0.32$ ). Also, the number of sharing activities attended by mentors was related to the “empowerment and performance standard” dimension of participating children ( $0.10 < r < 0.24$ ).
59. Well-developed mentoring relationship promotes personal development, family relationship and asset building of participating children. Mentoring relationship quality can be improved by appropriate activities provided by operating NGOs, as well as communication and meetings between mentors and mentees, reflecting the effectiveness and importance of mentorship programme in the Projects. However, to maintain participation of mentors and participating children in trainings and communication and meetings, operating NGOs need to possess these information and provide support and assistance. Despite the fact that both the number of activities which provide contact for mentor and participating children and the number of communication and meetings between them decreased in the third year, well-developed mentoring relationship still maintained its positive influences on participating children. If the commitment in mentorship contact can be maintained, participating children should be able to show even better development.

60. Operating NGOs provided personal asset development and mass activities to mentors and participating children to help develop mentoring relationship. When training mentors, it should be noted that mentors' assessment of their relationship with participating children may not be accurate. Mentors need to grasp rightly about participating children's understanding towards mentoring relationship. In particular, they have to develop relationships related to dimensions "youth-centred relationship", "positive emotional engagement" and "empowerment and performance standard" to assist participating children's personal development.

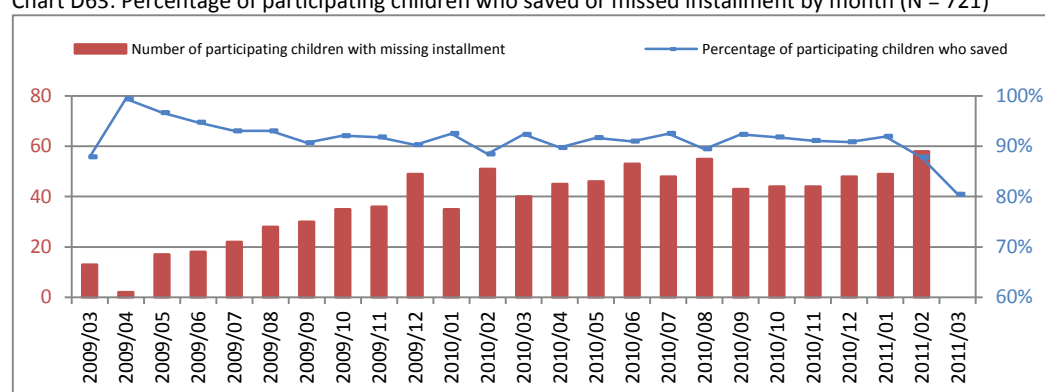
### **D. Targeted savings**

#### **I. Performance in targeted savings**

61. Among the 721 participating children who were able to complete the two years targeted savings, 702 participating children saved \$200 every month and accumulated \$4 800 in targeted savings. With the 1:1 matching contribution and the \$3 000 special financial incentive from the Government, each of them have established a financial asset of \$12 600. The remaining 19 participating children (2.6%) adjusted their saving targets to the range from \$50 to \$150 for the whole term or in certain months (including three participating children who set the monthly saving target below \$200 for certain months), their accumulated saving amounts ranged from \$2 250 to \$4 700. Hence, they also developed financial assets ranged between \$7 500 and \$12 400.
62. All operating NGOs provided flexible arrangements for families with financial difficulties, such as deferred/flexible installment, setting up an emergency fund, etc. in order to assist and follow-up individual participating child who was not able to save due to special condition. Out of 16,513 saving recordings in the two-year period, there were only 113 records (0.7%) utilising the emergency funds of the operating NGOs, which was at a very low level. It showed that participating children and their families were capable of meeting the goals of targeted savings, i.e., saving \$200 every month for two years continuously, accumulating and developing financial assets.
63. During the 24 months of targeted savings, over 90% saved every month, while the number of participating children with missing installments increased to 50 (about 7%) in the first year of the Projects and remained stable since then. There were relatively fewer participating children saved in February and August, i.e. more participating children missed installments in these two months. It is believed that parents and participating children were out of town during Chinese New Year and summer holidays, resulting in missing installments. However, the missing installments were made up after the holiday. (Chart D63)

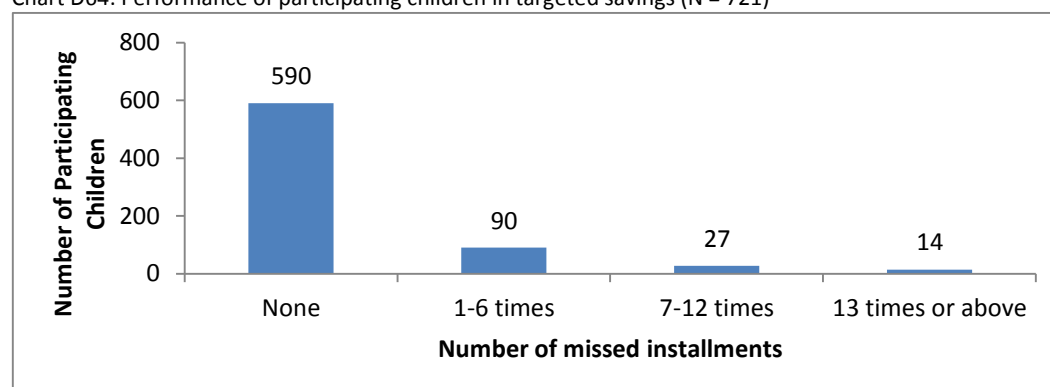
## Report of Consultancy Study on the Child Development Fund Pioneer Projects

Chart D63: Percentage of participating children who saved or missed installment by month (N = 721)



64. Among all participating children who had completed targeted savings, 590 (81.8%) had not missed any installment, 90 (12.5%) missed one to six monthly installment(s), 27 (3.7%) missed seven to twelve monthly installments, and 14 (1.9%) missed more than thirteen monthly installments. (Chart D64)

Chart D64: Performance of participating children in targeted savings (N = 721)



65. The Team made use of the number of missing installments and the number of months with saving in participating children to explore saving performance related factors, including participation of participating children and parents in overall and individual activities of different categories, the mean scores of all psychosocial scales in the survey, and data of family financial situation and saving. It is noted that the greater the “number of missing installments”, the worse the saving performance. The correlation coefficient “ $r$ ” related to this variable corresponded to good saving performance if it is negative. To be consistent with results of other  $r$  values, this report used its absolute value  $|r|$  to correspond to results related to “number of missed installments” (in paragraph 66 - 67).
66. Both number of overall activities participated and number of individual activities of different categories participated by participating children correlated with performance in targeted savings ( $0.13 < |r| < 0.33$ ), in which correlation with participation in “personal development planning and interpersonal communication development” was the strongest ( $|r| < 0.28$ ). Overall activity participation of parents did not correlate with participating children’s performance in targeted savings. Among activities of different categories, only participation in “financial planning and individual asset development” and “life planning” activities correlated with performance in target savings ( $0.09 < |r| < 0.22$ ).
67. Apart from activity participation, participating children’s performance in targeted savings and their communication frequency with parents slightly correlated ( $0.10 < |r| < 0.20$ ). No

other factor analysed consistently demonstrated significant correlation with performance in targeted savings.

68. Even though the setup of targeted savings and work done by operating NGOs had greater contribution to the success of targeted savings in the Projects, participation of parents and participating children were also important. Findings suggest that parents' participation in "financial planning and individual asset development" and "life planning" activities correlate with performance in targeted savings. Participating children's activity participation also correlated with performance in targeted savings, reflecting the high level of participation of participating children's family went with the family's valuing of targeted savings, and hence the completion of the savings.
69. When studying the positive influence of targeted savings component on participating children's development, it was only found that participating children's performance in targeted savings slightly correlated with their communication frequency with their parents, which was consistent with the findings that participating children expressed they would remind their parents to save for them in the second year of the Projects.

### II. Expectations of participating children and parents on targeted savings

70. At the beginning of the Projects, participating children reported clear goals for targeted savings, i.e. mainly related to academic study, career and interests. For the few who did not have clear goals, they believed targeted savings was for contingencies. In fact, in the third year, some of the participating children and parents spent the money on unexpected situation, such as using targeted savings to pay for course expenses of the Hong Kong Institute of Vocational Education when participating children could not be promoted to Form Six. They considered targeted savings as a timely assistance to meet participating children's immediate learning and developmental needs.
71. Among the three rounds of FGD, parents considered that targeted savings should be used on PDP. Regarding the amount of targeted savings, some parents considered it to be sufficient for PDP, but there were parents who considered it insufficient. Parents generally considered that it was better to set and achieve a higher development goal for their children, but the higher the goal, the heavier the financial burden. For example, parents arranged their children to learn playing the piano, hoping that they would reach the Performers Certificate level, but as the participating children advance to higher grades, the tuition fee would increase accordingly. As a result, parents have to search for more resources to cope with the expenses. Nonetheless, parents expressed that they need more time and effort than expected in implementing the PDP due to inflation, and their savings can never catch up with the inflation rate.
72. Most of the parents reported that the \$200 monthly saving target was not a financial burden and could save this amount by adjusting their daily life expenses. On the other hand, due to factors such as increase in consumer prices and inflation, parents generally hoped to accumulate a saving amount close to \$20,000 upon completion of targeted savings so as to cover the expenses for further implementation of development goals and other expenses of the PDP implementation, such as transportation, meal and information collection. Furthermore, parents hoped that the Projects could consider a flexible monthly saving target, ranging from \$200 to \$500, which was an affordable level to them, in which the increased matching fund would achieve a resulting targeted saving of \$27,000. They also hoped that the Projects would consider increasing the matching ratio, so that targeted savings would accumulate to the point which could cope with the expenses for further

implementation of development goals (targeted savings of \$17,400 to \$39,000 can be achieved with a matching ratio of 1:2). This amount was agreed and considered to be satisfying by all parents, as it was sufficient to pay for courses of certain level and examination fee. Yet, in the second year of the Projects, two of the parents expressed that they could not afford a saving target higher than \$200, and some of the participating children had to lower their saving targets. The Team suggested that the current flexibility be maintained, allowing operating NGOs to lower the saving target when necessary so that families with different capabilities can participate in CDF. Of course, instead of providing financial assistance, objective of the Projects is to assist children from disadvantaged family to build up habit of financial asset accumulation and developing non-financial assets (please see paragraph i to iii). Hence, the Team suggested that the Government might collect data of targeted savings usage from operating NGOs at the end of the Projects, and take into consideration of factors such as the amount of money required for PDP implementation, financial affordability of disadvantaged family and inflation when deciding whether the monthly saving targets in future batches should be adjusted.

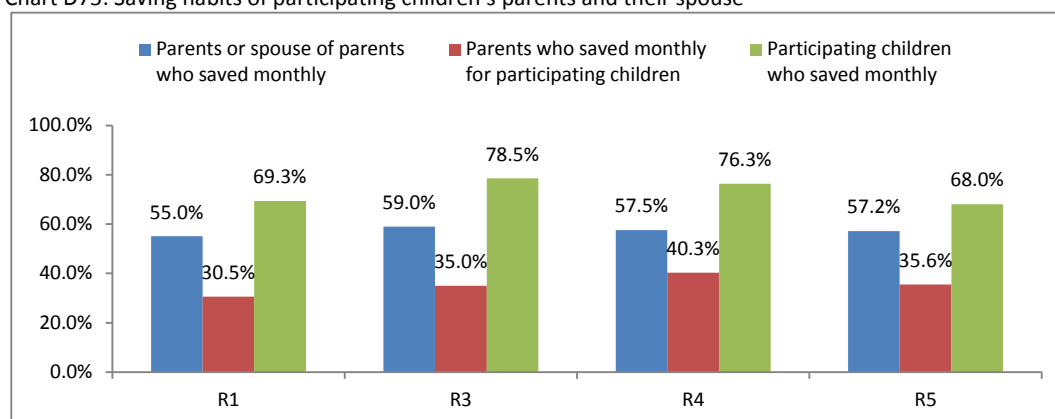
73. Since their children would work in a few years' time, parents of the older participating children hoped to use targeted savings early (i.e., start using the accumulated amount during saving period), so that their children would be able to implement and complete PDP before work. On the other side, parents of younger participating children hoped that the duration of targeted savings could be extended, in which the total amount of targeted savings would be increased at the same time and it could be used when their children grow up. Differences in the expectation on targeted savings reflect the needs of participating children of different ages and the parents' lack of clear understanding towards objectives of targeted savings.
74. Participating children who were still part of the Projects all completed targeted savings successfully, and their family's financial status neither affected their saving ability nor was related to missing installments. The Team considered that the success of targeted savings could be attributed to the fact of having operating NGOs fully informed of participating children's saving condition, especially following up those who could not achieve the expected saving amount in the second half of the second year. Other measures which assisted family of participating children, including adjusting saving target and emergency fund, were having greater influence on completing targeted savings than financial status of participating children's family and individual factors.

### III. Financial management styles of participating children's family

75. In the first two years of the Projects, the number of parents who saved monthly and saved for participating children, and the number of participating children who saved monthly had all increased. But an easing trend in the increase was found in the number of parents and participating children who saved monthly by the end of the second year. Only the number of parents who saved for participating children continued to increase. In the third year of the Projects, number of parents and participating children who saved monthly regressed back to the beginning level of the Projects. Although compared to the time when targeted savings just completed, fewer parents saved for participating children, yet the number was still about 5% greater than the number before the Projects began. (Chart D75) The Team considered that parents' awareness towards savings was effectively promoted by targeted savings, but the effectiveness wore off after targeted savings completed. 52.6% of parents saved around \$100-600 for participating children, and over half of the parents reflected that the savings could be used for academic purposes, whereas about two in five parents considered the savings could be used for contingency purposes.

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

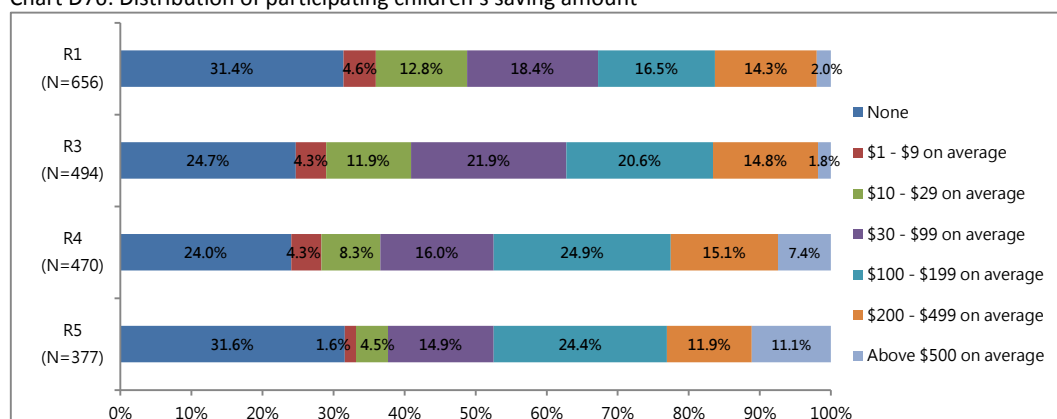
Chart D75: Saving habits of participating children's parents and their spouse



Remark: Number of people responded: round one 576/560/665; round three 493/483/549; round four 445/444/465; and round five 439/433/372

76. Data indicated that about 30% of participating children reported that they have no saving habit in the first year of the Projects. After targeted savings began, the proportion of participating children who did not save had dropped and had remained at about 20% throughout targeted savings and when targeted savings just completed. (Chart D76) However, after targeted savings completed, the proportion of participating children who did not save was brought back to the beginning level. Furthermore, compared to the beginning of the Projects, the saving amount had increased among the participating children who continued to save after targeted savings completed. The Team considered that targeted savings displayed positive influences on participating children's saving habit, but the effect was not sustainable.

Chart D76: Distribution of participating children's saving amount



Remark: Number of participating children responded: round one 656; round three 494; round four 470; and round five 377

77. Some parents and participating children reported that they had regressed back to their original financial management style after targeted savings completed, meaning that the money which has not been spent would be saved as family saving, and the family would not set aside a fixed amount to save regularly for children's development. The Team considered the parents' limited application of financial management knowledge learned from the Projects as part of the reason. Parents reflected that they had difficulties in implementing financial management skills which they learned from the training. The parents considered that if the contents of training could be customised according to their financial environment and their needs in daily life, training could be more appealing to them. Also, it would be easier for parents to apply in real life situations what they had learned.

78. As most of the participating children and parents had saving habits even before the Project began, and majority of the participating children fully accomplished targeted savings, the Team could not identify the relationship between them.

## E. Activities and training

### I. Activities modes and contents

79. During the three-year period of the Projects, the seven Projects had held 2,648 counts of activities in total. Several modes of activity organisation were observed in the seven CDF Pioneer Projects. These modes were classified into two dimensions: audience component ("Audience") and occurrence ("Times"). The "Audience" dimension has three levels: all, group, and individual. "All" refers to activities opened to all participants (e.g., participating children, parents, and mentors). However, quotas were set for some activities. Group activities were for participants of the same groups (i.e., participating children, parents and mentors) or groups of children-mentor pairs, which were arranged by the operating NGOs. Individual activities were attended by one participating child each time. The "Times" dimension also has three levels: once, more than once, and regular. Activities attended by one participating child and held once were all individual interviews and evaluations. Among the 2,648 counts of activities, some belonged to same activity items but repeated in different frequencies or with different group of audience. Hence, the 2,648 counts were combined into 884 activities. (Table E79) When classifying the activities using the dimensions of "Audience" and "Times", the activities for "All" accounted for 65.4% of the total number of activities, in which 72.8% were held "Once" and 26.6% were held "More than once". Among the 299 "Group" activities, which accounted for 33.8% of the total number of activities, 68.9% were held only once and 17.4% were held regularly.

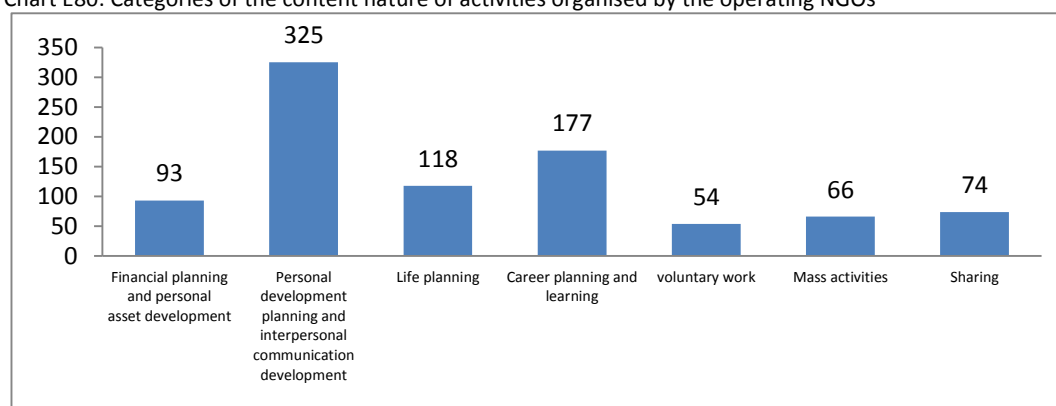
Table E79: Number of different types of activities held

	Audience			
Times	Individual	Group	All	Column Total
Once	6	206	421	633
More than Once	1	41	154	196
Regular	0	52	3	55
Row total	7	299	578	884

80. In the 884 activities, 327 activities had not been assigned any category of their content nature. In the remaining 557 activities, there were a total of 907 counts of categories by content nature of activities, including 325 counts of "personal development planning and interpersonal communication development" (35.8%), 177 counts of "career planning and learning" (19.5%), 118 counts of "life planning" (13.0%), 93 counts of "financial planning and personal asset development" (10.3%), 74 counts of "sharing" (8.2%), 66 counts of "mass activities" (7.3%) and 54 counts of "voluntary work" (6.0%). (Chart E80)

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

Chart E80: Categories of the content nature of activities organised by the operating NGOs

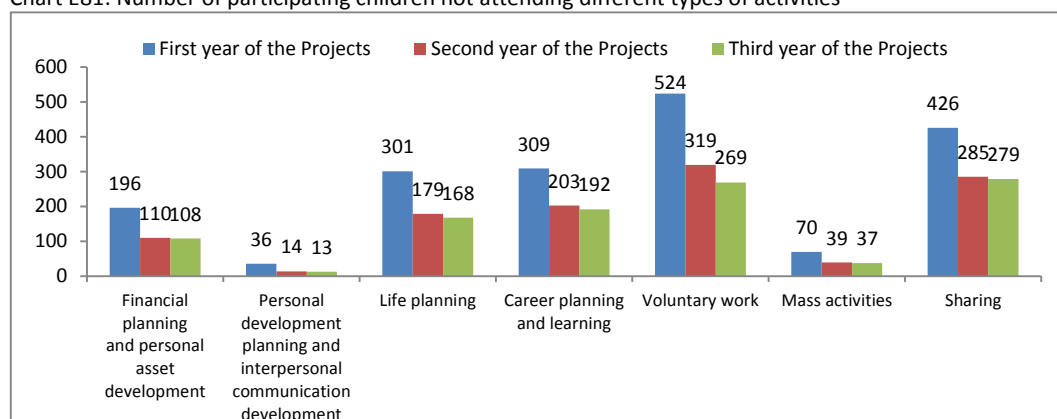


Remarks: More than one category of content nature can be assigned to each activity

## II. Activities participation

81. The Team collected activity participation data from operating NGOs once every six months during the Projects, but in the first half of the third year, only activity participation data of five districts and two subgroups of one district were collected, while in the second half of the third year, only data of three districts and two subgroups of one district were collected. Analysis of paragraph 82 to 86 was based on latest data which the Team collected.
82. According to the latest data which the Team collected, among the people covered in this report, there were three participating children (0.4%), 13 mentors (2.1%), and 96 parents (14.3%) not participating in any activity. The number of participating children who did not participate in any activity went down noticeably in the second and third year of the Projects. The number of not attending “community service” dropped 50 counts (-15.7%), indicating that apart from personal development, more participating children also contribute to the community by getting involved in voluntary work in the third year. (Chart E81)

Chart E81: Number of participating children not attending different types of activities



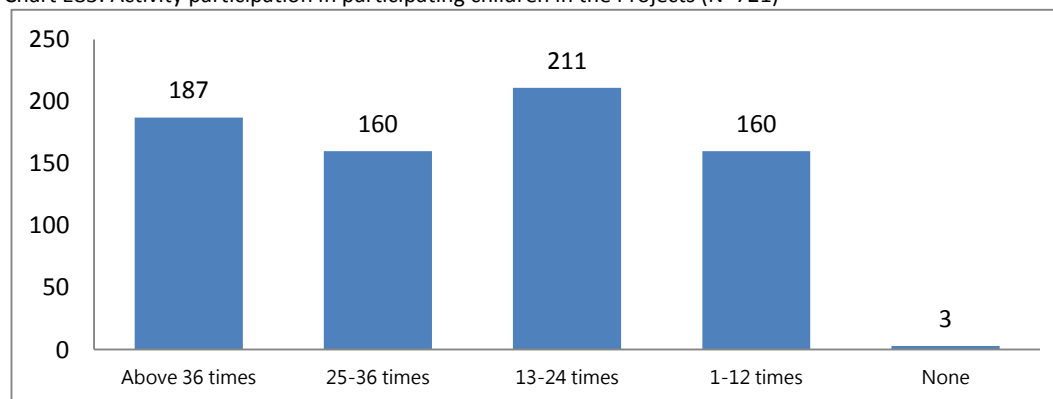
83. Among the 721 participating children, 25.9% attended activities 36 times or above (i.e., at least one activity each month on average), 29.3% attended 13-24 times, while those who attended 25-36 times and one to twelve times both accounted for 22.2%. (Chart E83) For parents, 193 parents (28.8%) attended activities for 6 times or above, 51 parents (7.6%) attended 5 times, 68 (10.1%) attended four times, 80 (11.9%) attended three times, 99 (14.8%) attended twice, and 83 (12.4%) attended only once. For mentors, 475 mentors (76.0%) attended activities for more than six times, 22 (3.5%) attended five times, 23 (3.7%)



## Report of Consultancy Study on the Child Development Fund Pioneer Projects

attended four times, 30 attended three times, and 28 (4.5%) and 35 (5.6%) attended twice and once respectively. Mentors demonstrated higher attendance rate than parents, apart from parents' motivation, target audience of activities also played a role in this issue. (Please refer to paragraph 84 for details)

Chart E83: Activity participation in participating children in the Projects (N=721)



84. According to the data provided by the operating NGOs, 2,449 activities were held in the Projects. The Team categorised the 2,444 activities with sufficient information in the type of attendants (including participating children, parent and mentor) and found that 92.3% of the activities included participating children as attendants (participating children only: 66.8%; participating children and mentors: 20.2%; participating children and parents: 2.0%; all three parties: 3.4%), 28.4% included mentors as attendants (mentors only: 4.7%; participating children and mentors: 20.2%; parents and mentors: 0.1%; all three parties: 3.4%), 8.3% included parents as attendants (parents only: 2.9%; participating children and parents: 2.0%; parents and mentors: 0.1%; all three parties: 3.4%). (Table E84) (Remarks: As the percentage figures above have been corrected to the nearest 1 decimal place, total of these figures might show a 0.1% error.)

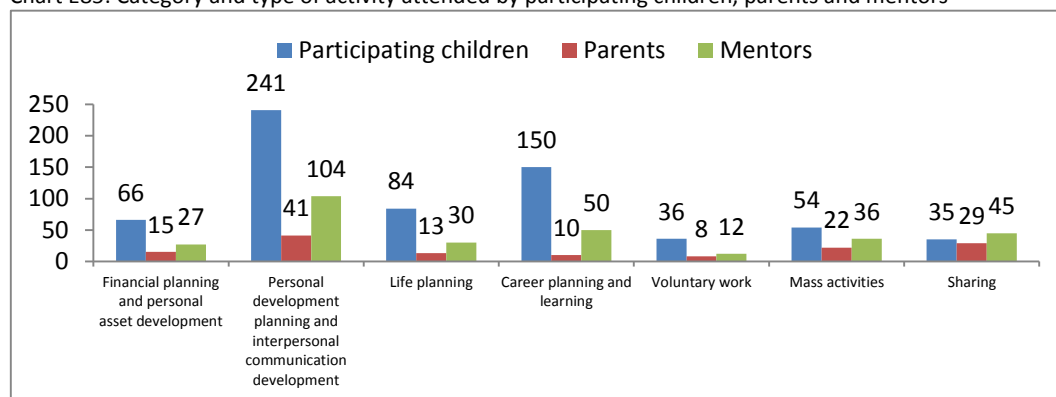
Table E84: Target audience of the activities

Attendees			Number of activities	Percentage
Participating children	Parents	Mentors		
✓	x	x	1 632	66.8%
x	x	✓	114	4.7%
✓	x	✓	494	20.2%
x	✓	x	70	2.9%
✓	✓	x	49	2.0%
x	✓	✓	3	0.1%
✓	✓	✓	82	3.4%
Total			2 444	100%

85. As stated in paragraph 79, after the Team categorised and classified 2,648 activities into 884 activities, 557 activities had sufficient data to be further categorised by types of attendants. (Chart E85) "Personal development planning and interpersonal communication development" was the most popular type of activity held. "Financial planning and personal asset development", "Personal development planning and interpersonal communication development", "Life planning" and "Career planning and learning" were the types of activity being held for participating children most. Yet, more than half of the activities did not involve parents and mentors. Apart from "Personal development planning and interpersonal communication development", the other three types of activities were not the major types of activities which were attended by parents and mentors.

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

Chart E85: Category and type of activity attended by participating children, parents and mentors



Remarks: Each activity can belong to more than one category of content nature and have more than one type of attendant

86. Activities held by operating NGOs in the third year of the Projects mainly belonged to “Personal development planning and interpersonal communication” and “Career planning and learning”. It indicated that apart from participating children’s needs in PDP implementation, operating NGOs also considered their actual need and problem when facing career and academic planning, providing further support to participating children.

### III. Mode of activity arrangements and implementation

87. Mass activities were usually held during weekends or public holiday. For group activities, apart from weekends, they were also held in evenings during weekdays. According to the Team’s observation, individual operating NGOs would organise the same group activity at the same time, but at different venue, so as to increase flexibility for attendants.
88. Furthermore, in holding group activities operating NGOs provided more opportunities for participating children and mentors to choose to participate. Even if participating children and mentors could not attend the activity which they had signed up, they could still attend other sessions to make it up, which is a more flexible arrangement.
89. In FCD attended by participating children and parent, some attendees pointed out that as there were quotas set for visits, operating NGOs often used draw lots or selection to pick participants. As the process took time, it would be difficult for participating children to arrange their time. This arrangement might cause inconvenience to participating children who actively participated in other extra-curricular activities. Also, participating children attended talks or seminars for their parents when the latter were absent due to time constraint.

## F. Comparison of participating children and control group

### I. Formulating personal goals and plans

90. Studies about resilience (Masten, 2001; Masten & Wright, 2009) show that most of the young people who can endure hardship have relatively stronger environmental support and demonstrates some personal qualities, in which having life with planning and goals is one of them.
91. Our study shows that participating children outperformed control group participants in setting life goals and planning future in areas such as having plan after graduation, regular

future academic/career planning, long-term life goal planning, and means of achieving life goals.

92. For example, after controlling baseline data, participating children showed better performance than control group in “career life planning and goal setting” and “future planning”.
93. For long-term life goal setting and future academic/career planning, 20% participating children who did not have any goal at the beginning (compared to 13% of control group participants) reported that they have developed long-term life goal in the second year. Moreover, compared to control group participants, more participating children showed regular academic/career planning. For example, at the beginning, at the end of the first year and at the end of the third year of the Projects, less than half of control group participants had regular future planning, while participating children constantly had regular future planning (the percentage exceeded 60% at certain time point). Also, the Team found that participating in the Project significantly increases the probability of setting long-term life goal and future academic/career planning among young people ( $1.47 < ORs < 2.37$ ).
94. In addition, more parents of participating children know about their children’s expectation towards career and future when compared to control group. At the end of each year of the Projects, about half of the control group participants’ parents knew about their children’s expectations towards career and future, while consistently more than three in five participating children’s parents did. The Team also found that participating in the Projects significantly promotes the probability of parents’ understanding of their children’s expectations towards future/career ( $1.53 < ORs < 1.82$ ). This is likely related to the fact that the Projects require participating children to discuss with their parents while developing personal development goals. This also reflects that when planning for the future, participating children are more likely than control group participants to discuss or consult other people (such as parents, teachers, social workers and mentors). This will be further elaborated in the next paragraph about social network.
95. For implementing life goals, about 92% to 96% participating children know how to achieve that (compared to 86% to 89% of control group participants). On the contrary, only 4% to 7% participating children (compared to 11% to 14% of control group participants) do not know how to achieve goals. The Team found that participating in the Projects significantly increases probability of young people in knowing the possible ways to achieve goals ( $1.91 < ORs < 3.24$ ). When they achieve life goals, they would achieve through the following ways, including doing it with people with the same goals, seeking assistance from others, setting time frame, implementing step-by-step and with patience, researching different means / information, etc.
96. In short, the Projects displayed significant effectiveness in nurturing young people to develop life goals and long-term planning. Apart from more positive attitude in future planning, the Projects also provided more opportunities to participating children to develop life goals and future planning. As required by the design of the Projects, operating NGOs provided training of life planning and guidance of mentors to participating children. Also, as while participating children developed their PDP, they would need to discuss with parents or social worker, indirectly increasing the communication and understanding between participating children and parents, which enables participating children to use more community resources (e.g. consulting teacher, social worker or mentor), resulting in having more channels/ means to implement life goals and future planning among participating children.

97. The study found that children and young people with positive attitude towards future planning and/or long-term life goal developed exhibit better resilience, self-esteem and family relatedness. For academic and social aspects, life goal also exerts its own positive influence. For instance, children and young people with life goal consider greater possibility to advance to university, and they are more likely to participate in various extra-curricular activities (including personal development/communication, career planning, community service, and athletic or cultural activities).
98. Hence, findings of the study match with international studies about resilience, in which apart from having preparation and planning for the future, young people with life goals have higher academic expectations, or make better use of time to attend various activities. Regarding the process of pursuing and achieving goals, apart from strengthening young people's self-esteem, family relatedness is also promoted probably due to the increased communication. In short, the personal development component of the Projects together with other components (activities held by operating NGOs and sharing with mentors) are able to enhance young people's pursue and grasp of life planning / goals, which set the foundation of their long-term development and resilience.

### II. Personal network

99. International studies indicate that mentorship programme always provides opportunities for young people to be in touch with the community and to contact adults. Apart from having more resources to tackle problems, young people's increase in these networks can promote their interpersonal connections and exposure. Through contacting adults and people in the community, they may obtain information related to their development, which would become an important source of assistance. Hence, mentorship programme increases children and young people's community assets indirectly to prepare for their development.
100. Data from the study show that when compared with control group, participating children would discuss with more people (including parents, classmates / friends, teacher, social worker, mentors, etc.) about their plan after graduation and saving plan. Also, it suggests that if participating children can discuss with more people and receive support in these two areas, there are positive influences on their various psychological aspects (including resilience, life planning / goal setting, self-esteem, psychological health) and relationship with family.
101. In addition, compared to control group, when participating children discuss the above issues, or when they encounter emotions or interpersonal problems, they would discuss or talk more significantly with non-familial adult peers (including teacher, social worker, and mentor) (baseline data influence has been controlled). The development of this network may positively influence life planning / goal setting of participating children, their expectation in promoting to university, and participation in personal development planning / interpersonal communication activities, career planning activities and cultural activities, indicating that mentoring relationship has successfully broadened community network of participating children. As a result of the increased contact with non-familial adult peers, there is increase in their participation in development planning / interpersonal communication, career planning, and various kinds of healthy socio- cultural related activities, preparing them to carry out life planning or goal setting in the future.

### III. Academic performance and delinquencies

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

102. According to international studies, intimate and long-lasting relationship promotes intellectual development of young people because good interpersonal relationship (e.g. teacher-student relationship) enhances young people's learning motives, making it easier for them to accept adult's point of view, values and perspective. When there is difficulty or problem, they are more willing to seek help from adults, which helps them to adapt and develop academically in the long run.
103. The study also shows positive influences on participating children's academic study, reflecting in their academic performances, expectations to academic performances and promotion to university, and views and sense of importance towards studying.
104. Participating children always have higher rankings in class than control group participants. At the end of the third year, after controlling baseline data influence, the difference was found at a significant level, suggesting that the Projects promote academic performance of participating children.
105. Furthermore, participating children have significantly higher academic expectations than control group. For example, they have higher expectations to the level of education (junior high, senior high or tertiary education) which they can or expect to obtain. Participating children perceive studying having significantly greater importance than control group children do, and their expectation to advance to university is significantly higher as well.
106. As shown in the above analysis, the Projects have positive influences on participating children's academic expectation and aspiration, which promotes their learning motives and academic performances. It is believed that these are results of the goal setting activities provided by the operating NGOs and increased communication between participating children and mentor / social workers.
107. Apart from the positive influences on academic performances, the Projects also reduce delinquent behaviours of participating children. Comparing to control group, participating children are less likely to attend enquiry interview by teacher, social worker, or discipline teacher due to demerit record, missing assignments or behaviour problems. They also exhibit less misbehaviour such as using foul language, vandalism, or getting into a fight.
108. In the first two years of the Projects, the time which participating children spent to wander in the streets alone or with their friends was significantly less than control group, but the difference was greatly decreased in the third year, reflecting that the Projects (especially at the beginning stage) can reduce participating children's wandering in the streets alone or in group which may prevent other delinquent behaviours. This might be attributed to the fact that in the beginning participating children were busily attending activities held by operating NGOs held or meeting mentor, which reduces the time wandering in the streets. Yet, as the Projects were approaching the end, the operating NGOs provided relatively fewer activities, and so participating children had more spare time, which greatly weakened the positive effect.
109. Hence, how to provide wholesome activities to participating children and help them developing life plan / goals are the keys to sustain the effect of the Projects.

### IV. Family relationship

110. There was very limited number of international studies about mentoring programme and its effect on family relationship.

111. The study showed that children and young people having goals enhanced their family relatedness and quality. In FGD, participating children and parents expressed that when developing personal development goals and using targeted savings, there was good communication between them, and their relationship was even enhanced.

### **G. Other project levels**

#### **I. Studies of project operation and operating NGO models**

112. According to many other international evaluation studies of community-based programmes, detailed analysis of the effectiveness of the Projects can help understand what kind of setting and arrangement will facilitate the Projects to achieve the expected outcome. Outcomes of the Projects depend on many different factors. Apart from participating children's personal factors and their changes, outcomes of the projects also depended on the environment and support received, in which influences of operating NGOs and community environment were most obvious. Paragraphs 116 to 134 focus on influence of operating NGO's capability on the Projects' implementation, while paragraphs 135 to 145 explore the possible role and responsibilities of the Government and society in the Projects.
113. Apart from collecting data from participating children, mentors and parents in order to understand participating children's change from different angles, the Team also stayed in touch with the operating NGOs during the Projects so as to keep track of the implementation progress. In order to understand the operation details of different operating NGOs, the Team held three rounds of FGD with them during the Projects and distributed to them the operation model factsheet in the third year.
114. Since the study focuses on the seven Projects, not the whole Hong Kong population, it is difficult to achieve generalisation and generalised conclusion. But the findings and observations obtained provided valuable information which can be used for learning and as basis of inferences to learn about operation models and understanding at institutional level.
115. The following discussion and analysis are based on information from operating NGOs FGD, operation model factsheet, and contact and observation with operating NGOs during Project implementation.

#### **II. Capability of operating NGOs**

##### Financial and manpower resources

116. Although most participating children completed targeted savings, there were still some participating children being not able to have the savings in time and in need of the assistance of contingency fund to complete Targeted Savings, hence the financial ability and fiscal reserves of operating NGOs is one of the keys to success.
117. Apart from finance, manpower resources of operating NGOs were also very important. Data from the operation model factsheet indicated that number of staff participated in the Projects ranged from three to seventeen people in different operating NGOs, but most of them were not specialised in the Projects. Yet, the operating NGOs with greater number of staff would also have more activities to provide to participating children. The number of their activity or partners in training is also greater, which may be a result of richer network of the staffs.

118. From the above observation, organisation with larger scale, and more financial and manpower resources would have more advantages in implementing the Projects. But personnel change (especially the Project's person-in-charge) was an important factor which affected the Projects. Data from operating NGOs showed that there were two to eight times of personnel change in the Projects, but one of the operating NGOs which was larger in size had almost half of the staffs resigned or transferred during Project implementation, reflecting that staff mobility issue should be attended to.
119. Some operating NGOs with more staffs resigned also encountered greater number of mentors who quitted. Even though there were only seven Projects, from the Team's experience of interacting with operating NGOs, the Team considered that there would be negative impact on the Projects when staffs left, including the time lag caused by staff recruitment and new staff adaptation, relationship development between Projects participants and new staffs, new staffs' inadequate knowledge towards the Projects' background and objectives, limited responsibility shouldered by new staff, etc.
120. During data collection, greater difficulties in handling and submitting data were observed in operating NGOs with staff resigned. For instance, when collecting the final round of data, since major staff of a few operating NGOs resigned, the data collection process was hindered. The replacement staff took time to understand and familiarise the Projects, and the community network and resources developed by the resigned staff were lost. Hence, retaining qualified personnel together with the experiences and network will affect the sustainable and stable development of the Projects.
121. In the Projects, social workers not only needed to follow up participating children, but also special circumstances of individual families on case basis, which required a large amount of extra resources. In addition, many mentors expressed that operating NGOs should stay in touch with them in the third year, so as to maintain their sense of involvement towards the Projects. Therefore, operating NGOs invested more human resources than expected during Project implementation.
122. It was understandable that the operating NGOs used casework approach to follow up participating children. But if all participating children were being followed up in this casework approach, then it might not be fully compatible with the resources provided by the Projects, and it also differed from the Projects' original idea that the operating NGOs should mobilise and utilise community resources. The Team suggested operating NGOs to concentrate on developing local resources, strengthening network, mobilising mentors and volunteers, providing training, in order to achieve the community-based objectives of the Projects. The key is to change the mindset of the operating NGOs and related stakeholders in original mode of operation, and to provide sufficient facilities and community support.

### District relationship and network

123. Other than recruiting participating children and mentors, the Projects also required operating NGOs to look for matching funds and provide a wide range of activities. In the other words, the Projects had high expectations on community network and mobilisation capability of operating NGOs (including commercial organisations, schools, religious groups, voluntary organisations, media, etc. to transfer participating children, mentors, provide sponsorships, and offer activities and training). The study shows that each operating NGO has its own partners, such as operating NGOs with religious background were more likely to work with religious organisations. But overall speaking, most operating NGOs had few enterprise and charitable organisations partners (0-3 partners). Some operating NGOs

expressed that since they had to provide more exposures to participating children, company visits and vocational introduction became relatively important. Yet, as stated above, they had few enterprise partnerships, making it difficult to provide sufficient support to participating children

124. The study also demonstrates that in the Projects religious groups always became operating NGOs' partner for mentor recruitment, reflecting that religious groups played an important role in mentor recruitment. International studies point out that religious groups have great influence in charity and volunteer work. In short, operating NGOs of the Projects can start up and develop local resources. But whether it can be further developed and sustained depend on whether operating NGOs and different stakeholders could develop continuous collaboration and creative partnership.
125. Most operating NGOs participated in some union / alliance / network / organisation, which promoted their local network or strengthened resources, such as Hong Kong Church Network For The Poor, District Co-ordinating Committee of Social Welfare Department (SWD). They were able to provide operating NGOs certain level of opportunities for contacting community members, but these contacts need to be strengthened and transformed into more in-depth collaboration, so as to promote the capability of operating NGOs in mobilising the community.
126. Operating NGOs reflected that they had greater difficulty in providing opportunities for community experience or internship for participating children. For example, if they had to hold this kind of activities, they would need to contact different departments or organisations, thus increasing their workload and challenging their ability in community development and network. Hence, there were operating NGOs and mentors who reflected that if there were agencies helping them to develop or co-operate the partnership with enterprises, or a mechanism inside the Government to coordinate visits to or experiential activities in government departments, it would decrease the limitations of the Projects caused by the local experience / capability of operating NGOs and help provide a structural and comprehensive exposure experience to young people.

### Capability in implementation of individual component

127. As the Projects were different from conventional social services in having components related to financial management and life planning, operating NGOs needed new mindset and ability towards contents of the Projects, especially for training related to financial planning and personal asset development, and life planning and long-term development, which were important to participating children when they developed personal development goals and planned their targeted savings usage. Statistics show that most operating NGOs focused on personal development activities (around 70-80%). The Team considered this is understandable, but ratio of activities related to financial planning and personal asset development, and life planning and long-term development were relatively low (such as financial planning activities made up less than 10% of all activities in more than half of the operating NGOs). Only a few operating NGOs maintained a more balanced ratio in the types of activities / training provided.
128. In fact, it is important for operating NGOs to train their staffs if they want to implement the three components of the Projects. Unfortunately, only half of the operating NGOs provided related trainings to staffs, whereas the rest relied on the staffs to attend additional training courses themselves. Even for operating NGOs which provided training, they mainly relied on information exchange between staffs and book sharing. Proper training might not be



available. Hence, when operating NGOs provided training to participating children or mentors, it was mainly based on past experience and training received by the social worker in charge.

129. Additionally, the Team noticed that quite a number of mentors were unclear about their mentor identity and their role in the Projects, and might become passive in mentoring relationship. Hence continuous support from operating NGOs was required to maintain their sense of involvement. It also indicated the importance of mentor training and support. However, most training was provided only in the first two years of the Projects, which influences mentors' involvement at the later stage of the Projects.

### Mindset and mechanism of ongoing monitoring and improvement

130. To achieve the expected effect, the three major components of the Projects - PDP, mentorship programme, and targeted savings, required continuous support and follow up by the operating NGOs (especially for the first two components). Overseas experience also demonstrated that effective community intervention programmes often used formative research to understand the transformation undergone by participating children in the programmes and provide in-time support and intervention.
131. The Team developed CDF-PDM for the Projects to understand participating children's progress in PDP, targeted savings, and communication and meetings with mentors. Since CDF-PDM was developed for the Study, but not for Project implementation, data collection and update often delay for one to two months. When stakeholders inquired about different aspects (e.g. parents or mentors would like to know about progress of participating children, operating NGOs reported Project progress to the Government, or the Government enquired certain details of the Projects), operating NGOs often spent time on collating information. It also affected stakeholders' knowledge and involvement in the Projects. The Team suggested that it was necessary to emphasise the importance of sharing knowledge and unifying knowledge sharing platform. Although data of operation models showed that most operating NGOs developed and used data system, yet, whether operating NGOs updated and managed data regularly, whether data management coordinated with the work flow of operating NGOs effectively, and whether operating NGOs followed up mentoring relationship through the system, and improved accordingly, varied greatly across different operating NGOs. For example, there were operating NGOs which set up regular meetings to check the data and follow up, but there were also operating NGOs which only managed and updated data when they provided their annual report to SWD yearly.
132. Since SWD only required operating NGOs to report quarterly figures and overall figures of participating children to monitor the progress and performance of the Projects, it was not necessary to report individual participating children progress. Under the current system and requirements, operating NGOs might choose how they track and make record of each participating child, mentor and the interaction between them. They might rely on contact between individual staff and participating children and limited use of data system. Whether operating NGOs and stakeholders had a new mindset and mechanism of ongoing monitoring and improvement was the key to enhancement.
133. Whether operating NGOs had the appropriate data system, and whether they made use of the data system to carry out individual follow-up were crucial as well. Overseas experience demonstrated that to strengthen the implementation capability of the operating NGOs, co-ordination of resources and administration by other stakeholders was necessary when

operating NGOs were required to apply ongoing monitoring system for improving the Projects.

### Management of flow and support of Project

134. There are two major ways for operating NGOs to handle Project process data: operating division to be in-charge and operating division to collaborate with other administrative department of the operating NGOs. The latter mainly refers to the accounting department to process targeted savings data. Data processing by different departments may affect how operating division keeps track of the latest situation and obtains latest information. The Team stayed in touch and followed up with operating NGOs in process data related work and issues throughout the Projects. Individual operating NGOs were not able to provide data before the date set by the Team due to heavy workload. Individual Project was conducted by several subgroups, and data were collected from each subgroup, thus increasing the liaison and co-ordination workload of operating NGOs. Operating NGOs had no major difficulties in collecting, organising, and inputting the saving records, activities records, attendance, and PDP records. The difficulty would be the handling data of communication and meeting between mentor and participating children, which was possibly due to the massive amount and mentors' lack of motivation to actively report to operating NGOs on a regular basis. As process data serve indicative and finetuning function for monitoring and follow up tasks, the Team suggested staffs and operating division of the operating NGOs should try their best to make use of the relevant information regularly. This ensured that self-improvement would be able to take place so as to develop the operation model that fits the operating NGO best. In case process data would be processed by two different departments, operating NGOs might consider developing some simple communication mechanisms (such as if updates are done in one master file, the last update time and staff-in-charge should be listed, and data system is used to manage and update Project data, so that information can be updated automatically and instantly, and notification sent to relevant parties), so that various information of the Projects can be shared with all those in charge regularly and promptly.

### **III. Readiness and capability of local community**

135. Apart from the capability of operating NGOs, community's readiness and co-operation with resources from different stakeholders were the major factors which determined whether the Projects could continue and achieve their potentials.
136. In the past, many local or overseas community programmes invested their resources in and focused on the developmental stage of the programmes or pioneer projects, but when the programmes were sustained and implemented, same resources and effort were rarely invested continuously. This top-heavy investment approach was the reason why many overseas pioneer projects were effective at the beginning, but ending up in vain. It was also pointed out that whether operating NGOs and related stakeholders could continue with the operation modes accumulated from the developmental stage was the key to successfully implementing programmes continuously. But changing the past operation model required the community to continue providing sufficient resources and supporting measures. Otherwise motivation of change in operating NGOs would decrease gradually, or it would be difficult to maintain the motivation. Areas which required more attention from the public for the effective implementation of the Projects were listed below.

### Public education

137. Although operating NGOs needed to self-regulate and adapt to changes and needs in early developmental stage and continuous development, if community were not fully prepared or matched accordingly, great limitations would be resulted in the changes brought by the operating NGOs' change. For instance, operating NGOs expressed that they faced difficulties in recruiting participating children, mentors and donors. There was elite school which worried that participating in the Projects would tarnish the school's image and might not notify students who was qualified to apply the Projects. Also, many donors questioned the relationship between the Projects and Community Care Fund. These problems could be tackled by increased publicity and promotion by the Government (such as mentor recognition ceremony, senior government officials being mentors to raise social awareness and recognition). Other than for the purpose of public education, it also increased social capital, which enabled the Projects to continue. These were recognised and earnestly hoped by operating NGOs.

### Development of basic facilities

138. As stated previously, the Projects had high expectations on operating NGO's implementation capability, including financial and human resources, local relationships and network, capability to implement individual component and sustainable monitoring system, etc. Yet, in addition to operating NGO's determination, whether the Projects could be successfully implemented and continuously developed also depended on support of the community, in which development of basic facilities was the key.
139. The Team always emphasised the importance of data system development. Although operating NGOs used centralised data system in different levels, the usage and how it coordinated with daily work routines differed greatly. Due to the fact that SWD only required operating NGOs to report quarterly figures and overall statistics, operating NGOs had limited motivation to further develop and make use of data system to monitor participating children's progress and perfect the Projects (which is reflected in the confusion when stakeholders made their inquiries).
140. Besides, many studies showed that mentoring relationship can be promoted by mentors and participating children joining activities or setting up goals together. In the Projects, even though operating NGOs provided activities to participating children and mentors in order to promote contact, yet it greatly depended on mentors' follow up. So if the Projects were able to provide information about the activities to operating NGOs or mentors, or the way to research on activities or related websites (e.g. relevant information of SWD or Leisure and Cultural Services Department), it would greatly increase opportunities for contact between mentor and participating children, developing in-depth understanding and communication.

### Local network and connections

141. Since the Projects had several components, there were high expectations in operating NGOs' implementation capability, including having wide and extensive reach. Hence, how operating NGOs mobilised local resources, network and connections was the foundation of success for the Projects. The Projects mainly depended on the operating NGOs' resources and past local experience in implementation. Operating NGOs with less experience or weaker local connections would have weaker mobilisation capability. As a result, utilising existing local resources (such as District Co-ordinating Committee of SWD), and increasing contact between operating NGOs and government and other organisations (such as inviting operating NGOs having newly taken up the Projects to attend meetings of Co-ordinating

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

Committee of SWD regularly or distributing relevant community or school information to them) are possible means to strengthen implementation capability of operating NGOs.

142. The study showed that operating NGOs (both large and small operating NGOs) had relatively fewer enterprise or charitable organisation partners, which might limit the entrenchment and sustainable development of the Projects. Hence, how to promote and entrench multi-disciplinary co-ordination (government, private sector, and community) would be the key to long-term development. If the Government would promote or coordinate exchange and sharing relevant experience (e.g. experience of social enterprise or Community Investment and Inclusion Fund), it would facilitate establishing their goals.

### IV. Challenges of the Projects

143. Even though the Projects achieved effectiveness in areas stated above, there were areas which stakeholders need to attend to, so as to ensure the Projects' effectiveness, while preventing the potential negative influences on participating children. As young people are at a stage with rapid changes and they seek for independence, they often differed in values, interests, and goals with their parents who symbolise older generation, which made communication difficult, and might sometimes result in estrangement or conflict. In FGD, some participating children expressed that it was difficult to achieve consensus with parents when developing personal development goals and using targeted savings, and the relationship between the two parties became tense. Some participating children reported that social worker / mentor understood their needs better than parents, so they would like social worker / mentor to be the mediator when they developed personal development goals and used targeted savings. Results also indicated that there was no significant difference in family relatedness between participating children and control group participants, or the results were not consistent across different rounds of survey, reflecting that participating in the Projects might not always have positive or negative results, it was the process of participating that mattered.
144. International studies demonstrated the positive influence of good mentoring relationship on youth or child development as well. Hence, operating NGOs should focus on maintaining meeting and communication between mentor and participating children and promote mentoring relationship quality, preparing for the potential challenges in mentoring relationship. Quality of mentoring relationship played an important role in participating children's experience and growth. In FGD, the Team also observed that some participating children and mentors were not able to develop their mentoring relationship because of time constraint. Some participating children did not contact their mentor for a long time, and some of them were matched with a new mentor as the original mentor quitted. Therefore, matching a mentor with participating children and ensuring the maintenance of mentoring relationship and enhancement of mentoring relationship quality were all important.
145. In addition to the positive influences achieved by participating in the Projects, the process and quality of participation were also important. Development of mentoring relationship, mentor in promoting family relatedness or easing the tense relationship caused by personal development goal development / targeted saving usage by acting as mediator may not happen at all times. It is essential for stakeholders to invest and show commitment to realise the Projects' potential. The Projects need to consider how to ensure mentors being able to provide quality guidance, and develop platform to support mentoring relationship development (please refer to Part III for the related suggestions).

## **Part II: Overview of overseas programmes**

146. Asset-based social programmes with targeted saving model have been started and recognised in various overseas areas in the past ten years. Similar programmes also emerged in different Asian places, such as Singapore, Taiwan and South Korea. Mentorship programme has a history of over a hundred years over the world. Its goals and targets are mainly accompanying children and youth in their development and to provide them support on aspects of family, studying, interpersonal and personal development. In recent years, governments around the world have been promoting mentorship programmes. Mentorship programme development plans were initiated, coordinated and led by government departments, providing mentoring service to children and adolescents. This report gave an overview of mentorship programmes in the US, Taiwan and Singapore since these places shared a similar culture and background with Hong Kong, or had a relatively long history of mentorship programme. The overview aims to provide valuable references to the long term model of the Projects.
147. The Hong Kong Special Administrative Region (HKSAR) launched the Projects, which included targeted saving components as in other asset-based programmes. However, there are two main differences between the Projects and other programmes. Both of them utilised matched saving as a way to encourage and build assets, but only the Projects included a mentorship programme component as a main way to develop non-financial assets. In the Hong Kong Projects, assets development was not confined to financial assets. The Projects also emphasised the building and accumulation of non-financial assets. The mentoring and targeted saving components both provided services to the project participants at the same time.
148. Another main difference between the Projects and other asset-based programmes was the use of the savings. Since the targets of many asset-based programmes overseas were families or individual adults, the use of matched savings mainly restricted to items relating to home purchase, education/training and small business development, to assist them building development assets and dealing with poverty. The targets of the Projects were children and adolescents of disadvantaged background. The main use of targeted savings was the achievement of the short-term targets in PDP. The draft up of the PDP and short-term targets was under the guidance from their parents, matched mentors and the operating NGOs. Items using the savings must be related to education, vocational training and capacity enhancement, which could enhance the personal and career development of the participating children, with a view to alleviating intergenerational poverty. Each PDP should be tailored to individual participating children, responding to their growing environment, stages and needs. The use of savings, therefore, is more flexible and allows participants to learn to plan for their own future development.
149. In 2006, the full report of The CoP stated that key determinants of child development are nurturing relationships, a caring environment and development opportunities, instead of only financial support and material well-being. The three components of the Projects - PDP, mentorship programme and targeted savings – also reflect this important concept, to build both financial and non-financial assets in participating children and adolescents of disadvantaged background and help them to develop.
150. In view of no other similar programmes worldwide as the Projects, i.e. providing matched saving and mentors to assist participants to achieve their PDPs, building and accumulating

financial and non-financial assets, the overview of overseas asset-based and mentorship programmes is separately conducted with the respective main points reported.

### **A. Asset-based programme: Targeted savings and personal development programme**

151. The matched saving programmes, Saving for Education, Entrepreneurship, and Downpayment (SEED) and Individual Development Account (IDA), in the US were launched in 2003 and 1993, respectively. The idea of matched saving was initiated by American scholar Professor Michael Sherraden and has been promoted to places around the world. The SEED programme was led by university and community partners. With the financial support from government tax policy and charitable foundations, the SEED programme served more than 1200 low income children and families from 12 communities in the period from 2003 to 2008. The participants could complete the targets of education/training, home purchase and small business development through matched saving and other financial rewards. IDA programme is the precedent of SEED and it is still running throughout the US. More than 100,000 low income families opened a matched saving account in IDA programme which allowed them to build assets and achieve the same targets as the SEED programme.
152. The Child Development Account (CDA) programme in Singapore started in 2001 and is on-going. The programme also shares the concept of matched saving. It allows all children of age 0 to 6 years to apply and accumulate financial assets for expenses in child care centres, child education, early intervention programmes and medical related items. At the age of 6, unspent balance in the CDA will be transferred to another matched saving programme, Post-Secondary Education Account (PSEA). This programme started in 2007 and is on-going. It allows children to continue accumulating financial assets to meet future expenses on post-secondary education. Unspent balance in the PSEA will be transferred to individuals' Central Provident Fund (CPF) Ordinary Account (OA) at the age of 30. This shows that the Singapore government uses the different national saving accounts to assist citizens building and accumulating assets, guiding assets usage to enhance the quality of the Singapore population.
153. The Taipei city government has launched several different asset-based programmes since year 2000, to assist low income families alleviating poverty and staying independent. These programmes included the Taipei Family Development Accounts (TFDA), Youth Development Accounts (YDA), Green Apple Youth Development Accounts (GAYDA), and the Hope Projects (HP) in Kao Shiung. All the programmes were completed in year 2010 or earlier, except for the Children Development Accounts (CDA) programme.
154. In view of the unique social-political context and traditional-cultural characteristics, there were differences in the goals of implementing targeted saving. Nevertheless, the goals of targeted saving programmes in different places were all connected to concrete and socially recognised personal development and aiming at achieving these developments. The US and other western countries perceive saving differently from the Asian communities. Saving behaviours in the US and western countries are also not as common as in Asian communities. Building saving behaviours and nurturing saving habits, therefore, were both important goals of asset-based programmes in the US. The targeted savings component in the Projects also promotes participants and families to build and develop saving habits and behaviours, and use the savings to implement PDPs. The Projects further provides opportunities to participants and families to understand and build non-financial assets of planning, saving, implementing and developing through the experience of making good use of savings to achieve personal development plan.

155. Asset-based programmes in the US and Singapore were managed and monitored by the local governments and countries. They were integrated with tax and central financial policy and funds. In this way, the concept of asset-based could be closely linked to the programmes and participants' longer term personal development would be facilitated. Savings were managed by non-governmental organisations (NGOs) in Taiwan and the CDF Projects. The government provided resources for the involved financial and administrative expenses. Upon the end of the programmes, participants had to spend their savings on personal development plans and the unspent saving would be returned to the participants as the programme period was relatively shorter.
156. Asset-based programmes at different places all attached great importance to the principle of collaborative involvement of government, private sectors, corporates and groups, as well as service recipients. Programme participants saved monthly and received matched savings and financial awards from private sectors, corporates, groups and even the government. This would encourage participants to save money and hence to build and establish saving habits on one hand. On the other hand, this could let the participants accumulate the saving target in a shorter time to implement personal development plan. The target amount, financial rewards, and requirements of different programmes will be different and are subject to the different goals, operation details, and development plans.
157. The Projects set the maximum saving amount at HK\$200 and the maximum matching amount also at HK\$200. The ratio of matched saving, however, was not capped at one-to-one. Some asset-based programmes in the US and the programme in Singapore allowed a greater than one-to-one ratio. All the programmes had set an upper limit for the matched amount so as to keep the provision of matching fund in order and ensure the original goals of the programmes in assisting development to be in place.
158. All the asset-based programmes had set a saving period, and generally the period was set at a shorter period of one to two years. This would let participants complete the saving and start using the savings in a shorter time. The asset-based programmes in Singapore had a longer saving period because the programmes were integrated to the different fund schemes and policies, from birth to the completion of studying and starting to work. The savings could be used at the different life stages and in ways permitted by the programmes and policies, including educational and medical expenses.
159. Most of the asset-based programmes had set limits on the number of participants instead of allowing all interested and eligible individuals to freely participate. A few asset-based programmes (e.g. Singapore) opened saving accounts to all born individuals because the programmes were national wide and for all citizens. So there was no restriction in the number and requirements of participants, except for age. Such programmes involved huge financial resources and related policy and services. Hence, there must be detailed study and analyses on the feasibility and financial arrangements to ensure practical and sustainable implementation.
160. Academic reports on asset-based programmes stated that factors facilitating to successful system in targeted saving programmes include:
  - Direct transfer of savings from participants' personal account or salary to saving account
  - Appropriate expectations and saving targets
  - Financial information and education to enhance participants' financial literacy
  - Assistance and incentive, such as ratio of matched saving, account start-up financial subsidy, financial awards after completion

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

- Facilitating saving services and programme regulations, such as caps of matching fund and withdrawal policy

161. Pros and cons of the different asset-based programmes, were summarised in Table A161:

Table A161: Comparisons of the design of overseas asset-based programmes

Programme characteristics	Goals	Implementation / Basic conditions	Programme examples
Centralised implementation	Integrate with the different central national funds so as to ensure the use of personal savings and assets within the programme parameters	Integration with policy and financial system	CDA (Singapore) PSEA
Community implementation	Effective use of community network and resources, build capacity in community implementation	Views and cooperation of community organisation and groups	SEED IDA
Sustainable implementation	Build capacity in community implementation, sustained service to programme participants	Sufficient long term resources investment	IDA CDA (Singapore) PSEA
All target individuals can apply	Maximise programme impact and benefit to all target individuals	Huge resources investment and administrative work	SEED IDA CDA (Singapore) PSEA
Specific use of savings	Ensure use of money to fulfil programme goals	Monitoring system and mastery of individual level data	SEED IDA CDA (Singapore) PSEA TFDA YDA CDA (Taiwan) GAYDA
Unspent savings can be transferred to participants' other accounts	Let the unspent savings remain in designated accounts for future use instead of returning to the participants or families	Integration with policy and financial system	CDA (Singapore) PSEA
Preferential interest rate	Encourage stakeholders to invest resources	Integration with policy and law	PSEA
Progressive ratio of matched saving	Encourage low income individuals and families to save more	Clear regulation and integration with financial system	SEED
Financial training	Enhance recipients financial decision making ability and build assets	Cooperation with training institutes and curriculums, and participants and families required to	SEED IDA TFDA YDA CDA (Taiwan)



Programme characteristics	Goals	Implementation / Basic conditions	Programme examples
		attend	GAYDA
Variable saving amount within a specified range	Allow recipients to save according to their capacity and attain different achievements	Optimised financial system or participation from banks	SEED IDA CDA (Singapore) PSEA TFDA YDA CDA (Taiwan) GAYDA
Flexible saving period	Allow recipients to save according to their capacity and attain different achievements	Optimised financial system or participation from banks	IDA
Flexible ratio of matched saving	Match programme goals and requirements on total saving amounts, and fulfil personal development targets	Financial support from benevolent and philanthropic organisation, and personal donation	IDA

162. Programme evaluation studies on asset-based programmes in the US and Taiwan pointed out that the programmes could bring about programmes' outcomes, personal and social positive outcomes to the participating families and individuals. The most direct outcomes were to bring about financial assets to assist participants' development, to resolve some problems arising from poverty and remove some obstacles in their development. For example, the average savings amount in the TFDA was TW\$286,019, and the savings were used in home purchase (17.4%), small business development (31.9%) and children's education (44.9%). Participants in the US SEED programmes saved US\$1,500 on average. The regular saving and financial literacy training components in programmes of these two places helped participants and families to start and establish saving habits, and to acquire financial planning and decision making knowledge. Participants built relationship with classmates in the training and expanded their social network. In IDA and SEED, asset building, accumulation and experience of use of savings increased expectation of participants and families on development and enhanced study performance and involvement, self-esteem, goal setting and future planning. In the end, positive outcomes were observed on aspects of health, education, behaviours, economic capability and career. The programmes outcomes including saving completion rate and accumulated savings amount, financial literacy training outcomes including attendance and increased knowledge, attitude and skills, and personal and social outcomes including use of money, changes in personal and family about financial related issues, supporting participants and families to achieve educational, career and business development goals which would increase social capital, could all be considered as useful indicators for future CDF Projects evaluation and development.

163. Please refer to Appendix 12 for detailed information and comparisons of the overseas and local asset-based programmes.

## **B. Mentorship programme**

164. Mentorship programme developed rapidly in many countries and places. The US and Canada Big Brothers Big Sisters programmes (BBBS) have a history of over 100 years and

have been promoted to over 10 places worldwide. In many countries, the government departments are to coordinate and to lead mentoring work and development, to establish national mentorship network, to promote support and assist in planning work on mentoring. The US large scale mentorship programmes, BBBS, have started since year 1904 and are implemented in communities and schools. Children of 6 to 18 years old are matched with a mentor. In the process of building trust relationship, mentees would be assisted to exhibit their potential.

165. There were over 240,000 matched mentors and mentees having one-to-one regular meeting activities in the US. The mentors joined BBBS as they wished to bring positive changes to the mentees. Community-based programmes encourage mentors to spend several hours every weekend or at after-school hours to meet their mentees, to improve mentees' behaviours and family relationship. Meeting activities of school-based programmes are conducted in the schools. Less time is required as compared to community-based programme and it is focused in improving relationships of mentees with teachers and schools. Evaluation studies and continuous improvements are being carried out at different times in these programmes to provide evidence-based practice suggestions. Consistent impact was identified in mentorship programme including fewer negative behaviours, improved academic performance and psychosocial outcomes in mentees. They all demonstrated good example for worldwide mentorship programmes.
166. During the period between March 8 and December 6, 2004, the Office of the President and Executive Yuan, together with the Ministry of Education and the Public Network Foundation of Taiwan held a Taiwan mentorship programme named "Century Education Mentors" programme, to promote "learning for all". In the nine months period, a hundred private enterprises and organisations had joined the first batch of the programme. Sixty-four persons from these enterprises and organisations were selected to be official members. They has also held 541 activities, recruited 3,133 promotional groups, and had 31,988 attendances.
167. 100 social elites were invited to form the Century Education Mentors. An environment supportive to development was built by these mentors. The programme also recruited 1,000 members for the promotional groups, participating in the "Irrigating Taiwan Tour" campaign, visiting twenty-five counties to promote, evaluate and discuss, in order to promote the idea and spirit of the "Irrigating Taiwan Programme". Besides, 10,000 people participated in "Taiwan Number One Scholars Reward Scheme", which encouraged the public and adolescents to achieve full potential and develop. The programme assisted adolescents to establish positive values through the three-tier programme structure, including "overcoming difficulties", "caring the others", "life benchmarking", and "continuity".
168. The Century Education Mentors programme is a national mentorship programme. Resources were mainly invested for tremendous coordinating and promotional work in the process. Mentors were having acceptable socio-economical and professional status. They were neither required to receive training nor to have regular one-to-one meeting with their mentees. The programme also provided different training courses on public service to the adolescents on topics about "action and care", "education and continuity", "ecology and environmental protection", "technology application", "art research", and "inclusion and innovation".
169. Mentorship programme in Singapore was jointly organised by the Youth Sectoral Network and the National Youth Council of the government after year 2004. Educational

achievements in adolescents of disadvantaged background were enhanced by positive youth development programme combined with mentorship programme. Before this there was only individual mentorship programmes run by community organisations or operated in the schools. The National Youth Council recognised that mentorship programme could help to change the value held by adolescents, establish right development directions and strengthen their resilience. To achieve this, they established the Mentoring Workgroup to provide framework for suggestions to mentoring programmes and developed the National Youth Mentoring Plan to promote mentorship programmes. One of the representative examples was the Youth-in-Action (YIA) mentorship programme which was jointly organised by local government and Yayasan Mendaki, a Malay / Muslim community leading group.

170. Yayasan Mendaki realised adolescents' concerns on aspects of education, family and career. In year 2004, YIA was established to provide mentoring service to Malay / Muslim adolescents aged from ten to seventeen, to assist them to complete the first ten years in primary and secondary education and to further study. They wished to provide adolescents feasible positive youth development programmes, and at the same time monitored programme process and effectiveness. Through building knowledge and skills to at-risk adolescents in Malay / Muslim community, their competitiveness could be enhanced. By means of a formal system, adolescents built relationship with at least an adult and received support from families, schools, and communities in the process. They could receive positive influence to their development from at least one adult who could become their role model. Then their potentials could be developed sooner. A mentor was assigned to each adolescent and the mentor would spend two hours each month in meeting the adolescent for a period of ten months. The mentor would encourage and support the development of the adolescent in this period. Besides, the programme encouraged mentors and mentees to attend YIA activities together in order to increase their meeting opportunities.
171. Mentorship programmes in Singapore have started accordingly as the government endorsed the National Youth Mentoring Plan in year 2008. Apart from Yayasan Mendaki, there are more than ten organisations providing mentorship programmes. The major developments are as follows: 1) A web-based mentoring platform was established providing services like registration, communication, networking and other programme information; 2) Set up a National Mentoring Workgroup to coordinate different mentorship programmes and work on promotion and development; 3) Realised community capacity and tapped on community resources to create community-based mentorship programmes; and 4) Two national mentoring conferences were held to share programme information and mentoring knowledge outcomes, and to commend and recognise mentoring work.
172. The goals of many mentorship programmes, especially those in the US, are to accompany with adolescents in their development and help them to become responsible adults. Providing adult support and guidance to adolescent in mentorship programmes was of greater importance to adolescents of disadvantaged background. The programmes could provide learning role model and establish proper attitude and value about self and society, to realise personal potential, build and utilise community resources and network.
173. Mentorship programmes in different places all put life planning and personal development goal setting as their objectives. They also cared about mentees' social and relational development. Mentorship programmes continued to develop and meet the demands of adolescents and society in different places. For instance, mentorship programmes in Singapore cared about academic performance and encourage mentors and mentees to meet weekly to provide service to support studying. The national mentorship programme

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

in Taiwan focused on bringing out elite mentors to create social environment which could be advantageous to development, to provide clear expectation to children and adolescents, and to serve as role and learning models. Mentors of the Projects in Hong Kong were required to provide guidance to mentees on the formulating and implementation of their Personal Development Plans.

174. Training was provided to mentors and mentees in mentorship programmes of CDF Projects. The Projects also provided training relevant to the programmes, to develop positive attitude and right mindset, personal resilience and competence, and social network. Financial and life planning training were provided to participating children, parents and mentors so that the participating children would receive guidance and support on the formulating and implementation of their Personal Development Plans. Such services were not provided in the other mentorship programmes in the overview.
175. Mentorship programmes require continuous and stable financial and human resources investment in order to guarantee the quality. Mentorship programmes in the US have a long history. The programmes receive support from all sectors of the society, including the government, corporates, foundations, community and academic advocacy groups. Since it has been well developed, the matching, publicity and promotion, as well as the fund raising, commendations and other aspects could make use of public welfare marketing strategy and digital platform for centralised recruitment. The quality of mentoring was enhanced as the training and evaluation components were conducted by academic and research institutions. Mentorship programmes in Taiwan and Singapore were also coordinated and led by government and gradually achieved the situation of integration with support from different social sectors.
176. Mentorship programmes in the overview were using one-to-one format for the regular meetings between mentors and mentees, except for the Taiwan programme. Manual of international mentorship programmes recommend at least meeting four hours monthly and providing supportive supervision to mentors in order to ensure mentoring relationship developing smoothly and to produce positive influence on mentees.
177. There were certain requirements to the ratio of matched saving and regular meetings in the mentorship programmes of the Projects, because mentors were required to provide guidance to mentees on the formulating and implementing of mentees' Personal Development Plan and meet the Projects requirements. Apart from the general mentor training, mentors had to learn topics related to mentees' personal development, such as school curriculum and subject selection, career and skills, discussion on goal setting and financial planning.
178. All mentorship programmes realised the importance and challenges of the recruitment, selection, training and support work to the development of mentorship programme. The work requires integration at regional and even national level, coordination and support so that mentorship programmes could be sustained and continue to develop. The work of mentoring programme requires expertise and resources support of different types, including programme implementation and recruitment, training, monitoring and supportive supervision, and evaluation. Besides, the Projects also have management work on savings and matched donation. Therefore, operating NGOs should develop and build resources network for the synergising effect.
179. Goals and requirements of the different designs in mentorship programmes were summarised in Table B179.

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

Table B179: Comparisons of the design of overseas mentorship programmes

Programme characteristics	Goals	Implementation / Basic conditions	Programme examples
Centralised implementation	Let all eligible individuals participate, set the critical direction for country development	Coordination of policy, resources, framework, and public stakeholders	BBBS YIA Century Education Mentors
Community implementation	Effective use of community network and resources, build capacity in community implementation	Views and cooperation of community organisation and groups	BBBS YIA
Sustainable implementation	Build capacity in community implementation, sustained service to programme participants	Sufficient long term resources investment	BBBS YIA
Participation and resources investment from different sectors	Increase programme capability and quality, establish mentoring culture	Stakeholders' support and participation, establish good collaborative relationship with operating organisations	BBBS
Mentoring support platform	Encourage exchange, provide support and recognition, information and data sharing	Matched mentorship programme system	BBBS YIA
Mentor training	Ensure mentoring quality and mentors receiving support and supervision	Cooperation with training institutes and curriculums, and requiring mentors to attend	BBBS YIA
Requirements on meeting activities	Maintain and facilitate mentoring relationship and ensure good programme outcomes	Mastery of meeting activity information and data	BBBS YIA
School partnership	Increase connection and understanding of participants, obtain school and parent support	Establish good collaborative relationship with schools and matching with school policy and schedule	YIA

180. Mentorship programmes have been held many years in the US, especially the BBBS programmes. The effect of mentorship programmes has been extensively reported by the operating organisations and academic research institutions. In the organisation report of BBBS programmes, good mentoring relationship could improve academic performance and family relationship, reduce substances use, initiation of alcohol use and behaviours like truancy and absenteeism. Academic research on BBBS data also confirmed the positive impacts of BBBS on adolescents, helping them to cultivate and develop interests. Besides, other academic research on mentoring also pointed out that mentorship programmes

could bring a very important person to adolescents and facilitate relationship building. Mentors could be role models to adolescents and encourage them to develop. Mentors cared about mentees' growth and positively influenced their behaviours and decisions. They were good listeners to mentees' personal problems as well. Two meta-analysis research studies by the US scholar Dubois and others in years 2002 and 2011 also confirmed the positive effects on outcomes of adolescents by mentorship programmes, including: reduced risk behaviours, enhanced social competence, improved academic achievements and career development, improved psychological health and reduced negative behaviours. These indicators could all be used in the implementation, evaluation, and research work of the CDF Projects.

181. Please refer to Appendix 12 for detailed information and comparisons of the overseas and local mentorship programmes.

### **Part III: Discussion, successful experiences and recommendations**

#### **A. The pioneer projects and poverty alleviation**

##### **I. Concepts of the Projects**

182. CDF encourages children from a disadvantaged background to develop assets building habits and the appropriate attitude, which is a new asset-based model that differs from the traditional model in which it provided programmes and services to meet their needs. To help children to develop positive mindset, learning ability, sense of responsibility and values, this model gathered resources from different disciplines to assist children to develop non-financial assets and to create a positive developmental environment.

##### **II. Findings of the evaluation study**

183. Although current data cannot provide direct evidence to support that participating in the Projects helps alleviating poverty in the long run, but the study demonstrated that the Projects provided a good foundation for the participating children, which created a favourable condition for them to alleviate poverty. First of all, data suggested that the Projects assisted and induced participating children's life planning and long-term goal development, and also uplifted their academic expectations. They exhibited better time management as well, which increased extra-curricular activity participation, and reduced delinquent behaviour. International studies indicated that people with long-term development goals had higher resilience level, and higher resilience facilitated poverty alleviation.

##### **III. Development of healthy intergenerational relationship and facilitating factors/good environment**

184. The Projects also showed positive influence on participating children in community network and non-familial adult relationship development. This was very valuable for young people who were lack of resources. Young people from a disadvantaged background not only suffer from material deprivation but also negative impact in non-material aspect due to poverty. Theories about poverty pointed out that intergenerational poverty was mainly caused by poverty-related culture and the handed down lifestyle. Hence, the Projects introduced a non-familial adult, who had resources and richer networks, into the life of young people from a disadvantaged background. This exposed the young people's life and their original culture with new elements, creating conditions and opportunities. A positive mentoring relationship can widen the horizons of young people, mediate difficulties they encountered in life (including problems in relationships with parents), and promote the healthy growth of young people.

#### **B. Effectiveness of the Child Development Fund pioneer projects**

185. The Projects had three components, namely PDP, mentoring programme, and targeted savings. The Projects provided 24 months of matched savings, mentor guidance, different kinds of pro-development training and activities, and an opportunity to develop and implement PDP. 721 of 750 (96.1%) participating children of the first batch Projects completed targeted savings, developed and accumulated a total amount of \$12,600 financial assets (if the agreed saving amount was lower than \$200, the total amount of financial assets accumulated will be smaller than this amount). As organised by the

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

operating NGOs, participating children received monthly guidance from mentors during the three-year period, attended PDP related activities and training, and at the same time, developed and accumulated non-financial assets through PDP. This helped promoting personal and future career development capability. On average, 721 participating children who completed targeted savings had achieved almost 80% action targets in PDP, demonstrating effectiveness of the Projects.

186. In targeted savings, participating children and family can save regularly for personal development of children and youth, so as to develop and promote good saving habits. Operating NGOs provided training on financial planning to participating children and their parents so that they can learn about financial management knowledge and concepts, which helped them save regularly every month and reduced missing installment. This training helped participating children and their parents develop non-financial assets related to financial planning.
187. To assist participating children to develop and accumulate non-financial assets, besides providing a large amount of activities and training to participating children, the Projects also provided parents and mentors activities and training related to guiding participating children in personal development. Activities provided by the Projects included 325 counts of “personal development planning and interpersonal communication development”, 177 counts of “career planning and learning”, 118 counts of “life planning”, 93 counts of “financial planning and personal asset development”, 74 counts of “sharing”, 66 counts of “mass activities” and 54 counts of “voluntary work”. Through these training, participating children developed and accumulated non-financial assets in various areas, such as financial management, time management, goal setting, understanding towards personal interests and career orientation opportunities, caring and serving community, which facilitate their personal and future career development.
188. Mentoring programme which matched a mentor to each participating child provided guidance to the latter in developing and implementing PDP. Good mentoring relationship promotes family relatedness, resilience and future planning, increasing participating children’s non-financial assets. The Projects required participating children to meet and communicate regularly with their mentors, which facilitated good mentoring relationship development. Mentors and participating children were able to promote each other’s participation in the Projects. Mentors were trained in the Projects, which also contributed to good mentoring relationship development.
189. Apart from matching with mentor, the Projects also allowed participating children to discuss about their plans after graduation, saving plans, emotion and interpersonal relationship problems with non-familial adults. In addition, the Projects also helped participating children maintain communication with existing family and social network and receive support from them. Through training and activities provided by operating NGOs, participating children were able to have greater exposure, more experiences and internship opportunities for their personal development, developing their social network and gaining access to community resources at the same time.
190. It was a unique and important personal development experience to develop life and development goals, and to take action in accordance to the goals strategically. The design of CDF has successfully provided experience and support to participating children from a disadvantaged background, especially matching the participating children with a mentor who provided guidance, and integrating parents’ roles in setting their children’s saving and



## Report of Consultancy Study on the Child Development Fund Pioneer Projects

providing guidance into the Projects so that the family condition and environment are more pro-development.

191. Mentors, parents, private companies and the Government give time and money for participating children's development in the Projects. All these became good role models for participating children, and enabled them to have proper values towards society and personal development. For example, participating children understood that developing personal development plan and goals, discussing and consulting family and adults with resource network about personal development, and saving regularly for personal development are all positive assets passing on to participating children's future development.
192. Components of the Projects facilitated participating children's relationship development and communication with parents and mentors. Participation in activities and training and also meeting and communication between mentor and participating children can facilitate their knowing and understanding each other. Targeted savings provided a shared goal between participating children and parents to work on. And the discussion, recognition, support and implementation of PDP can also improve communication and relationship. Apart from feeling capable of saving a considerable amount of money for children's development, parents were able to observe and witness the positive changes and growth of their children in various aspects.
193. The Projects demonstrated actual effectiveness and objectives. Over 95% of participating children were able to implement PDP related to education, vocational training and skills advancement, so as to prepare them for personal and career development. Activities and trainings of the Projects, in conjunction to meeting and communication between mentors and participating children, provided opportunities for participating children to increase their exposure and undergo experiential learning.
194. Other than influence and effectiveness observed in participating children and their family, positive effect on mentors was also found. After three years of Project participation, guiding and accompanying participating children's development, mentors' knowledge and understanding towards components of the Projects became their experience. They are important mentor talent developed for future batches.
195. The Government of Hong Kong Special Administrative Region launched CDF in late-2008, including asset-based component by means of targeted saving approach, but it differed from the overseas asset-based programmes in two areas. While using matched savings to encourage and develop assets, the Projects introduced mentorship programme as an important way to develop non-financial assets. In the Projects, development and accumulation of the assets were not limited to financial assets, it also valued the development and accumulation of non-financial assets for children and youth. Mentorship programme and targeted savings together provide services to participating children. (Please refer to paragraph 151 to 181)
196. As mentioned in the section of overview of overseas programmes, goals and objectives of the Projects are similar to those programmes, i.e., encouraging savings and for development purpose, developing good relationship and personal development qualities, increasing exposure and community resource network, and learning to plan and to obtain successful experience related to personal and career development through implementation. Targeted savings and mentorship programme prepared participating children in the first two years. PDP implementation enabled participating children to

develop actual personal development assets in the third year, in which targeted savings, good family and mentoring relationship, expanded social network, and achievement of short term goals related to education, vocational training and skill advancement all matched with the poverty alleviating objectives and goals of social welfare and service policies promoted in other countries.

197. The Projects helped participating children and parents develop actual financial assets and financial knowledge related to concepts such as savings, planning, and development through targeted savings and financial planning training. Through financial planning for PDP, a considerable amount of financial asset, and the experience of using targeted savings for their PDP, the Projects helped participating children and their family develop financial literacy, financial skills and confidence to handle and tackle financial problems encountered in daily life. For participating children and family, the increase in financial knowledge and financial literacy was already an important outcome. If by participating in the Projects, participating children and their family developed financial capability, and understood influences of their financial decisions on themselves, their family, the community and society; knew an individual's financial rights and responsibilities; and had access to and obtained various financial resources and demands in different social circumstances and occasions, their development and accumulation of assets (not limited to financial assets) would be greatly enhanced. Developing participating children's and their family's financial capability is the exact goal of the Projects, particularly saving and gaining access to various pro-development resources to achieve short term goals of PDP, understanding the requirement and limitation of goals, and knowing the consequences of decisions and applying different knowledge learned in the PDP development process. To achieve this goal, operating NGOs will need to provide more concrete experience sharing and experiential learning to participating children and parents.
198. Apart from financial assets, CDF also hoped to develop and accumulate non-financial assets which were beneficial to participating children's future personal and career development through the Projects, including positive attitude and correct mindset, personal resilience and ability, and social network. Mentorship programme provided a matched mentor to participating children. Mentors guided and accompanied participating children's growth. Good mentoring relationship development promoted participating children's self-esteem, resilience and expanded social network. To further enhance participating children's development, the Projects may provide experiential activities or training related to non-financial assets, and relate to other learning experiences in school.
199. The Projects created conditions for participating children and parents to develop and accumulate financial and non-financial assets, so as to prepare them for future personal and career development. Yet, without support from the Projects, whether participating children and parents can learn and apply these assets in the Projects and continue to develop and accumulate assets depends on whether the good family and development environment and the good relationship with family and social network brought by the Projects can be maintained. Therefore, operating NGOs should put more emphasis on experiential learning similar to participating's living environment when providing activities and training, ensuring that positive influences brought by the Projects can be sustained after completion of the Projects.
200. The Projects provided actual financial and non-financial assets to participating children. Completing targeted savings and short term goals of PDP prepared participating children for their future personal and career development. Hence, the Team considers that the Projects should be launched continuously. Implementation and set-up of the Projects

enabled majority of participating children to complete the Projects, but the direction of implementation should be even closer to the objectives, creating a more pro-development family and growth environment for participating children.

### **C. Operational modes and successful experiences of the pioneer projects**

#### **I. Targeted savings**

##### Account management

201. Operating NGOs cooperated with banks to open individual accounts for the participating children, which enhanced the community's understanding of the Projects and develop enterprise's sense of social responsibilities. However, it is noteworthy that participating children might cancel the account and drop out without informing operating NGOs. Additional manpower was needed as operating NGOs had to collect payment slips from the participating children every month, as well as arranged consent forms of the participating children and parents for authorising operating NGOs to manage savings in the account in the third year of the Projects.
202. The operating NGO could also set up an account in the name of the Projects for the participating children to deposit their monthly savings, and it was centrally managed by the operating NGO. This method enabled the operating NGOs to identify families with financial difficulties at an early stage and to provide assistance promptly. It could also reduce administrative costs in terms of time and manpower deployment incurred in the processes of opening individual accounts such as coordination with the banks and arranging all participating children to approach the latter, etc.
203. If the operating NGOs used the centralised method to manage targeted savings, participating children were required to deposit into the account themselves every month or pass the money to operating NGOs, so that operating NGOs would deposit the money for them. The first method required participating children to collect the payment slips and then return to the operating NGOs for verification. It would be more convenient to deposit through bank counters or self-service banking, but great inconvenience would be caused if participating children did not remember to collect the payment slip. The second method required participating children to pass their deposit to the operating NGOs within office hours. Though it was not as convenient as the first method, it was simpler and reduced verification work, and operating NGOs were able to have full grasp of participating children's targeted saving progress.
204. Deposition and usage of targeted savings might involve accounting or other department(s) of the operating NGOs. Hence, operating NGOs must develop and simplify their accounting, auditing and approval procedures, as well as ensure that staffs have enough training and ability to manage the savings and bank account information.

##### Assisting participating children's family

205. Operating NGOs should identify families with financial difficulties as soon as possible and provide assistance, so as to help them achieve better performance. This was the key to target savings' great success.
206. Operating NGOs should provide flexible arrangements in targeted savings for families with financial difficulties, such as deferring or allowing flexible installment, setting up

emergency fund, etc., in order to avoid missing installments or outages. Operating NGOs should consider and examine the conditions and principles in requiring these flexible arrangements, and encourage families to return to regular saving routines, preventing abuse of resources. Developing measures to assist families with financial difficulties to continue participating in the Projects would facilitate Project implementation in the future.

207. If emergency funds are used for family's installment, operating NGOs should set the maximum number of months of using emergency funds, or the time limit for returning to regular saving amount after reduction. According to the experience of the first batch Projects, the number of months using emergency funds ranged from 3 to 6 months in general. If the family is not able to return to regular saving routines even after assistance, operating NGOs may suggest participating children's family to withdraw from targeted savings. Participating children may still participate in training and activities of the Projects and mentoring programme to accumulate and develop non-financial assets.
208. Operating NGOs should be aware of the fact that some of the participating children and their families may not be able to save on time because they are out of town during long school holiday (such as Lunar New Year and summer holiday), or the children are too busy in studying during school examination period to make installment to operating NGOs.

### Financial literacy development

209. Although participating children and their family were able to save regularly over the two-year period of the Projects, operating NGOs still had to provide financial management training to parents, so as to consolidate the regular saving habit and sustain behaviours that developed and accumulated non-financial assets.
210. The operating NGOs should also provide trainings and activities for the participating children and their families to facilitate their understanding of the potential assets which targeted savings may become, e.g. fund required for their children's development, or an illustration to promote their understanding and confidence in savings and planning for their children's development.

### Administrative procedures in using targeted savings

211. Operating NGOs should explain details of targeted savings usage in PDP as early as possible, including categories and principles of action targets which targeted savings can be used for, mode and procedures of approval (such as prepayment by operating NGOs or participating children's family, whether quotation is necessary, etc. ), the unit or person responsible for the approval, and schedule, etc.
212. Operating NGOs should provide training to staffs so that they would understand the needs to handle targeted savings usage data cautiously, such as financial management requirement, the work of explaining to parents and participating children about approval criteria and procedures, the development of approval procedures, and enquiries and complaints handling, etc. The Team suggests that operating NGOs may refer to CDF objectives and Service Specifications documents to discuss and develop the concerned details.
213. Operating NGOs differed in approval procedure details, but in general, they requested participating children to apply beforehand, then the social worker would approve the use and purpose of the claim to see if they matched with participating children's PDP goals. In

the case of small amount claims, advanced payment would be made by the families of the participating children, and they could reimburse with the receipts. If the amount of the claim was large, operating NGOs would pay directly to the service or product providers or issue cheques for parents or participating children to be passed on to the providers.

214. It is necessary for operating NGOs to develop simple approval procedures and shorten the time of the targeted savings usage application, to prevent participating children from missing the deadlines of course application.

## II. Recruitment

### Participating children

215. The Team observed that there were two main participating children recruitment sources: 1) school network and 2) community and church networks.
216. Participating children of the Projects were aged 10-16, so most of them were school students. The advantage of recruiting participating children through school network is that recruitment can be conducted in a systematic manner to handle demands of students who are eligible and interested in the Projects. Operating NGOs may develop sustainable and regular recruitment mechanism with the schools, while schools may provide stable number of eligible students for future batches.
217. As all eligible children for CDF are school students, the Team suggests that operating NGOs may consider schools as major recruitment source. Recruitment through school networks usually is done by holding briefing sessions and talks, distributing leaflets through school teachers and school social workers, and inviting eligible students to apply through school social workers. Systematic visits to schools and recruitment seminars for students and parents by operating NGOs can enhance their understanding of the Projects.
218. Little was known about objectives and operation of the CDF when the first batch of the Projects was implemented. Many school principals were not interested in participating because they had not heard about it, which created difficulties to the recruitment. However, after the Government actively promoting the Projects and contacting organisations and persons interested in the Projects, operating NGOs implementing the Projects, and educating and developing networks in the community, as well as participating children, parents and mentors sharing experiences in their networks, CDF has gained popularity and recognition gradually. Some projects even gained praises in the community, schools and among some ethnic minority groups.
219. In terms of the second recruitment source, some operating NGOs had good relationships with community organisations and religious groups, and they were able to recruit participating children from them. They recruited participating children through promotion in activities of community organisations and religious groups, holding briefing sessions and distributing promotional leaflets. This approach is able to reach children and families from different areas of the district and can publicise the Projects in the community quickly.
220. To facilitate recruitment process, operating NGOs may contact SWD and its units, or contact other related community organisations, enterprises and schools through them. Relevant organisations and committees include: District Coordinating Committee, Integrated Family Service Centres and Social Security Field Units of the Social Welfare Department, Associations of School Principals, Parent-Teacher Associations, etc.

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

221. It was more difficult to recruit children aged 14-16 than those aged 10-13 to join the Projects. The ratio of these two age groups of participating children in the Projects was adjusted from 3:7 to 5:5 taking into account the greater demand of the younger children. However, during the recruitment, it is still important to let children aged 14-16 understand and recognise objectives of the Projects, and that their personal development needs can be met through participating in the Projects.

### Mentors

222. The main reasons that attracted mentors to participate in the Projects were “to grow with children or adolescent”, “to share personal growth experience with children and adolescents” “to serve children and adolescents”, and “to contribute to the society”. The Team suggests that when promoting or recruiting mentors, CDF may emphasise the aspects of encouraging children development, accompanying children to grow, and the enhanced recognition of mentors in providing services to children and adolescents for their development in order to attract more interested parties to join.
223. As it was expected that some mentors would drop out from the Projects, operating NGOs may continue recruiting mentors after the start of the Projects and recruit extra number of mentors so as to provide replacement of possible drop-outs in the future. This is a normal and positive practice in mentor recruitment.
224. Operating NGOs may select some of the mentors to be group leaders to enhance communications and management of mentors. People with mentoring experience could help train new mentors through sharing to ensure the skills and service quality of mentoring service. Operating NGOs should also consider and plan for a mentor talent pool, develop mentoring resources and capability development and enhancement. Keeping mentors with experiences in the Projects will have positive impacts.
225. Drawing experiences from the recruitment of participating children, operating NGOs collected the mentors’ views and expectations on the Projects, and contacts with mentees; and time available for activities etc. through systematic use of questionnaires during interviews in the mentor recruitment. Such information would help the operating NGOs to select suitable mentors and design activity schedule convenient to them, so as to prevent withdrawals due to expectation gap or time clash.

### **III. Selection of participating children and mentors**

226. When selecting participating children and mentors, it is necessary for the operating NGOs to conduct individual interviews and regular meetings after joining the Projects, so as to adjust their expectations towards the Projects. It also helps understand participation and performance of participating children and mentors, progress of participating children in targeted savings and PDP. Regular meetings provide assistance and handle common problems of the Projects for participating children and mentors, such as administrative problems, knowledge of the Projects, mentoring relationship, missing installments, PDP goal adjustment, etc.
227. Operating NGOs must ensure that participating children and mentors understand the Projects’ requirement of three year participation to prevent their drop-outs as it would affect the Projects’ outcomes. From past experience, a few individuals may not achieve the Projects’ requirement due to various reasons. Operating NGOs may encourage them to stay in the Projects in other ways and provide assistance.

### Participating children

- 228. When selecting participating children, operating NGOs may accord priority to children whose parents have limited resources and time, or those who demonstrate limited participation in or connection to extra-curricular activities. The effectiveness of the Projects on these children will be more distinctive.
- 229. The Team realised that if some participating children are mischievous or show deviant behaviour, they may assert interference to activities, and mentors may not have sufficient training to handle these children. Operating NGOs may determine the proportion of these children depending on their capability, and provide necessary training and resources. Operating NGOs should also provide sufficient support to mentors, and refer these children to other appropriate service if necessary.

### Mentors

- 230. Operating NGOs may make use of mentor training provided before the Projects as a way to select mentors, such as selecting mentors who would attend all training sessions, showed good communication during training, had social resources, and those observed to have personal characteristics and adequate performance. Mentors may also carry out self-evaluation during training. Thus, they can be assured before matching whether they can continue with the training and participate as a mentor in the Projects after understanding the requirements and responsibilities.
- 231. Before matching, operating NGOs should use different ways to match a suitable mentor to participating children. Interviews, pre-project training, and group activities participated by both mentors and participating children at the beginning of the Projects are all good practices.
- 232. If operating NGOs recruit mentors solely from a single organisation, an agreement should be made with the organisation that if individual mentors leave the organisation, except special conditions or poor performance, mentors should continue staying in the Projects as mentors and keep contact with participating children.

## **IV. Matching of mentors and participating children**

- 233. Regarding mentor-mentee matching, some operating NGOs conducted according to their own criteria; other operating NGOs preferred to arrange small group gatherings and regular meetings every month before starting the Projects in order to develop relationships between mentors and mentees, as well as observe for suitable matching after the mentors and participating children get to know each other.
- 234. Most of the mentors agreed that small group activities at the beginning of the Projects would be beneficial to matching, and suggested that the stage of small group activities should not be too long. The most appropriate period is around three months.
- 235. At the early stage of matching, small group gatherings facilitate relationship development. However, one-to-one meetings should be the major communication method once matching is completed.

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

236. Small groups of mentor-mentee gatherings may induce relationship problems, such as comparison among mentors and mentees, matching of popular mentor and mentee in the group, and the influence of small group relationship to one-to-one relationship. These problems were mentioned in FGD of participating children, mentors and parents. Operating NGOs should handle and prevent these problems more carefully.

### V. Regular support and supervision

237. From the results of the meta-analysis of 55 mentoring programmes published by DuBois in 2002, the effectiveness of mentoring programmes on children who are from family which is at-risk or at lower socio-economic status (SES) is more significant than mentoring programmes in general. And the other two relevant and important factors are the helping profession background of mentor and regular supervision provided to the mentor. Operating NGOs should provide regular supervisions to mentors to enhance their ability and performance, so as to provide better mentoring services to the participating children.
238. Mentors generally have higher SES, which is noticeably different from that of participating children. Hence, mentors may help participating children to expand their community network, and serve as their role models. However, it is still important to develop good mentoring relationship.
239. The Projects require three-year participation of the mentors. In order to maintain good performance throughout the Projects, all-rounded and systematic training, professional support and supervision, as well as community recognition of mentoring services would increase mentors' motivation for participation and reduce withdrawal.
240. To ensure mentors have clear recognition of the Projects and their role, the operating NGOs should distribute the "Guidebook for Mentors" issued by the Government, together with related training, as a reference for the mentors in providing services.
241. Since the Projects lasted for three years, mentors may be unclear about their identity and role during the Project period. They may worry about their relationship with participating children and their participation in the Projects will become routine. Apart from activities held by operating NGOs, they may not meet the participating children, or may become passive in the relationship and the Projects. Operating NGOs should provide information on their role and responsibilities in different stages of the Projects to the mentors, especially in PDP, to facilitate mentors to prepare themselves for providing guidance for the participating children continuously. Operating NGOs should keep contact with the mentors in the third year of the Projects to keep them participate in the Projects.
242. In the mentoring relationship, an interaction and relationship building centred on the participating child is of particular importance. Mentors and participating children faced various kinds of difficulties and problems in different stages of the Projects, such as their being busy with examinations and activities, mentors busy at work, both parties refusing to invest time in the relationship, etc. Receiving regular support from either the operating NGOs, social workers, their supportive supervisors (such as church pastors or social group leaders) or among themselves would be helpful to their participation and performance in the Projects, and to develop relationships with their matched participating children.
243. The peer-support effect would be great for the large number of mentors recruited from corporations, organisations and churches. As they came from the same unit, they may even know each other before participating in the Projects and share their experience regularly.



Besides, the organisations of these mentors would divide them into small groups for regular gatherings and sharing sessions. The organisations would also provide support and guidance, and help in the communication with the operating NGOs to facilitate the mentoring work.

244. Ensuring mentors' understanding of their coordination and division of labour with operating NGOs would promote mentors' understanding towards their roles and participation in the Projects. For examples, mentors can take up the work of contacting other mentors and participating children, holding and leading some activities, etc. Individual operating NGOs may promote mobilising mentors to share some work and responsibilities of the Projects, which further enhances the performance of mentors and promotes relationship with mentors.

### **VI. Activities and training**

245. According to the Service Specifications of the Projects, participating children, parents / guardian and mentors should participate in different activities that are beneficial to the personal development of participating children, while the operating NGOs should also provide sufficient number of activities and training in accordance to the requirement, and maintain specified level of attendance of participating children. Therefore, operating NGOs should carefully consider the main objectives of the Projects when planning activities and trainings, such that the content of activities and training would be more focused on promoting assets of participating children, as well as personal and career development in the future.
246. Operating NGOs should state clearly to parents/guardians at the recruitment stage that they are playing an important role in the Projects, in which they should provide financial and life planning guidance to their children, and develop PDP together with them. Operating NGOs should encourage parents/guardians to keep close contacts with their children and attend activities arranged.
247. There are different modes of activities and trainings in the Projects. The Team classified them into two categories: audience component and occurrence. There are three levels in the audience component: all, group and individual. "All" refers to activities opened to all participating children (e.g., participating children, parents and mentors) although quotas were set for some activities. "Group" refers to participants of the same groups (i.e. participating children, parents and mentors) or groups of children-mentors pairs, which were arranged by the operating NGOs. "Individual" refers to activities with one participant only, such as individual interviews and evaluations. The occurrence category is also divided into three levels: once, more than once and regular. Most of the regular activities were group activities, either for participating children only, or for both participating children and their mentors. Activities organised for more than one time were mainly extra sessions for absentees and short-term programmes for participating children. As the need for manpower and resources differs in different categories of activities, operating NGOs could refer to these classifications while planning and arranging activities and training to balance and adjust resource allocation.
248. The activities and training of the Projects should have a balanced and comprehensive activity schedule in which needs of different parties are considered so that different types of participant can plan ahead and participate in the appropriate activities and training. Operating NGOs may regularly evaluate activities held before and the respective

attendance, and adjust future plans of activities and training based on these evaluation results.

249. Operating NGOs should fully utilise existing government services and other programmes, as well as resources in the community and society when planning activities and training. This approach may enhance quality of the activities and cost-effectiveness of the Projects.
250. Although the number of activities provided by all operating NGOs greatly exceeded the requirements of the Service Specification in the first batch Projects, ensuring good and balanced participation of every participating child remains a challenge to the operating NGOs.

### Modes of activity

251. Mode of activity often employed by operating NGOs when planning and organising activities reflects the activity design and goals, and allocation and arrangement of manpower resources. Nonetheless, different modes of activities impose different time requirements to different types of participant, which may affect the opportunity of meeting and communication between mentors and participating children. There were two major modes of activity. The first one was mass activities which required all participants (e.g. participating children, mentors and parents) to attend. These activities were held once or a few times only, but extra session might be organised for absentees. The second mode was small group/individual activities. The operating NGOs organised activities for different small groups or individuals at different times, and hence, each activity was held for more than ten times or even up to a hundred times.
252. The duration for most of the activities in the first batch Projects was between one to three hours. Visits, mass activities and outdoor activities lasted for half day, full day or even longer. Operating NGOs could consider whether proportion of various kinds of activities has achieved the service requirements, and whether the number of gatherings and training is adequate at different stages of the Projects.
253. Mass activities (such as BBQ) were welcomed by most of the participants (including participating children, parents and mentors). These kinds of activity may facilitate communication between parents and mentors and enrich their sense of involvement in the Projects. Mentors and parents are able to know participating children in different aspects through mass activities. They could also learn more about participating children by observing how participating children get along with others, so as to provide appropriate guidance and recognition. Mass activities would build up impressions and shared experiences between mentors and participating children, and help developing mentoring relationship.
254. Small group activities helped develop mentoring relationship, but replacements were often needed when participating children and mentors were absent. As arranging replacements require additional manpower and time, operating NGOs have to strike a balance between effectiveness and needs of the Projects. Operating NGOs should also take appropriate measures to increase the attendance. In order to enhance the effectiveness of small group activities, operating NGOs should strengthen preparation at the early stage to ensure that the activity arrangements are able to meet the needs of the participants and to avoid wasting resources.

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

255. Regular activities consolidate the participation among all types of participants of the Projects (i.e., participating children, parents and mentors) and also facilitate their participation in irregular activities. All the Projects staffs of operating NGOs, mentors and participating children reported that activities held on the same day of each month would help enhance their attendance and participation. Participating children may develop a sense of belonging and feel the continuity of the Projects, as well as make better arrangements for activity participation. In the perspective of cost-effectiveness, regular activities would save administrative work such as applications and contacts, while promoting attendance at the same time.
256. Specific themes could be set for regular activities, especially themes related to personal development of participating children, so as to facilitate attendance and participation of the participating children, parents and mentors.

### Training of mentors

257. Training sessions held in small groups allow more interactions between mentors and the trainer. This type of training was often conducted by the social workers of operating NGOs. The content was more coherent and interactive, relying on discussion and role play. However, more sessions are needed owing to small group format, and thus, demanding more administrative work by operating NGOs. It is also more difficult to invite outside parties to conduct these training sessions for operating NGOs.
258. Training in the form of large-scale lecture provides an opportunity for people who are interested to become mentor to understand the duties of mentor. Experts may share their experiences about a specific topic. Mentors may decide whether they would participate in the Projects after training. Mentors considered that this type of training was more in-depth, but less interactive and coherent in nature.
259. Operating NGOs could design the training into a series of courses instead of a one-off format. Training on mentoring skills could be conducted systematically. Also, it is easier for mentors to arrange time to attend. Training content included mentoring skills, role play and scenario studies.
260. Apart from training, operating NGOs may also set up mentor group, which consists of about ten mentors a group and is followed up by a social worker. Regular sharing can be held. By arranging staffs to communicate with mentor and follow up mentoring relationship development progress regularly, operating NGOs would be able to provide assistance when necessary. It is more common for mentors and mentees to encounter difficulties at the early stage of the relationship development, and mentors have yet to develop their skills. Operating NGOs should assign designated staff to follow up the progress in mentoring relationship development and provide timely support and supervision at this stage.

### Activities and training arrangement

261. Some operating NGOs conducted survey at the preparation stage to collect views of the participating children, parents/guardians and mentors, so as to develop appropriate content, date and time for activities. The Team considered that in this way operating NGOs would have accurate estimation beforehand, which would help them work out suitable date, time, venue, scale, and content of the activity.

262. By conducting surveys, the available time and number of activities that the participating children, parents/guardians and mentors could participate would be known before the activity timetable was finalised. Participating children considered that this approach enabled them to arrange time for the Projects activities and other extra-curricular activities more easily.
263. Regular and early notice of activities enable participating children, parents/guardians and mentors to arrange time to attend, and hence absence rate may be reduced subsequently. This may foster a sense of belongingness to the Projects among the participating children, parents/guardians and mentors.
264. If there is a quota limit in activity participation, operating NGOs need time in selecting or drawing lots for confirming with activity participants. This causes difficulty for the participants to arrange their schedule, particularly participating children who are active in other extra-curricular activities.
265. The operating NGOs could take into account different time schedules of targeted participants so to prevent time clashes while planning activities. Operating NGOs and participants should understand and try coordinating with each other. For instance, mentors usually have spare time on weekday evenings, while participating children and their parents can only participate during weekends. Activities involving different types of participants should be arranged and announced in advance in order to allow sufficient time for participants to reserve time for attendance. When organising activities, time coordination between different parties is often considered as a challenge. Operating NGOs should ensure that all parties understand the importance of core activities in the Projects and encourage them to participate.
266. Operating NGOs may send the schedule and details of activities to participating children, parents/guardians and mentors by mail, and inform them the application arrangements. Operating NGOs may also distribute event details in regular activities, or by other means such as text messages or the internet.
267. Operating NGOs could hold the same activity or training at different times and venues. This allows participating children to choose the time and venue which they most preferred. For regular activities or training, participating children can arrange their schedule because the former is planned and announced in advance.
268. Operating NGOs may consider organising activities which target to be attended jointly by various types of participants. This may provide an opportunity for participating children, parents and mentors to know each other, share experience and enhance the relationship. Furthermore, as the number of activities would be reduced and this may reduce workload of operating NGOs. Different parties attended FGD agreed that if other parties were participating in the activity together, they would be more motivated to attend and would recognise the importance of the activity. If time coordination is an issue, operating NGOs may consider confirming the time, venue and content of the activity early, so that targeted participants can reserve their time.
269. Some parents and mentors often had difficulty attending activities due to work. Operating NGOs may conduct simple surveys to collect information on suitable time and activities for them. Operating NGOs may also encourage parents and mentors' participation by providing incentives such as serving meals in the activities, so as to help them arrange time to participate activities and training.

270. The activities were often held in fixed venues, such as service centres of the operating NGOs. More flexibility should be allowed in planning venues for small group activities so that the venues are convenient to participants, such as in the participants' neighbourhood or near to the locations of the mentors (such as churches). For other activities, participants may first gather at the services centre. Then, they may travel to the destinations with the guidance of staffs or by transportation arranged by operating NGOs.
271. In the Projects, activities for parents are free of charge and thus would cost no financial burden to the families. Parents are more interested in activities and training related to Targeted Savings arrangement, participating children's PDP, and mass activities. Operating NGOs may arrange these types of activities and training more often to increase parental participation and strengthen their ability to provide assistance to their children's financial and life planning, as well as asset development and accumulation.
272. For the number of activity sessions, operating NGOs which held more small group activities would be able to provide more options for the participating children and mentors. In operating NGOs' point of view, even if participating children and mentors are not able to attend the session which they enrolled, they may attend another sessions, which is a more flexible arrangement.
273. There was outbreak of flu H1N1 and temporary suspension of primary schools at the beginning of the first batch Projects. Operating NGOs should consider other forms of activities to cope with the abrupt situations, such as conducting activities and training through internet.

### Content of activities and trainings

274. Many participating children expressed interests in field visit programmes, which broadened their horizons and exposed them to new people and experience, such as visiting different types of secondary schools, tertiary institutions, public organisations and enterprises. Some participating children also reported preference of more exchange programmes outside Hong Kong.
275. Among the activities held by the operating NGOs, activities related to "Personal development plan and interpersonal communication development" were held most. Many of the activities were in the form of small groups. However, as the contents were more related to personal and interpersonal relationship, they were not directly related to the Personal Development Plan of the participating children.
276. Most of the parents/guardians suggested that more activities be arranged for them to share the experiences of guiding children. The operating NGOs could organise sharing sessions and trainings regularly, to encourage interaction among parents/guardians and share their experiences in participating the Projects and supporting their children in participation.
277. The operating NGOs could let the parents understand the progress of their children in the Projects through sharing sessions. Appropriate communication channels should also be set up to inform the parents about their children's participation in the Projects activity, and other opportunities for their participation.
278. The operating NGOs could ask the parents and participating children about their participation in activities other than the Projects, and also what kind of courses that they

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

are interested in, but have no chance to apply. If there is sufficient number of participating children having an interest in the same courses which could enhance their personal development, the operating NGOs may arrange instructors to deliver the programmes in the service centres.

279. The operating NGOs could hold training sessions for the parents, such as parents-children relationship and financial management, to help them guide the personal development of their children.
280. The operating NGOs should hold regular sharing sessions for the mentors, to provide supervision support and enhance their mentoring skills. This would be particularly important for mentors who did not have enough experiences. For the mentors who cannot attend the regular meetings, the operating NGOs should provide other opportunities and platforms to keep communicating with and provide supervision for them.
281. To promote the Projects, the government and operating NGOs frequently held recognition events to appreciate the outstanding participating children and mentors. The recognition events can raise level of involvement of participating children and mentors and encouraged them to participate continuously.

### Suggestions for activities and training

282. Significant correlations were found between mentor activity participation and mentee activity participation, but not between parent activity participation and mentee activity participation. The correlations of participation in the same type of activity between mentors and mentees were also higher than the correlations in different types of activity. It would suggest the operating NGOs should organise activities for mentor-mentee pairs to participate, and also, participation of one party would enhance the participation of the other party.
283. It may not be so easy for parents and participating children to learn the concepts of building and accumulating assets in training and activities in the Projects especially about non-financial assets. This may be due to the fact that non-financial assets are more abstract than financial assets as the progress and outcomes of the latter can be measured in quantitative terms. The effectiveness of building and accumulating non-financial assets could not be demonstrated in a short time, so it was more difficult for participating children and parents to grasp the concept. The operating NGOs should remind participating children and parents the objectives of CDF from time to time, that is "to encourage children from a disadvantaged background to plan for the future and cultivate positive attitudes", and "through formulating and implementing PDPs, to encourage these children to develop an asset-building habit and to accumulate financial assets as well as non-financial assets". Operating NGOs should also encourage mentors and participating children to learn and implement these goals through their interactions.
284. There is a need for the Projects to increase and systematically provide experiential learning opportunities of building and accumulating non-financial assets to participating children and parents, to deepen their learning of non-financial assets in the different parts of the Projects. The drafting up and implementation of PDPs in the Projects should be the most important component of such learning opportunities.
285. Some parents reflected that they had difficulties in putting the ways of financial management which they learned from the trainings into practice. They can only apply

limited financial management knowledge learned from the Projects. The parents considered that if the contents of training could be customised according to their financial environment and the needs in daily living, training could be more appealing to them. Also, it would be easier for parents to apply what they had learned in their real lives. The operating NGOs could use some successful financial management examples in the training. Through participating in the Projects, participating children and parents had a real life experience in financial management and use of assets, which promoted participating children's ability to learn about financial management for future planning. For example, parents could first develop concrete goals with the child, such as completing Grade 8 piano certificate examination, and carefully calculating the cost involved. Then, they should save regularly for the child's development depending on the cost and family's financial capability. They can also plan ahead the length of time required for saving to achieve their goals. Moreover, some parents also expressed their concerns that their plans are taking longer time and it will be more difficult to achieve them due to increase in travelling and relevant expenses, and material costs because of inflation, as their savings could hardly catch up with the inflation rate. Participating children and parents, therefore, need to take these factors into consideration when planning the budget for personal development.

286. The learning and experience in the Projects could be treated as "other learning experience" in the New Senior Secondary Curriculum if such was recognised by the school authority. This would be beneficial to the participating children's participation, schoolwork and development. The operating NGOs should explain this benefit and help gain support from schools.
287. As participating children are the main service targets of the Projects, it is reasonable that the operating NGOs would invest most of the resources on them. However, the operating NGOs should also understand that if the role and function of parents and mentors could be fully actualised, the effectiveness of the Projects can be achieved even with less effort. Therefore, the operating NGOs should take parents' and mentors' needs in activity into consideration when they allocate their resources. For example, the operating NGOs can encourage parents and mentors to participate in different types of activities and invite them to attend activities held for participating children. Not only enriching their knowledge and understanding of the different areas of personal development, parents and mentors can also get to know more about the participating children and share the operating NGO's workload in following up individual cases.
288. Some participating children had difficulty and doubt in finalising their PDPs, as they do not know well about their own interests and future directions. The operating NGOs should, apart from having in-depth discussions with participating children about their PDPs, encourage the involvement of mentors and provide support, such as holding study or career talks for mentors, to strengthen their understanding towards the current school system and different developmental pathways in educational or vocational training and skills advancement, so as to assist mentors to provide more appropriate guidance to participating children and follow-up their development.
289. Some of the parents lacked the abilities and experience to identify and locate resources or courses suitable for their children's personal development, making the task of providing guidance to their children's personal development even more difficult. To prepare parents for their guidance role, the operating NGOs should provide some basic information and training on resources searching to parents in the first two years of the Projects, such as using search function on the internet or holding information sharing sessions.

290. It is essential for the Projects to let parents and participating children learn and understand the importance and methods to transform financial assets built up by saving to non-financial assets such as developing goals, planning and implementation. Apart from learning from Targeted Savings and PDPs of the Projects, parents and participating children should be provided with actual examples and practical experience, through training of the operating NGOs and guidance of mentors so as to assist and consolidate their learning. The development and accumulation of financial and non-financial assets is expected to be continued after the completion of the Projects. Hence, participating children and parents need to understand if they do not start to plan and implement, there will be hardly anything fruitful at the end, and that they have to be persistent.

### **VII. Meeting and contacts between participating children and mentors**

291. On mentoring relationship building, the operating NGOs have different opinions on the arrangement of communications and contacts between mentors and mentees. Some operating NGOs encouraged individual meetings and contacts between mentors and mentees from the beginning, while other operating NGOs insisted that mentor-mentee meetings in the first year must be conducted under the supervision of their staff. The Team will investigate the effectiveness of the different arrangements.
292. Regarding mentors' expectations on meetings and communications, mentors expected to meet their mentees once to twice every month. For means of contacts, mentors expected to contact their mentees at the activities, face-to-face meetings and by telephone.
293. Most participating children reflected that activities held by the operating NGOs in the first two years were the main channel for them to meet their mentors. Since the operating NGOs reduced the number of activities which involved both participating children and mentors in the third year, the opportunity of communication and meeting was reduced at the same time. Therefore the operating NGOs should follow up with the mentor-mentee relationship to ensure meetings and communications to be continued in the third year.
294. The operating NGOs could encourage the participating children to communicate with their mentors through Internet, including using emails, or set up blogs or Facebook groups for communication and sharing among small groups of participating children and mentors. The operating NGOs could also set up blogs or Facebook groups for the participating children and their mentors to facilitate the implementation of the programme and exchange of information.
295. Having accurate and up-to-date information on meeting/communication would help the operating NGOs keep up with the progress of participating children, mentors and parents. The operating NGOs could also follow up with the mentors on reporting of communication and meeting information and facilitate information sharing among stakeholders.
296. The participating children may only have few opportunities to meet and communicate with their mentors as their mentors were too busy. The operating NGOs should provide adequate help or substitute with another mentor when necessary. Similarly, mentor may also have difficulties in building a relationship with their matched mentees, such as encountering mentees who were indulged in computer games or idols, or with a personality in having one's own way and showing no or lukewarm response to their mentors. In view of these difficulties, mentors need to accommodate the interests of participating children, to know and join participating children in what they were interested to do in order to improve their relationships. Mentors should attempt and actively solve



problems in their relationship with participating children, such as participating children losing temper or being angry, lying to their parents and mentors, being late or not showing up for their appointments. These mentors would require participating children to shoulder their responsibility, respect others, learn to communicate and get along with others, and broaden their horizons.

297. Most of the participating children were passive in the relationship with their mentors, especially in the case of younger participating children. Mentors had to take initiative in developing the relationship and narrow the distance between them. Once the relationships had developed successfully, participating children would gradually become more active.
298. Most of the mentors said that they wanted to share their personal experience of growth and development with their mentees, and to get along with their mentees as their friends.
299. When mentors and participating children communicated about personal matters, such as family relations, friends, or emotional problems, they considered that sharing at one-to-one communications and meetings were more appropriate. It was also appropriate for discussions of PDPs in terms of time and context.
300. Non-financial assets can be built up in many ways in everyday lives. For example, when mentors and participating children could not meet face-to-face due to various reasons, mentors could discuss with participating children at other appropriate means of communication and time, such as sending letters or leaving messages, joining activities organised by the operating NGOs together, learning to complete some goals together within a limited time and discussing PDPs with participating children. Various parties participating in the Projects faced a big challenge in having a busy life but with insufficient time. Overcoming this challenge and enhancing the ability to cope with the time demand would be an important non-financial asset to participating children of the Projects.
301. Apart from making suitable arrangement for the matched pairs to re-define their relationships at the end of the Projects, operating NGOs also need to properly manage pairs who had ended the relationships before the end of the Projects. This would facilitate those who still stayed in the Projects to continue participation.
302. The operating NGOs should develop formal procedures to acknowledge the termination of the mentoring relationship in the Projects and change in their relationship afterwards, and acceptable mode of interaction after the completion of the Projects.

### **VIII. Personal development plan**

303. Both participating children and parents in the Pioneer Projects considered academic achievement very important. Many participating children and parents already had clear objectives in their personal development plans before the implementation of the Projects. Most participating children planned to spend their targeted savings on study-related items, such as tuition fees or further education. Action targets of participating children were mainly related to areas of education and skill enhancement as well. Therefore, the operating NGOs could help stakeholders to learn more about development concerning education and skill enhancement areas.
304. The study uses the PDP form to make the component of personal development plan in the Projects more specific and clear. The operating NGOs could use this form to work out the personal development plan with the participating children, parents and mentors.

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

Participating children need to attend trainings related to personal development, and the staff of the operating NGOs could help participating children in drafting of PDP individually, and encourage mentors to guide them in filling the forms.

305. In the process of drafting their PDPs, participating children should learn the skills in planning, and to choose and implement different goals under the constraints of time, money and resources, and receive related training. By the end of the second year of the Projects, operating NGOs should focus the activities and trainings on finalising and implementing the PDPs so as to cope with the growth and development of the participating children.
306. Some stakeholders may be unable to fully master the PDPs of participating children. The operating NGOs could make a list of personal development goals, with the required skills and training, and providers of these services for participating children as references. The skills and training listed can be divided into three categories. The first category includes courses provided in the New Senior Secondary Curriculum and their relationships with other qualifications. The second category includes courses provided by organisations which focused on vocational training, such as the Institutes of Vocational Education (IVE). These organisations have good understanding of the local labour market and the demand for required skills. The third category includes training and skills recognised by Education Bureau. This would allow participating children to understand the connections of their personal development with the employment condition and the work systems in society.
307. Participating children could fine-tune their PDP after completing the PDP form. They may make good use of public resources available in the community, such as library and courses provided by community centres, for achieving their PDP goals.
308. Supports from family, school, organisations, government and community, and personal competence could increase participating children's confidence in implementing and completing the PDPs, but the requirement of completing the PDPs in three years caused time restrictions, especially to those who have to take part in public examinations at the same time.
309. The operating NGOs should discuss PDPs with the participating children in the first two years of the Projects, and assist them to draw up concrete action targets to minimise revision in the third year. The operating NGOs can mobilise their resources in assisting PDP implementation.
310. The operating NGOs could develop a system to enable participating children, parents, social workers, and even mentors, to discuss the details of participating children's PDPs. Whenever there is difference in opinion between participating children and parents, social workers and mentors can act as mediators to facilitate the two parties to reach consensus.
311. Mentors may not be competent to guide their participating children in the drafting of PDPs. Such a duty required professional knowledge and it would be more appropriate to be conducted by social workers. Therefore, in actual operation, the social workers helped the participating children draft their PDPs while the mentors would observe, listen or give support. Under the design of the Projects, both the operating NGOs and mentors were required to provide guidance to participating children and assist them in drafting and implementing their PDPs. Therefore, the operating NGOs should strengthen mentors' training and help them to understand their roles and functions in the aspect of PDP. The

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

division of work between the operating NGOs and mentors allow both parties to make best use of their strengths and facilitate the personal development of the participating children.

312. As expressed by some operating NGOs, some parents worried that they might not be able to spend the targeted savings freely. The operating NGOs should make clear to parents that the targeted savings were not meant to use for coping with daily living expenses, but as a funding for PDP of the participating children, and the usage of the savings is under the framework of the CDF projects. On the other hand, some projects staffs expressed the needs to allow discretionary use of the savings by parents, and to spend the savings appropriately under the guidance of the operating NGOs. Parents and participating children were also concerned whether the arrangement in spending the savings can meet their needs and expectations, and they did not consider any urge to use up the ten thousand dollars savings in the third year.
313. The four factors attributing to better use of targeted savings in PDP implementation are early preparation, appropriate time, appropriate development area and goals, and the flexibility to cope with emergency. If existing public and other resources can be made fully use for implementing PDP, only a small amount of targeted savings would be used, and thus, the rest can be kept and spent on other aspects for personal development.
314. Those participating children and parents showed a better use of targeted savings were those who had clear development goals. They started researching information related to the goal at the beginning of the Targeted Savings, or even before joining the Projects. Mentors could also assist participating children and parents in the research process, which enabled the participating children to better utilise their financial assets with adequate understanding about the aspects of the development goals, while the Projects provided an opportunity for them to put the plans into practice.
315. Some participating children may not be able to complete all or part of their goals in the PDP due to individual or family changes (such as unable to further study because of unsatisfactory public examination results). Their PDPs may need to be adjusted to cope with their updated situation. Targeted savings could provide adequate amount of money for the participating children to continue personal development even when they encounter unexpected problems.
316. More than 90% of the participating children used all or part of their Targeted Savings in the third year of the Projects to implement their PDPs. However, as shown in chart B32, more than 80% of the participating children did not use up all the savings in the three-year period. There were less than 10% of the participating children who did not use any of their savings. (Details in paragraph 32.) The Social Welfare Department issued guidelines to ensure that the operating NGOs had made appropriate arrangement with the participating children and parents on handling the unspent savings, and encouraged them to use all the savings on the PDPs of the participating children. The Team suggested that the CDF should continue to provide guidelines on handling the unspent savings for the future batches of the Projects. The Team also suggest that the operating NGOs could strengthen the follow up with those participating children who did not use any of the targeted savings in the last half year of the Projects, investigate the reasons and their progress on personal development, as well as to encourage them to have at least one successful experience in implementing their PDPs in the third year of the Projects.

### IX. Human resources

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

317. In the recruitment and selection of participating children and mentors, following up the mentor-mentee relationship, guiding the participating children to work out and implement their PDPs, as well as the supervision on the Targeted Savings, the operating NGOs should conduct individual meetings and interviews with the participating children parents/guardians and mentors. The work required plenty of human resources and time. The operating NGOs are therefore needed to have better plans for the work. The Team suggested that the operating NGOs to start planning for the work before the Projects begin, and then evaluate and make necessary adjustments to the above areas at least once a year.
318. As the financial support for the Projects was limited, the operating NGOs need to allocate resources for administrative work for the three-year projects, prepare staff to handle and follow up with the administrative work of the Projects.
319. Staffs of the operating NGOs may have to use the casework approach to follow up with some participating children and their families. This is to ensure that participating children's performance was up to the Projects' standards and achieved effectiveness. As a result, they invested a considerable amount of additional resources. While this approach is rational, the resources provided by the Projects might not be able to fully support for casework approach for all participating children or their families. This would also differ from the original purpose of the Projects which encouraged utilisation of community resources. Hence, in order to achieve the community-based goal of the Projects, the Team suggested that the operating NGOs should focus on developing community resources, strengthening networks, mobilising mentors and volunteers, and providing trainings.
320. To cope with the limitation on resources, the operating NGOs should accumulate experience and develop resources network to tackle some of the problems encountered in resources usage and limitation, such as developing mentor network and community resources.

### **D. Recommendations for CDF long-term mode**

321. Apart from individual components of the Projects, the implementation of the Projects in the long run would depend on the capability of operating NGOs (please refer to paragraph 116 to 134), and preparation of local community and support from all stakeholders (please refer to paragraph 135 to 142). Based on the information and findings of the study, and the overview of overseas programmes, the Team had the following suggestions for CDF long-term mode.

#### **I. Long-term development and promotion platform of the Projects**

##### Increasing implementation capability of the Projects

322. To enhance operating NGO's sustainability in the Projects' objectives and service standard in the long run, so that participating children, parents, and mentors may receive quality service and expected benefits in future batches, the Team suggests operating NGOs to utilise the available management, Project implementation and assessment tools. Operating NGOs also need to follow up participating children's performance and benefit through data management at individual level and institutional level, so as to finetune the Projects implementation and corresponding measures.
323. Parents and mentors have very important roles as they provide quality guidance to participating children to help them develop and implement PDP in the three-year period of

the Projects. Hence, to sustain their quality guidance provided to participating children, CDF should provide relevant training to parents and mentors continuously. Furthermore, the Team also found that some parents and mentors had limited understanding towards the New Senior Secondary Curriculum and the community resources which might be provided for participating children's development. Operating NGOs can provide relevant training to parents and mentors to promote their ability to provide guidance and support to participating children.

324. Operating NGOs may consider different feasible and effective modes to hold activities and training, so as to help participating children, parents / guardians, and mentors to develop and accumulate resources, increase the opportunities to participate and gain experience. Also, operating NGOs may produce and provide training materials and information in different formats (such as digitalisation), so that participating children, parents and mentors who are not able to attend training and activities can learn by themselves.
325. Apart from the existing mode of activities, the Projects may consider providing project-related information to the public, participating children and related parties through media such as internet, television and radio, providing in-depth introduction of the Projects' objectives and contents to achieve publicity purpose.

### Capability of operating NGOs

326. CDF may encourage and assist operating NGOs to strengthen their ability to implement the Projects, including to develop mentor talent pool, resources network and to adjust resources allocation to cater for the Projects' long-term development. Increased central support towards district implementation of the Projects can ensure more effective resources integration from community and other sources and provide a social environment and good opportunities for participating children's development and asset accumulation. Also, CDF should encourage operating NGOs to provide training to social workers and other staffs who are involved in Project implementation, so as to develop their professional knowledge and ability in relevant areas, including: asset-based concept related policies and service projects, volunteer recruitment, community network development, mentor training and supervision skills, child personal development and related experiential training, project information and data management and usage. These all help operating NGOs promote the capability and effectiveness in implementing the Projects.

### Preparation and capability of community: multi-disciplinary collaboration model

327. CDF is a social welfare programme with collaboration among the Government, private sector and community which encourages different disciplines to contribute to the community, and makes more effective use of society's resources. Private sector and community cooperate with each other, which provide matching fund, voluntary mentors, exposure learning or even internship opportunity for children's future personal and career development. Therefore, CDF should consider potential mechanism which promotes various parties of society to achieve shared vision and expectations towards long-term development of CDF. It should recognise supporting organisations appropriately to motivate different parties to participate in CDF continuously, and gather resources for child development together, and build up capital for the future of society.
328. In order to follow up CDF's direction at policy level, the Team suggests developing a high level and standing steering mechanism which involves the Government, private sector and community, so as to enhance the community's consensus on CDF's objective and

implementation, and let the acceptance of the community gradually increase. The Team suggests considering the “synergetic innovation mechanism” to continuously develop and improve CDF. This mechanism has two levels: at implementation level, which is the current system, i.e. SWD to follow up regularly, while operating NGOs to report the Projects’ progress on a regular basis. This is to ensure the Projects are progressing effectively. It is important to strengthen the current way of sharing which let representatives of operating NGOs share their own implementation experiences at more occasions. At steering level, a steering committee is to steer on the long term development of CDF with a view to bring benefits to eligible children and youth. The existing Steering Committee on CDF should continue its multi-disciplinary involvement, including representatives from business sector, social services (including charitable sector) and academia, in discussing service model standards.

329. Three batches of the Projects have been launched. As the number of participating children is increasing, the demand of mentors and matching fund will also go up. Since CDF will launch other batches in the future, more youth service organisations are needed to participate and continue implementing the Projects. The Team considered that it is necessary to develop standards of “multidimensional normalisation of quality service model”, so as to ensure that community is prepared and has enough implementation capability for future batches to be launched regularly and continuously. The 40 Projects of the first three batches were implemented by eighteen organisations, in which thirteen were subvented by SWD, and the remaining five were non-subvented. To encourage more social service organisations to participate in Project implementation, apart from increasing promotion, the Government may consider helping some operating NGOs to gain access to some start-up resources (such as data system) if necessary, so that operating NGOs can start the Projects more easily and it would attract more organisations to apply for CDF. In addition, when operating NGOs can run the Projects on a regular basis, the Team considered that the government should encourage them to establish partnership with other organisations to achieve the objectives of the Projects, which is to integrate resources from different parties, in a more stable manner. In other words, partnership with enterprises, churches, schools and other religious bodies can be encouraged and strengthened in the existing community-based service model of social welfare organisation. This will provide stronger incentives and social capital in all the districts of Hong Kong systematically, which ensures that the quality of the Projects will not be at the expense of the increase in quantity, gradually forming “multidimensional normalisation of quality service model”.
330. In sum, only with a continuing and strengthening multi-disciplinary platform cooperated by the Government, private sector and community which promotes the asset based concept, continuous implementation longer term model of CDF can tie in with new mindset in social welfare and service policy in order to optimise the Projects, including: promoting person-centred social services; encouraging participating children to develop and accumulating financial and non-financial asset; coordinating with quality foundation education and vocational training, parent-children services, supporting children’s personal development, so as to alleviate intergenerational poverty.
331. As stated earlier, whether CDF can succeed and continue to develop depends on the implementation capability of the future operating NGOs, preparation of different stakeholders and availability of sufficient resources in the community. The suggestions mentioned above require coordination from operating NGOs and stakeholders in the community. Currently, Hong Kong society has achieved a common vision in healthy child and youth development and intergenerational poverty alleviation. CDF has also

accumulated initial implementation experience and results, including CDF management model led by the Government, Project implementation, recruitment and fund raising carried out by operating NGOs which provide children and youth services, participating by schools and different private companies, etc. Together with partner organisation founded by the society for CDF long term development, in conjunction to community networks and connections established by operating NGOs, good foundation is built for a collaboration platform participated by the Government, private sector and the public. The Government has to continue sustaining and deepening this kind of collaboration platform for the long term development for future batches, ensuring that the objectives and effectiveness of CDF and the Projects can be developed continuously.

332. Since the three batches of the Projects have been launched, organisations related to the Projects and belonged to different categories were developed or participated under CDF framework in Hong Kong society, such as Quality Mentorship Network, Child Development Matching Fund, Network of Health and Welfare Studies of the Hong Kong Polytechnic University, etc.; regional alliances were developed by operating NGOs, such as Hong Kong Church Network for the Poor; structures and resources allocation were actively reviewed by some of the operating NGOs to fit the Projects. It is reflected that Hong Kong society is capable of continuous development and improvement of CDF long-term development and future batches. More importantly, it reflects long term preparation of community and operating NGOs which are determined to accept and implement the Projects, community's long term response towards development of the Projects, increase in acceptance and recognition by participating children and mentors. The Government may make use of these existing advantages and favourable conditions to promote CDF long term development.

## II. Implementation details of individual components in future batches

### Volume of service

333. While three batches of the Projects were already launched, the number of operating NGOs increased. For example, in the third batch, there were five new operating NGOs, and many operating NGOs were willing to participate in different batches continuously. From the Team's understanding, there were still other organisations and groups which were interested in participating. The Team considered that implementation capability of CDF in the community is gradually building up. In addition, there were parents actively inquiring and expecting their children to participate in the Projects, reflecting the demand in the community. The Team considered that CDF may regularly and continuously launch Projects. Yet, since each Project lasts for three years, plus the corresponding preliminary work (such as application, preparation, recruitment, and fund-raising) and post-project work (such as follow-up after the project completion, updating information and reporting), each Project requires operating NGOs to invest time and resources for three and a half years or above. Furthermore, mentors need more time to be nurtured and accumulated in the community. CDF should consider the experience, number and capability of operating NGOs of the past three batches, participation and demand of community to work out the number of Projects every year / every batch. It is also important to consider the demand of community when working out the number of Projects in each district. The Team considered that if circumstances allowed, CDF should gradually increase the number of Projects every year / every batch.
334. When launching the Projects, school timetable should also be considered, so that participating children can complete the three-year Projects smoothly. As mentioned in paragraph 39, since some of the participating children were preparing for HKDSE which

was completed in April, 2012, and the Projects had already ended, they were not able to concentrate on PDP implementation. According to the Projects' experience, CDF has already adjusted so that recruitment began at a new school year, and launched in October and January respectively for second and third batch. This arrangement better matches participating children's need.

335. The number of Projects has been gradually gone up along with the increase in the public's understanding, acceptance and response towards the Projects and enhancement in operating NGOs' implementation capability until a new balance is achieved between the number of Projects and the community's demand for the Projects. In the long run, the Projects should cover more children and youth, who are eligible, to develop and accumulate assets, so as to facilitate their future personal and career development, and to enable them to utilise government, public, community, family, and personal resources.
336. Currently, each project has about 100 to 120 participating children. According to the Team's observation and operating NGOs' sharing, the number of participating children is appropriate and operating NGOs have already developed a cost-effective way in operation. Yet, if individual operating NGOs would like to target at children or youth with specific backgrounds/needs, they will need expertise and community network resources in that area, so as to ensure that they could meet the service standards and/or requirements of CDF when they are providing service to over a hundred participating children. In future batches, CDF can review the number of Projects annually and the number of participating children in each Project, so that CDF can meet the developmental needs of children and youth.

### Targeted savings

337. The Team considers targeted savings as very successful. CDF should maintain the existing good practice and implement continuously. The current monthly saving target, matching ratio and installment number can also be maintained. However, as stated in paragraph 72, the Government should collect relevant targeted savings usage data, and consider factors such as financial ability of participating children's family and inflation to review, as and when appropriate and reasonable, monthly saving target, matching ratio, and special financial incentive for future batches. This ensures that participating children have a reasonable amount of savings for use when they work on the short-term goals of PDP.
338. Rising prices due to inflation is expected to continue. Expenses on materials, training, and transportation required for children or youth development increase noticeably, resulting challenges and limitations when participating children and parents develop PDP. CDF is not providing financial aid, but an experience and opportunity for personal development. So the Projects should provide more relevant training to participating children and parents, ensuring that they understand and consider the influence of these factors on development.

### Mentoring programme and mentor talent development

339. According to developmental and consultancy study of different overseas mentorship programmes, developing mentor sharing platform to provide recruitment and fund raising function, training mentors, exchanging information, and sharing experience are important set-up in mentoring programmes. CDF should allocate resources for mentor sharing platform actively.



340. Mentor talent development is also one of the highlights for future CDF development. Mentors of the Projects were mostly recruited from enterprises, private organisations, religious groups, community groups, volunteer team and professional bodies, which reflects the current recruitment network of operating NGOs. Other mentorship programmes and literatures pointed out that major recruitment targets included government departments, working youths, university students, and retirees. Therefore, the Team suggests the Government and CDF to promote and develop networks among these groups, strengthen connections with different parties to strive for CDF and child development.
341. Good mentoring relationship is the key of success. According to developmental and consultancy study of different overseas mentorship programmes, regular and goal-oriented meeting is very important to non-financial asset development and good mentoring relationship. Besides the role and requirements of mentors in the Projects, such as undergoing training, meeting participating children monthly and providing guidance, CDF may encourage mentors to create at least one pro-development experience for participating children, so as to increase motivation of participating children and mentors to meet regularly. This may serve as one of the outcome indicators for CDF.

### Personal development plan

342. Participating children develop and accumulate non-financial asset through training and activities, in which these training and activities should be related to asset development. Among them, content of experiential learning, experience sharing, information exchange, financial and time management, public resources and services, goal setting and plan implementation are considered to be the most relevant. CDF should actively include more field trips, internship programmes, and other relevant training and activities.
343. Development and improvement of PDP should begin at the same time when the Projects are launched. Through regular research, sharing, guidance, trial and review, PDP will be developed and improved continuously, and it will become more customised to participating children's developmental needs. Parents and mentors should undergo relevant training early and regularly, and participate and guide participating children throughout the PDP development and implementation process. The whole process is the most unique core of CDF, providing a rare and valuable experience of financial ability and asset development and usage to participating children and family.

### Continuous knowledge development and sharing mechanism

344. Operating NGOs are required to hold sharing sessions for participating children, parents, mentors and donors to attend together. SWD also holds sharing sessions for operating NGOs and briefing sessions for organisations which are interested in CDF. These are activities which CDF may hold more often as they facilitate knowledge and experience exchange among operating NGOs (including the same operating NGO from different districts) within and across batches, and encourage more organisations to participate. Nevertheless, there are private organisations actively promoting sharing between operating NGOs (including the same operating NGO from different districts) within and across batches. They also promote project-related knowledge and experience in the community, so that operating NGOs of the future batches may benefit from experience of previous batches. The Government and private organisations can coordinate the support provided to operating NGOs to enhance effective experience and knowledge sharing so

that operating NGOs' implementation capability and effectiveness of the Projects on children and youth development are enhanced.

345. A well-developed data system is as important as experience sharing sessions to knowledge development and sharing. Operating NGOs can update Project data more efficiently and make use of online data management, so that they can have a full grasp on data. As a result, they can monitor Project process and review effectiveness, improve or adjust implementation model whenever appropriate, and provide evidence-based experience to other operating NGOs or operating NGOs in future batches. Currently, to promote knowledge and implementation capability of staffs towards the Projects, there are individual, big operating NGOs allocating resources to develop their own CDF data management system. However, there may not be real time data update and online data management feature, and so there is still room for improvement. Small and medium operating NGOs' development of their own data management system are constrained by their resources and capability. Yet, a quality project management system has been developed for CDF by the community. Operating NGOs may use the system for free and they are welcome to provide feedback for future improvement. These systems all develop and share knowledge and experience of CDF. Operating NGOs may introduce or refer to these systems to develop or enhance their own system. In the long run, system can provide a feature which allows mentors to input data of communication and meeting between mentors and participating children, so that operating NGOs may have full grasp of updates on mentoring relationship. The system also enables mentors and participating children to have a better understanding towards their performance data in the Projects and make comparison with the overall data, so that they can improve. In fact, if the system has features such as resource sharing platform and discussion forum, knowledge sharing can be achieved at individual level.

### III. Follow-up study

346. This study only covers the three-year period of the Projects such that effectiveness being discussed in this report only reflects participating children's performance during this period. However, child development is a long process. A follow-up study which investigates participating children's personal development outcome after the Projects completed may give a more comprehensive picture of CDF's long term influence on children's personal development. According to paragraph 162 and 180, asset-based programmes and mentorship programmes outside Hong Kong provide some outcome indicators in child and youth development. But it is important to consider objectives of CDF and characteristics of local participating children when choosing the appropriate development outcome indicators for follow-up study. Based on findings of this study and objectives of CDF, the Team suggests that follow-up study may consider measuring the following development outcome indicators,
- Academic / career condition
  - Financial aids received by individual and family
  - Academic performance and education level
  - Professional qualification and work experience
  - Social engagement (such as community service or organisation membership)
  - Family, mentor, and other social network
  - Leisure time activities
  - Goals and future expectations
347. The Team suggests that follow-up study should continue studying participating children's personal development outcome until they are aged 21, when they have already joined or

will be joining the workforce. Follow-up study can learn about participating children's academic and career status, preparation for joining the workforce, and asset sufficiency to make them to become active, good community members. Since the minimum age to participate in CDF is ten years old, the youngest participating children were only thirteen when they completed the three-year Projects. Hence, follow-up study will have to last for eight years to collect all participating children's outcome indicator data until they reach 21 years old. Follow-up study only needs to be conducted every six months or once a year by telephone survey to collect development outcome indicator data and update their contact information. However, it is important to ensure that there is sufficient number of participating children who are willing to participate in the study for the next few years to provide and update data. To increase the number of participant and significance, follow-up study may include participating children of the first three batches. If control group is included in the design, then it can help eliminating or reducing other influences on participating children's personal development after the Projects completed, so that conclusion about CDF's influence on children's long term personal development drawn from the follow-up study will be more accurate and reliable.

## Appendix

### Appendix 1. Glossary

Chinese	English	Abbreviation
絕對值	absolute value	
行動項目	action target	
資產為本項目	asset-based programme	
活動出席	attendance	
浸信會愛群社會服務處	Baptist Oi Kwan Social Service	
基線問卷調查	baseline questionnaire survey	
建立及累積	build and accumulate	
職業或學業的規劃	career planning and learning	
兒童發展基金	Child Development Fund	CDF
兒童發展配對基金	Child Development Matching Fund	CDMF
基督教勵行會	Christian Action	
聯盟	coalition	
扶貧委員會	Commission on Poverty	CoP
社會保障援助	Comprehensive Social Security Assistance	CSSA
顧問團隊	Consulting Team	CT
對照組	control group	
相關分析	correlation analysis	
相關係數	correlation coefficient	$r$
應用社會科學系	Department of Applied Social Sciences	
弱勢家庭	disadvantaged background	
地區福利服務協調委員會	District Coordinating Committees	DCC
商業機構及個人捐助者	donor	
教育、職業培訓及技能提升	education, vocational training and capacity enhancement	
緊急基金	emergency fund	
情感質量	Emotional Quality Scale	
要求達標	empowerment and performance standard	
評估研究	evaluation study	
因素分析	Factor analysis	
親緣關係	family relatedness	
金融及非金融資產	financial and non-financial assets	
學生資助辦事處學生資助計劃	Financial Assistance Scheme of the Student Financial Assistance Agency	FAS of the SFAA
金融能力	financial capability	
金融知識	financial knowledge	
金融文化	financial literacy	

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

財務規劃及個人資產發展	financial planning and personal asset development	
焦點小組討論	focus group discussion	FGD
跟進問卷調查	follow-up questionnaire survey	
F-檢驗	F-test	
規劃未來	future planning	
訂立目標	goal setting	
激勵自主	Help to cope	
香港理工大學社福及醫療研究網絡	HKPolyU Network for Health and Welfare Studies	
香港中學文憑考試	Hong Kong Diploma of Secondary Education	HKDSE
港島	Hong Kong Island	
香港聖公會福利協會	Hong Kong Sheng Kung Hui Welfare Council	
工業福音團契	Industrial Evangelistic Fellowship / The Industrial Evangelistic Fellowship Limited	
跨代貧窮	inter-generational poverty	
九龍東	Kowloon East	
九龍西	Kowloon West	
生涯規劃	life planning	
縱向研究	longitudinal study	
大型團體活動	mass activities	
配對	matching	
配對比例	matching ratio	
平均數與標準值	mean and standard deviation	
家庭住戶每月收入中位數	Median Monthly Domestic Household Income	MMDHI
會面及溝通	meeting and communication	
師友關係質量	mentoring relationship quality	MRQ
友師	mentors	
師友配對	Mentorship Programme	
欠缺供款的期數	missing installment	
每月儲蓄目標	monthly saving target	
新界東	New Territories East	
新界西	New Territories West	
沒有負面情感參與	no negative emotional engagement	
非政府機構	non-governmental organisation	NGO
概率比	Odds Ratio	OR
$p$ 值	$p$ value	$p$
家長或監護人	parents or guardian	
參加者	Participating children	
個人發展規劃	Personal Development Plan	PDP
個人發展規劃及人際溝通發展	personal development planning and interpersonal communication development	

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

先導計劃	Pioneer Project	
正面情感參與	positive emotional engagement	
進程數據管理	process data management	PDM
追求親近	psychological proximity seeking	
追求親近量表	Psychological Proximity Seeking Scale	
心理計量方法	psychometric method	
質性數據	qualitative data	
優質師友網絡	Quality Mentorship Network	QMN
量性數據	quantitative data	
招募	recruitment	
關係量表	Relatedness Scale	
一致性信度分析	reliability analysis	
兒童發展基金督導委員會研究小組	Research Task Force of the CDF Steering Committee	
抗逆力	resilience	
篩選	Screening	
自尊心	self-esteem	
服務規定說明	Service Specification	
分享	sharing	
短期及長期目標	short-term and long-term goal	
社區網絡	social network	
特別財政獎勵	special financial incentive	
統計顯著性	statistical significant	
支援督導	supportive supervision	
目標儲蓄	Targeted Savings	
立法會財務委員會	The Finance Committee of the Legislative Council	
教會關懷貧窮網絡	The Hong Kong Church Network for the Poor	HKCNP
香港青年協會	The Hong Kong Federation of Youth Groups	
香港理工大學	The Hong Kong Polytechnic University	HKPolyU
香港特別行政區政府	The Hong Kong Special Administrative Region	HKSAR
勞工及福利局	The Labour and Welfare Bureau	LWB
社會福利署	The Social and Welfare Department	SWD
天水圍	Tin Shui Wai	
培訓及活動	training and activities	
信任	trust	
T-檢驗	t-test	
東涌	Tung Chung	
東華三院	Tung Wah Group of Hospitals	
義工服務	voluntary work	
關係以青年為中心	youth-centred relationship	

## Appendix 2. References

- Allen, N. E. (2005). A multi-level analysis of community coordinating councils. *American Journal of Community Psychology*, 35(1-2), 49-63.
- Allen, T. D., & Eby, L. T. (2007). *The Blackwell handbook of mentoring: A multiple perspectives approach*. Malden, MA: Blackwell.
- Berkowitz, W. R., & Wolff, T. (2000). *The spirit of the coalition*: American Public Health Association.
- Butterfoss, F. D., Goodman, R. M., & Wandersman, A. (1993). Community coalitions for prevention and health promotion. *Health Education Research*, 8(3), 315-330.
- Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2002). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *Prevention and Treatment*, 5, Np.
- Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2004). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *Annals of the American Academy of Political and Social Science*, 591, 98-124.
- Chan, C. C., & Ho, W. C. (2006). Intensive Community Mentoring Scheme in Hong Kong nurturing police-youth intergenerational relationships. *Journal of Intergenerational Relationships: Programs, Policy, and Research*, 4(2), 101-106.
- Chan, C. C., & Ho, W. C. (2008). An ecological framework for evaluating relationship-functional aspects of youth mentoring. *Journal of Applied Social Psychology*, 38(4), 837-867.
- Cheng, L. C. (2004). *Developing Family Development Accounts in Taipei: Policy innovation from income to assets* (No. 83). London: London School of Economics.
- Cheng, L. C. (2007). *Asset-based policy in Taiwan: Demonstration and policy progress*. (No. CSD Policy Brief 07-33). St. Louis, MO: Center for Social Development, Washington University in St. Louis.
- Chinman, M., Hannah, G., Wandersman, A., Ebener, P., Hunter, S. B., Imm, P., et al. (2005). Developing a community science research agenda for building community capacity for effective preventive interventions. *American Journal of Community Psychology*, 35, 143-157.
- Chowa, G., Ansong, D., & Masa, R. (2010). Assets and child well-being in developing countries: A research review. *Children and Youth Services Review*, 32, 1508-1519.
- Committee for Proprietary Medicinal Products. Points to consider on adjustment for baseline covariates. *Stat Med*, 23:701-709, 2004.
- Commission on Poverty. (2007). *Report of the Commission on Poverty*. Hong Kong.
- Darling, N., Hamilton, S., Toyokawa, T., & Matsuda, S. (2002). Naturally occurring mentoring in Japan and the United States: social roles and correlates. *American Journal of Community Psychology*, 30(2), 245-270.
- DuBois, D. L., & Karcher, M. J. (Eds.). (2005). *Handbook of youth mentoring*. Thousand Oaks, California: Sage Publications.
- DuBois, D. L., & Rhodes, J. E. (Eds.). (2006). Youth mentoring [Special issue]. *Journal of Community Psychology*, 34(6).
- DuBois, D. L., Doolittle, F., Yates, B. T., Silverthorn, N., & Tebes, J. K. (2006). Research methodology and youth mentoring. *Journal of Community Psychology*, 34(6), 657-676.
- DuBois, D. L., Holloway, B. E., Valentine, J. C., & Cooper, H. (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology*, 30(2), 157-197.
- DuBois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J. C. (2011). How effective are mentoring programs for youth? A systematic assessment of the evidence. *Psychological Science in the Public Interest*, 12(2), 57-91.

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

- DuBois, D., L., & Rhodes, J., E. (2006). Introduction to the special issue: Youth mentoring: Bridging science with practice. *Journal of Community Psychology*, 34(6), 647-655.
- Durlak, J., & DuPre, E. (2008). Implementation Matters: A Review of Research on the Influence of Implementation on Program Outcomes and the Factors Affecting Implementation. *American Journal of Community Psychology*, 41(3), 327-350.
- Dweck, C. S. (2006). *Mindset: the new psychology of success* (1st ed.). New York: Random House.
- Flaspohler, P., Duffy, J., Wandersman, A., Stillman, L., & Maras, M. (2008). Unpacking Prevention Capacity: An Intersection of Research-to-practice Models and Community-centered Models. *American Journal of Community Psychology*, 41(3), 182-196.
- Germann, K., & Wilson, D. (2004). Organizational capacity for community development in regional health authorities: a conceptual model. *Health Promotion International*, 19(3), 289-298.
- Glymour, M. M., Weuve, J., Berkman, L. F., Kawachi, I., & Robins, J. M. (2005). When is baseline adjustment useful in analyses of change? An example with education and cognitive change. *American Journal of Epidemiology*, 162 (3), 267-278.
- Goldberg, D., & Williams, P. (1988). *A user's guide to the general health questionnaire*. London: nferNelson.
- Goodman, R. M., Speers, M. A., McLeroy, K., Fawcett, S., Kegler, M., Parker, E., et al. (1998). Identifying and defining the dimensions of community capacity to provide a basis for measurement. *Health Education & Behavior*, 25, 258-278.
- Grinstein-Weiss, M., Wagner, K., & Ssewamala, F. M. (2006). Saving and asset accumulation among low-income families with children in IDAs. *Children and Youth Services Review*, 28(2), 193-211.
- Hall, G. E., & Hord, S. M. (2006). *Implementing change : patterns, principles, and potholes* (2nd ed.). Boston: Pearson/Allyn and Bacon.
- Hamilton, S. F., Hamilton, M. A., Hirsch, B. J., Hughes, J., King, J., & Maton, K. (2006). Community contexts for mentoring. *Journal of Community Psychology*, 34(6), 727-746.
- Harper, C., Marcus, R., & Moore, K. (2003). Enduring poverty and the conditions of childhood: lifecourse and intergenerational poverty transmissions. *World Development*, 31(3), 535-554.
- Herrera, C., Grossman, J. B., Kauh, T. J., & McMaken, J. (2011). Mentoring in schools: an impact study of Big Brothers Big Sisters school-based mentoring. *Child Development*, 82(1), 346-361.
- Karcher, M. J., Kuperminc, G. P., Portwood, S. G., Sipe, C. L., & Taylor, A. S. (2006). Mentoring programs: a framework to inform program development, research, and evaluation. *Journal of Community Psychology*, 34(6), 709-725.
- Kegler, M. C., Steckler, A., McLeroy, K., and Malek, S. H. (1998). Factors that contribute to effective community health promotion coalitions: A study of 10 project ASSIST coalitions in North Carolina. *Health Education & Behavior* 25(3), 338-353.
- King, C. T., Smith, T. C., & Glover, R. W. (2011). *Investing in Children and Parents: Fostering Dual-Generation Strategies in the United States*. Ray Marshall Center for the Study of Human Resources, The University of Texas at Austin.
- Larson, R. (2006). Positive youth development, willful adolescents, and mentoring. *Journal of Community Psychology*, 34(6), 677-689.
- Allen, M. L., & Martinez, S. (2005). The politics of children's issues: challenges and opportunities for advancing a children's agenda in the political arena. In R. M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), *Applied developmental science: an advanced textbook* (pp. 325-352). Sage publications: California.
- Li, Y.-J. (2006). *She hui zheng ce yu li fa shi wu jiang*. Tai zhong shi : Xu ya hui.
- Lian, K. F. (2008). Is there a social policy in Singapore. In K. F. Lian & C. K. Tong (Eds.), *Social policy in post-industrial Singapore* (pp. 21-44). Leiden: Brill.
- Liang, B., Tracy, A., Taylor, C. A., Williams, L. M., Jordan, J. V., & Miller, J. B. (2002). The relational health indices: a study of women's relationships. *Psychology of Women Quarterly*, 26(1), 25-35.



## Report of Consultancy Study on the Child Development Fund Pioneer Projects

- Loke, V., & Sherraden, M. W. (2007). Building Children's Assets in Singapore: The Post-Secondary Education Account Policy (No. 07-36). St. Louis, MI: Center for Social Development, George Warren Brown School of Social Work, University of Washington at St. Louis.
- Loke, V., & Sherraden, M. W. (2009). Building assets from birth: a global comparison of Child Development Account policies. *International Journal of Social Welfare*, 18(2), 119-129.
- Lynch, M., & Cicchetti, D. (1997). Children's relationships with adults and peers: an examination of elementary and junior high school students. *Journal of School Psychology*, 35(1), 81-99.
- Mason, L. R., Nam, Y., Clancy, M., Loke, V., & Kim, Y. (2009). SEED Account Monitoring Research: Participants, Savings, and Accumulation (No. RP09-05). St. Louis, MI: Center for Social Development, George Warren Brown School of Social Work, University of Washington at St. Louis.
- Masten, A. S. (2001). Ordinary Magic: Resilience processes in development. *American Psychologist*, 56, 227-238.
- Masten, A. S., & Wright, M. O. (2009). Resilience over the lifespan. In J. W. Reich, A. Zautra & J. S. Hall (Eds.), *Handbook of adult resilience*. New York: Guilford Press.
- MENTOR/National Mentoring Partnership (2005). How to build a successful mentoring program using the Elements of Effective Practice™ Available from [www.mentoring.org/eeptoolkit](http://www.mentoring.org/eeptoolkit)
- Meyer, J., Masa, R. D., Zimmerman, J. M. (2010). Review of child development accounts in developing countries. *Children and Youth Services Review*, 32, 1561-1569.
- Midgley, J. (2003). Assets in the Context of Welfare Theory: A Developmentalist Interpretation. Center for Social Development. Washington Univ. in St Louis: Working Paper No. 03-10.
- Milbourne, L. (2009). Remodelling the third sector: advancing collaboration or competition in community-based initiatives? *Journal of Social Policy*, 38(2), 277-297.
- Ministry of Education Singapore (2008). *Edusave Annual Report 2007*. Singapore: Ministry of Education, Singapore.
- Mohamad Maliki, O., Chua, S. L., Gan, S.-I., & Sudha, N. (2008). National youth mentoring plan. Retrieved from <http://www.nyc.pa.gov.sg/MungoBlobs/570/795/NYMP08.pdf>.
- Moore, K. (2001). Frameworks for understanding the intergenerational transmission of poverty and well-being in developing countries. CPRC Working Paper 8. Manchester: IDPM, University of Manchester.
- Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., et al. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist*, 58, 449-456.
- OJJDP (Office of Juvenile Justice and Delinquency Prevention) (2006). Mentoring initiative for system involved youth Retrieved 2 November, 2009, from <http://ojjdp.ncjrs.org/grants/solicitations/06mentoringinitiative.pdf>.
- Pluye, P., Potvin, L., & Denis, J.-L. (2004). Making public health programs last: conceptualizing sustainability. *Evaluation and Program Planning*, 27(2), 121-133.
- PPV/Public Private Venture (2002). Measuring the quality of mentor-youth relationships: a tool for mentoring programs: Northwest Regional Educational Laboratory.
- Prenda, K. M., & Lachman, M. E. (2001). Planning for the future: a life management strategy for increasing control and life satisfaction in adulthood. *Psychology and Aging*, 16(2), 206-216.
- Public/Private Ventures. (2002). Measuring the quality of mentor-youth relationships: a tool for mentoring programs. Portland, OR: Northwest Regional Educational Laboratory.
- Putnam, R. D. (2000). *Bowling alone : the collapse and revival of American community*. New York, N.Y.: Simon & Schuster.
- Rhodes, J. E., & and Lowe, S. R. (2009). Mentoring in adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of Adolescent Psychology* (3rd. Ed.). (pp. 152-190). NJ: John Wiley & Sons, Inc.

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

- Rhodes, J. E., & DuBois, D. L. (2008). Mentoring relationships and programs for youth. *Current Directions in Psychological Science*, 17, 254-258.
- Rhodes, J. E., Bogat, G. A., Roffman, J., Edelman, P., & Galasso, L. (Eds.). (2002). Youth mentoring in perspective [Special issue]. *American Journal of Community Psychology*, 30(2).
- Rhodes, J., Reddy, R., Roffman, J., & Grossman, J. B. (2005). Promoting successful youth mentoring relationships: a preliminary screening questionnaire. *The Journal of Primary Prevention*, 26(2), 147-167.
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, N.J.: Princeton University Press.
- Schreiner, M., & Sherraden, M. (2005). *Drop-Out from Individual Development Accounts: Prediction and Prevention*: Center for Social Development, Washington University in St Louis.
- Schreiner, M., & Sherraden, M. (2005). Saving in ADD: Measures from MIS IDA. Paper presented at the Taking the Measure of ADD.
- Schreiner, M., & Sherraden, M. W. (2007). *Can the poor save? Saving & asset building in individual development accounts*. New Brunswick, N.J.: Transaction Publishers.
- Sherraden, M. W. (1991). *Assets and the Poor: A New American Welfare Policy*. Armonk, NY: ME Sharpe.
- Sherraden, M. W. (2003). Assets and the social investment state. In W. Paxton (Ed.), *Equal shares? Building a progressive and coherent asset-based welfare* (pp. 28-41). London: IPPR.
- Sherraden, M. W. (2005). Inclusion in Asset Building. Testimony for Hearing on "Building Assets for Low-Income Families" Subcommittee on Social Security and Family Policy, Senate Finance Committee. Retrieved from <http://finance.senate.gov/hearings/testimony/2005test/mstest042805.pdf>
- Sherraden, M., Schreiner, M., & Beverly, S. (2003). Income, Institutions, and Saving Performance in Individual Development Accounts. *Economic Development Quarterly*, 17(1), 95-112.
- Silverstein, M., Bengtson, V. L., & Lawton, L. (1997). Intergenerational solidarity and the structure of adult child parent relationships in American families. *American Journal of Sociology*, 103(2), 429-460.
- Thornton, T. N., Craft, C. A., Dahlberg, L. L., Lynch, B. S., & Baer, K. (2002). *Youth violence prevention: a sourcebook for community action*. Georgia, Atlanta: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.
- Wagnild, G. M., & Young, H. M. (1993). Development and psychometric evaluation of the Resilience Scale. *Journal of Nursing Measurement*, 1(2), 165-178.
- Wandersman, A. (2009). Four Keys to Success (Theory, Implementation, Evaluation, and Resource/System Support): High Hopes and Challenges in Participation. *American Journal of Community Psychology*, 43(1), 3-21.
- Wandersman, A., Duffy, J., Flaspohler, P., Noonan, R., Lubell, K., Stillman, L., et al. (2008). Bridging the Gap Between Prevention Research and Practice: The Interactive Systems Framework for Dissemination and Implementation. *American Journal of Community Psychology*, 41(3), 171-181.
- Wandersman, A., & Florin, P. (2003). Community Interventions and effective prevention. *American Psychologist*, 58, 441-448.
- Williams Shanks, T. R., Kim, Y., Loke, V., Destin, M. (2010). Assets and child well-being in developed countries. *Children and Youth Services Review*, 32, 1488-1496.
- Wolff, T. (2001). Community Coalition Building - Contemporary Practice and Research: Introduction. *American Journal of Community Psychology*, 29(2), 165-172.
- Yuen, M., Gysbers, N. C., Chan, R. M. C., Lau, P. S. Y., Leung, T. K. M., Hui, E. K. P. (2005). Developing a career development self-efficacy instrument for Chinese adolescents in Hong Kong. *International Journal for Educational and Vocational Guidance*, 5(1), 57-73.
- Zakocs, R. C., & Edwards, E. M. (2006). What Explains Community Coalition Effectiveness?: A Review of the Literature. *American Journal of Preventive Medicine*, 30(4), 351-361.

### Appendix 3. Questionnaire for Participating Children

## Evaluation Study on Child Development Fund Pioneer Projects Questionnaire for Participating Children

### Introduction:

The Department of Applied Social Sciences of The Hong Kong Polytechnic University (University) is commissioned to conduct a consultancy study (study) on the Child Development Fund Pioneer Projects (the Projects), so as to provide information of the Projects' implementation and effectiveness for insights to establish long-term goal and policies which promote child development in Hong Kong.

This questionnaire will collect information of personal particulars and the opinion of respondent towards the pioneer projects. Except those written text or numeric answers, please tick your answers (e.g. ☒) for the multiple choice questions. The university will manage and analyse the collected information, and no other people except the researchers can access to the information. All the information and opinion collected are confidential, and will be used only for the evaluative and statistical purposes of the study.

If you have any question about the study, please contact our research staffs at 2766 4223. Upon completion of the questionnaire, please return the completed questionnaire to the Team by the freepost reply envelope provided or to the operating NGO. Thank you.

For internal use only								
Checker :		Date :	____(M)____(D)____(Y)	Questionnaire number: <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>				
Worker ID :		Name :		Centre number: <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>				

A0	<b>Participating Children ID : (For operating NGO only)</b>								
	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>								

Part 1: Background Information		Internal Use Only										
A1	<b>Your Chinese or English name: ( <u>as shown on ID card</u> ) [xxxxx]</b> <div style="border: 1px solid black; height: 30px; width: 450px; margin-top: 5px;"></div>	A1: <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div>										
A2	<b>Your gender: [x0000]</b> 1 <input type="checkbox"/> Male      2 <input type="checkbox"/> Female	A2: <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div>										
A3	<b>Your year and month of birth: [x0000]</b> Year <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; text-align: center;">1</td><td style="width: 20px; text-align: center;">9</td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> Month <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table>	1	9					A3a: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> A3b: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table>				
1	9											
A4	<b>The current school you are studying in: [xxxxx]</b> <div style="border: 1px solid black; height: 30px; width: 660px; margin-top: 5px;"></div>	A4: <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div>										
A5	<b>The current education level you are in is: [x0xxxx]</b> 1 <input type="checkbox"/> primary 3      5 <input type="checkbox"/> secondary 1      9 <input type="checkbox"/> secondary 5 2 <input type="checkbox"/> primary 4      6 <input type="checkbox"/> secondary 2      10 <input type="checkbox"/> secondary 6 3 <input type="checkbox"/> primary 5      7 <input type="checkbox"/> secondary 3 4 <input type="checkbox"/> primary 6      8 <input type="checkbox"/> secondary 4	A5: <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div>										
A6	<b>You are living in: [x0xxxx]</b>  Hong Kong Island:    01 <input type="checkbox"/> Mid-Western District    02 <input type="checkbox"/> Eastern District 03 <input type="checkbox"/> Southern District      04 <input type="checkbox"/> Wan Chai District Kowloon:                05 <input type="checkbox"/> Kowloon City District    06 <input type="checkbox"/> Yau Tsim Mong District 07 <input type="checkbox"/> Sham Shui Po District    08 <input type="checkbox"/> Wong Tai Sin District 09 <input type="checkbox"/> Kwun Tong District New Territories:      10 <input type="checkbox"/> Tsuen Wan District      11 <input type="checkbox"/> Kwai Tsing District 12 <input type="checkbox"/> Northern District      13 <input type="checkbox"/> Sai Kung District 14 <input type="checkbox"/> Tuen Mun District      15 <input type="checkbox"/> Tai Po District 16 <input type="checkbox"/> Sha Tin District      17 <input type="checkbox"/> Tin Shui Wai District 18 <input type="checkbox"/> Tung Chung District 19 <input type="checkbox"/> Yuen Long District (excluding Tin Shui Wai) 20 <input type="checkbox"/> Islands (excluding Tung Chung) 21 <input type="checkbox"/> Other : _____	A6a: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> A6b: <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div>										

Internal  
Use Only

A7 **Are you a Hong Kong permanent resident?** [x0000]

1 ☐ No 2 ☐ Yes

A7:

☐

A8 **Which year did you settle in Hong Kong?** [x0000]

A ☐ Since birth B ☐ Year \_\_\_\_\_

A8:

A9 **Your place of birth is:** [x0000]

1 ☐ Hong Kong 2 ☐ Macau 3 ☐ Guangdong  
4 ☐ Other Provinces or cities in China, please specify: \_\_\_\_\_  
5 ☐ Nepal 6 ☐ India 7 ☐ Pakistan 8 ☐ Africa  
9 ☐ Other countries, please specify: \_\_\_\_\_

A9a:

A9b:

☐

A9c:

☐

## Part 2: Personal Resilience [x0xxx]

From your experience last month, choose the most suitable answer for the following fifteen questions.

B1: I have self-discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3: I am determined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B5: My belief in myself gets me through hard times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B7: When I am in a difficult situation, I can usually find my way out of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B9: I feel proud that I have accomplished things in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11: I am friends with myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13: I can usually find something to laugh about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15: I can usually look at a situation in a number of ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B1	
B2	
B3	
B4	
B5	
B6	
B7	
B8	
B9	
B10	
B11	
B12	
B13	
B14	
B15	

Part 3: Family Relationship [xxxxx]		Internal Use Only
C1	<p><b>In the past six months, how often did you have dinner with your parent (or guardian)?</b></p> <p>1 <input type="checkbox"/> Every night                      4 <input type="checkbox"/> 2 to 3 times a month  2 <input type="checkbox"/> 2 to 6 times a week            5 <input type="checkbox"/> Once a month or less  3 <input type="checkbox"/> Once a week                      6 <input type="checkbox"/> Never</p>	C1: <input type="checkbox"/>
C2	<p><b>In the past six months, how often did you communicate with your parent (or guardian)?</b></p> <p>1 <input type="checkbox"/> Every day                      4 <input type="checkbox"/> 2 to 3 times a month  2 <input type="checkbox"/> 2 to 6 times a week            5 <input type="checkbox"/> Once a month or less  3 <input type="checkbox"/> Once a week                      6 <input type="checkbox"/> Never</p>	C2: <input type="checkbox"/>
C3	<p><b>In the past six months, in general, how close were you with your parent (or guardian)?</b></p> <p>1 <input type="checkbox"/> Not close at all  2 <input type="checkbox"/> Quite close  3 <input type="checkbox"/> Very close</p>	C3: <input type="checkbox"/>
C4	<p><b>In the past six months, how similar was your view compared with your parent's (or guardian's)?</b></p> <p>1 <input type="checkbox"/> Very different  2 <input type="checkbox"/> Quite different  3 <input type="checkbox"/> Quite similar  4 <input type="checkbox"/> Very similar</p>	C4: <input type="checkbox"/>
C5	<p><b>In the past six months, did you voluntarily provide any help to your parents, your friends and neighbourhoods? (e.g. shopping, taking care of others, repairing things)?</b></p> <p>1 <input type="checkbox"/> Often    2 <input type="checkbox"/> Sometimes    3 <input type="checkbox"/> Seldom    4 <input type="checkbox"/> Never</p>	C5: <input type="checkbox"/>
C6	<p><b>In the past six months, did you get any help voluntarily from your parents, your friends and neighbourhoods? (e.g. shopping, taking care of others, repairing things)?</b></p> <p>1 <input type="checkbox"/> Often    2 <input type="checkbox"/> Sometimes    3 <input type="checkbox"/> Seldom    4 <input type="checkbox"/> Never</p>	C6: <input type="checkbox"/>

Internal  
Use Only

According to your usual situation, please choose the most suitable answer for the following questions. [xxxxx]

C7b: I wish my parent (guardian) would spend more time with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8: I enjoy the time I spend with my parent (guardian).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10: I wish I could talk more with my parent (guardian).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11a: When I am with my parent (guardian), I feel happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11c: When I am with my parent (guardian), I feel ignored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11e: When I am with my parent (guardian), I feel bored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11g: When I am with my parent (guardian), I feel safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12a: When I am with my parent (guardian), I feel important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12c: When I am with my parent (guardian), I feel loved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C7a	
C7b	
C7c	
C8	
C9	
C10	
C11a	
C11b	
C11c	
C11d	
C11e	
C11f	
C11g	
C12a	
C12b	
C12c	

**Part 4: Academic** [xoxxx]

D1 **In the last semester, what is your rank among the whole class?**

Rank number: \_\_\_\_\_

☐ There is no ranking in our school

☐ I don't know / I don't remember

D1:

--	--

D2 **In the last semester, what is your rank among the whole form?**

Rank number: \_\_\_\_\_

☐ There is no ranking in our school

☐ Don't know / don't remember

D2:

--	--

Internal  
Use Only

D3 **In this semester, what is your school attendance rate in approximate?**

\_\_\_\_\_ %

D3:

D4 **You wish you can:**

- 1 ☐ Stop going to school, if possible
- 2 ☐ Finish primary school
- 3 ☐ Finish junior secondary school
- 4 ☐ Finish senior secondary school
- 5 ☐ Finish university

D4:

D5 **What is the highest level of qualification you think you can achieve?**

- 1 ☐ Don't know
- 2 ☐ Primary school level
- 3 ☐ Junior secondary school level
- 3 ☐ Senior secondary school level
- 4 ☐ Diploma or certificate level
- 5 ☐ University degree level
- 6 ☐ Master or doctoral degree level

D5:

D6 **What do you think about going to school?**

- 1 ☐ Not important at all
- 2 ☐ Unimportant
- 3 ☐ Quite important
- 4 ☐ Very important
- 5 ☐ Don't know

D6:

D7 **How meaningful is "going to school" to you?**

- 1 ☐ Not meaningful at all
- 2 ☐ Not meaningful
- 3 ☐ Quite meaningful
- 4 ☐ Very meaningful
- 5 ☐ Don't know

D7:

D8 **What is the expectation of your parent (guardian) on your educational attainment?**

- 1 ☐ Don't know
- 2 ☐ Primary school level
- 3 ☐ Junior secondary school level
- 3 ☐ Senior secondary school level
- 4 ☐ Diploma or certificate level
- 5 ☐ University degree level
- 6 ☐ Master or doctoral degree level

D8:



		Internal Use Only																				
D9	<b>Do you think you can meet the expectation of your parent (guardian) on your educational attainment?</b>	D9: <input type="checkbox"/>																				
	1 <input type="checkbox"/> Don't know																					
	2 <input type="checkbox"/> Lower than expected																					
	3 <input type="checkbox"/> Just meet																					
	4 <input type="checkbox"/> Higher than expected																					
D10	<b>What do you think about the chance of getting into university?</b>	D10: <input type="checkbox"/>																				
	1 <input type="checkbox"/> Don't know																					
	2 <input type="checkbox"/> No chance at all																					
	3 <input type="checkbox"/> Very little																					
	4 <input type="checkbox"/> Moderate																					
	5 <input type="checkbox"/> Very high																					
	6 <input type="checkbox"/> Certainly																					
<b>Part 5: Personal Planning and Career</b>																						
E1	<b>Do you have any plan after graduation?</b> [xoxxx]	E1: <input type="checkbox"/>																				
	1 <input type="checkbox"/> No 2 <input type="checkbox"/> Yes																					
E1a	<b>Does participating in the Projects facilitate the development of your personal development goals?</b> [oooox]	E1a: <input type="checkbox"/>																				
	1 <input type="checkbox"/> No 2 <input type="checkbox"/> Yes																					
E1b	<b>Does participating in the Projects facilitate the development of your career development goals?</b> [oooox]	E1b: <input type="checkbox"/>																				
	1 <input type="checkbox"/> No 2 <input type="checkbox"/> Yes																					
E2	<b>In the past six month, when you want to talk about your plan after graduation, who will you talk to? Please indicate from the list of people you know those you will talk to and their numbers? (Can choose more than one answer)</b> [xxxxx]	E2a: E2cc: <table border="1"> <tr><td><input type="checkbox"/></td><td></td></tr> <tr><td><input type="checkbox"/></td><td></td></tr> <tr><td><input type="checkbox"/></td><td></td></tr> <tr><td><input type="checkbox"/></td><td></td></tr> <tr><td><input type="checkbox"/></td><td></td></tr> <tr><td><input type="checkbox"/></td><td></td></tr> <tr><td><input type="checkbox"/></td><td></td></tr> <tr><td><input type="checkbox"/></td><td></td></tr> <tr><td><input type="checkbox"/></td><td></td></tr> <tr><td><input type="checkbox"/></td><td></td></tr> </table>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>																						
<input type="checkbox"/>																						
<input type="checkbox"/>																						
<input type="checkbox"/>																						
<input type="checkbox"/>																						
<input type="checkbox"/>																						
<input type="checkbox"/>																						
<input type="checkbox"/>																						
<input type="checkbox"/>																						
<input type="checkbox"/>																						
	1 <input type="checkbox"/> Father																					
	2 <input type="checkbox"/> Mother																					
	3 <input type="checkbox"/> Sisters or brothers, there are _____ of them																					
	4 <input type="checkbox"/> Teachers, there are _____ of them																					
	5 <input type="checkbox"/> Classmates, there are _____ of them																					
	6 <input type="checkbox"/> Friends, there are _____ of them																					
	7 <input type="checkbox"/> School social workers, there are _____ of them																					
	8 <input type="checkbox"/> Centre social workers, there are _____ of them																					
	9 <input type="checkbox"/> Mentors, there are _____ of them																					
	10 <input type="checkbox"/> Others, please specify the relationship _____, there are _____ of them	E2j: E2jj: <table border="1"> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>																		
<input type="checkbox"/>	<input type="checkbox"/>																					

Internal  
Use Only

E3 **You expect your future work can give you: (can choose at most three options)**  
[xoxxx]

- |   |   |  |
|---|---|--|
| 01 <input type="checkbox"/> Provide stable income | 06 <input type="checkbox"/> Improve life          | 11 <input type="checkbox"/> Help others          |
| 02 <input type="checkbox"/> Command others        | 07 <input type="checkbox"/> Cooperate with others | 12 <input type="checkbox"/> Know others          |
| 03 <input type="checkbox"/> Earn high income      | 08 <input type="checkbox"/> Promote status        | 13 <input type="checkbox"/> Actualise potentials |
| 04 <input type="checkbox"/> Realise your dream    | 09 <input type="checkbox"/> Self challenge        | 14 <input type="checkbox"/> Others: _____        |
| 05 <input type="checkbox"/> Learn more things     | 10 <input type="checkbox"/> Fulfill interest      | 15 <input type="checkbox"/> Don't know           |

E3a: E3p:


E4 **Do your parents (guardian) know your expectation on work and future development?** [xoxxx]

- 1 ☐ No                      2 ☐ Yes

E4:

--

E5 **Have you regularly planned your future study or work?** [xoxxx]

- 1 ☐ No                      2 ☐ Yes

E5:

--

E6 **If you have to plan your future study or work, how would you do that? (Can choose more than one answer)** [xoxxx]

- 1 ☐ Don't know  
 2 ☐ Plan myself  
 3 ☐ Plan with peers  
 4 ☐ Plan with seniors  
 5 ☐ Plan with mentors  
 6 ☐ Others, please specify: \_\_\_\_\_

E6:

--

E7 **Do you have any long term life goal?** [xoxxx]

- 1 ☐ No  
 2 ☐ Yes, it is: \_\_\_\_\_

E7a:

--

E7b:

--

E8 **If you want to achieve your life goal, how would you do? (Can choose three options at most)** [xoxxx]

- 1 ☐ Don't know  
 2 ☐ Work together with someone sharing the same goal  
 3 ☐ Seek help from others  
 4 ☐ Set schedule  
 5 ☐ Step by step, patiently  
 6 ☐ Search for different ways and resources  
 7 ☐ Others, please specify: \_\_\_\_\_

E8a: E8h:


Internal  
Use Only

Please choose the most suitable option for the following 5 statements. [xoxxx]

	Not suitable at all	A little bit suitable	Quite suitable	Very suitable
E9: I like to make plan for the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E10: I find it helpful to set goals for the near future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E11: I live one day at a time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E12: I have too many things to think about today and no time to think about tomorrow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E13: I believe there is no sense planning to far ahead because so many things can change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E9	
E10	
E11	
E12	
E13	

According to the confidence on your own abilities, please choose the most suitable option for the following questions. [xoxxx]

	Extremely not confident	Not confident	A little bit not confident	A little bit confident	Confident	Extremely confident
<b>I am confident that I am able to:</b>						
E14: Set my career or study goals according to my interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E15: Understand my abilities so as to help myself choose a career or study goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E16: Assess and modify my career or study goals according to the change in external situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E17: Solve the problems I encounter in the process of achieving my career or study goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E18: Master the strategies to achieve my career or study goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E19: Constantly improve my study and career plan to work towards my career or study goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E20: I think that there currently more possibilities for me to plan my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E14	
E15	
E16	
E17	
E18	
E19	

Part 6: Savings [xxxxx]		Internal Use Only																				
F1	<b>What is your monthly income on average from pocket money or part-time job?</b>  1 <input type="checkbox"/> None                      5 <input type="checkbox"/> \$200 – \$499 2 <input type="checkbox"/> \$1 – \$49                      6 <input type="checkbox"/> \$500 – \$99 3 <input type="checkbox"/> \$50 – \$99                      7 <input type="checkbox"/> \$1000 or above 4 <input type="checkbox"/> \$100 – \$199                      8 <input type="checkbox"/> Don't know	F1: <table border="1"> <tr> <td></td><td></td><td></td> </tr> </table>																				
F2	<b>Do you have any saving habit?</b>  1 <input type="checkbox"/> None                      5 <input type="checkbox"/> \$100 – \$199 2 <input type="checkbox"/> \$1 – \$9                      6 <input type="checkbox"/> \$200 – \$499 3 <input type="checkbox"/> \$10 – \$29                      7 <input type="checkbox"/> \$500 or above 4 <input type="checkbox"/> \$30 – \$99                      8 <input type="checkbox"/> Don't know	F2: <table border="1"> <tr> <td></td> </tr> </table>																				
F3	<b>When do you make a saving in a month?</b>  1 <input type="checkbox"/> No saving habit 2 <input type="checkbox"/> Beginning of a month 3 <input type="checkbox"/> Middle of a month 4 <input type="checkbox"/> End of a month 5 <input type="checkbox"/> No regular time	F3: <table border="1"> <tr> <td></td> </tr> </table>																				
F4	<b>Your savings are: <u>(Can choose more than one answer)</u></b>  1 <input type="checkbox"/> No saving habit 2 <input type="checkbox"/> Kept by friends or relatives 3 <input type="checkbox"/> Deposit into bank 4 <input type="checkbox"/> Kept by myself 5 <input type="checkbox"/> Others, please specify: _____	<table border="1"> <tr><td>F4a</td><td></td></tr> <tr><td>F4b</td><td></td></tr> <tr><td>F4c</td><td></td></tr> <tr><td>F4d</td><td></td></tr> <tr><td>F4e</td><td></td></tr> <tr><td>F4f</td><td></td></tr> </table>	F4a		F4b		F4c		F4d		F4e		F4f									
F4a																						
F4b																						
F4c																						
F4d																						
F4e																						
F4f																						
F5	<b>What will you do with your savings? <u>(Can choose more than one answer)</u></b>  1 <input type="checkbox"/> No saving habit 2 <input type="checkbox"/> Buy things I like 3 <input type="checkbox"/> Buy gifts for parents or friends 4 <input type="checkbox"/> For traveling 5 <input type="checkbox"/> For entertainment 6 <input type="checkbox"/> Supporting family expenses 7 <input type="checkbox"/> For interest classes 8 <input type="checkbox"/> For future education 9 <input type="checkbox"/> Others, please specify: _____	<table border="1"> <tr><td>F5a</td><td></td></tr> <tr><td>F5b</td><td></td></tr> <tr><td>F5c</td><td></td></tr> <tr><td>F5d</td><td></td></tr> <tr><td>F5e</td><td></td></tr> <tr><td>F5f</td><td></td></tr> <tr><td>F5g</td><td></td></tr> <tr><td>F5h</td><td></td></tr> <tr><td>F5i</td><td></td></tr> <tr><td>F5j</td><td></td></tr> </table>	F5a		F5b		F5c		F5d		F5e		F5f		F5g		F5h		F5i		F5j	
F5a																						
F5b																						
F5c																						
F5d																						
F5e																						
F5f																						
F5g																						
F5h																						
F5i																						
F5j																						

Internal  
Use Only

**F6 In the past six month, when you want to talk about your saving plan, who will you seek to talk to? Please indicate from the following list of people you know those you will talk to and their numbers? (Can choose more than one answer)**

- 1 ☐ Father  
 2 ☐ Mother  
 3 ☐ Sisters or brothers, there are \_\_\_\_\_ of them  
 4 ☐ Teachers, there are \_\_\_\_\_ of them  
 5 ☐ Classmates, there are \_\_\_\_\_ of them  
 6 ☐ Friends, there are \_\_\_\_\_ of them  
 7 ☐ School social workers, there are \_\_\_\_\_ of them  
 8 ☐ Centre social workers, there are \_\_\_\_\_ of them  
 9 ☐ Mentors, there are \_\_\_\_\_ of them  
 10 ☐ Others, please specify the relationship \_\_\_\_\_, there are \_\_\_\_\_ of them

E6a: E6cc:


E6j

☐

E6jj

☐

F7:

☐

F8:

☐

**F7 Does participating in the Projects facilitate the development of regular saving habit for your personal development?**

- 1 ☐ No 2 ☐ Yes

**F8 In your opinion, the most appropriate time to start using targeted savings for personal development goals is the Projects':**

- 1 ☐ First half of the first year 5 ☐ First half of the third year  
 2 ☐ Second half of the first year 6 ☐ Second half of the third year  
 3 ☐ First half of the second year  
 4 ☐ Second half of the second year

**Part 7: Extra-curricular activities and behaviours (outside the Projects) [xxxxx]**

**G1 Currently, apart from the Projects, are you participating in any extra-curricular activities or tutorial classes?**

- 1 ☐ No → (please go to question G12)  
 2 ☐ Yes

G1:

☐

**If yes, how much time on average do you spend on the following activities each month:**

	Not at all	3 hours or below	4 to 10 hours	11-20 hours	21-30 hours	31-40 hours	41 hours or above
G2:Financial planning and personal asset development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G3:Personal development planning and interpersonal communication development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G4:Career planning / extra-curricular learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G5:Voluntary services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G2	
G3	
G4	
G5	

	Not at all	3 hours or below	4 to 10 hours	11-20 hours	21-30 hours	31-40 hours	41 hours or above
G6:Regular and tutor-led sports activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G7:Regular and tutor-led cultural art activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G8:Regular and tutor-led uniform group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G9:Regular religious activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G10:Private tuition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G11:Others, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Internal  
Use Only

G6	
G7	
G8	
G9	
G10	
G11	
G11a	

G12 **On average, how long were you alone at home doing nothing every day last week?**

\_\_\_\_\_hours

G12:

--	--

G13 **On average, how long were you alone on the street every day last week?**

\_\_\_\_\_hours

G13:

--	--

G14 **On average, how long did you wander on the street with friends every day last week?**

\_\_\_\_\_hours

G14:

--	--	--

G15 **Did you receive any demerits or have to see teachers, social workers or disciplinary officer because of delay in submitting homework and misconduct this term?**

- 1 ☐ Never  
 2 ☐ Once  
 3 ☐ Two to three times  
 4 ☐ Four to ten times  
 5 ☐ More than ten times

G15:

--

G16 **Did you speak foul language, sabotage, involve in stealing or assault this term?**

- 1 ☐ Never  
 2 ☐ Once  
 3 ☐ Two to three times  
 4 ☐ Four to ten times  
 5 ☐ More than ten times

G16:

--

Internal  
Use Only

G17 **Did you ever smoke (even one puff)?**

1 ☐ No      2 ☐ Yes

G17:

☐

G18 **In the past 30 days (one month), how many days did you smoke?**

1 ☐ 0 day      5 ☐ 10-19 days  
2 ☐ 1-2 days      6 ☐ 20-29 days  
3 ☐ 3-5 days      7 ☐ 30 days  
4 ☐ 6-9 days

G18:

☐

G19 **In the past 30 days (one month), have you ever taken any drugs which would affect your mental state (such as cannabis, ecstasy, ketamine, but excluding those prescribed by your doctor)?**

1 ☐ No      2 ☐ Yes

G19:

☐

G20 **In the past 30 days (one month), have you ever drunk any alcohol (including beer)?**

1 ☐ No      2 ☐ Yes

G20:

☐

## Part 8: Self and Interpersonal Relationship

H1 **When you want to talk about your emotions and interpersonal relationships, to whom you would approach in the past six months? Please indicate who you would talk to and their numbers from the below list of people you know. (Can choose more than one answer) [xxxxx]**

1 ☐ Father  
2 ☐ Mother  
3 ☐ Siblings, there are \_\_\_\_\_ of them  
4 ☐ Teachers, there are \_\_\_\_\_ of them  
5 ☐ Classmates, there are \_\_\_\_\_ of them  
6 ☐ Friends, there are \_\_\_\_\_ of them  
7 ☐ School social workers, there are \_\_\_\_\_ of them  
8 ☐ Centre social workers, there are \_\_\_\_\_ of them  
9 ☐ Mentors, there are \_\_\_\_\_ of them  
10 ☐ Others, please specify the relationship: \_\_\_\_\_, there are \_\_\_\_\_ of them

H1a: H1cc:

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

H1j

☐

H1jj

☐

**According to your experience in past one month, please choose the most suitable answer for the following questions. [xoxxx]**

Internal  
Use Only

	Totally disagree	disagree	agree	Totally agree
H2: I feel that I'm a person of worth, at least on an equal plane with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H3: I feel that I have a number of good qualities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H4: All in all, I am inclined to feel that I always do the wrong things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H5: I am able to do things as good as most other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H6: I feel I do not have much to be proud of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H7: I take a positive attitude toward myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H8: On the whole, I am satisfied with myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H9: I wish I could have more respect for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H10: I certainly feel useless at times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H11: At times, I think I only have a few things that are good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H2	
H3	
H4	
H5	
H6	
H7	
H8	
H9	
H10	
H11	

**According to your experience in the past 3 to 4 weeks, please choose the most suitable answer for the following 12 questions. [xoxxx]**

	Much less than usual	Same as usual	More than usual	Much more than usual
H12: In the past few weeks, I have been able to concentrate on what I'm doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H13: In the past few weeks, I lost much sleep over worry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H14: In the past few weeks, I felt I was playing a useful part in things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H15: In the past few weeks, I felt I was capable of making decisions about things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H16: In the past few weeks, I felt constantly under strain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H17: In the past few weeks, I felt I couldn't overcome my difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H18: In the past few weeks, I have been able to enjoy my normal day-to-day activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H19: In the past few weeks, I have been able to face up to my problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H20: In the past few weeks, I have been feeling unhappy and depressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H21: In the past few weeks, I have been losing confidence in myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H22: In the past few weeks, I have been thinking of myself as a worthless person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H23: In the past few weeks, I have been feeling reasonably happy, all things considered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H12	
H13	
H14	
H15	
H16	
H17	
H18	
H19	
H20	
H21	
H22	
H23	

The five characters between the brackets "[" and "]" at the end of each question indicates whether the question was included in different rounds of survey. "x" refers to yes, while "o" means no. For example, [xooooo] indicates that the question only appeared in round one survey.



Part 9: Mentorship programme of the Projects		Internal Use Only														
J1	<b>What attract you to participate (continuously) in the Projects? (Can choose more than one option)</b> [xoxxx]  1 <input type="checkbox"/> Targeted savings 2 <input type="checkbox"/> Mentorship programme 3 <input type="checkbox"/> Personal development plan 4 <input type="checkbox"/> Others, please specify: _____	<table border="1"> <tr><td>J1a</td><td></td></tr> <tr><td>J1b</td><td></td></tr> <tr><td>J1c</td><td></td></tr> <tr><td>J1d</td><td></td></tr> <tr><td>J1e</td><td></td></tr> </table>	J1a		J1b		J1c		J1d		J1e					
J1a																
J1b																
J1c																
J1d																
J1e																
J2	<b>Why do you participate in the Projects? (Can choose more than one option)</b> [xoxxx]  1 <input type="checkbox"/> Develop personal saving habit 2 <input type="checkbox"/> Personal development 3 <input type="checkbox"/> Meet other people 4 <input type="checkbox"/> Plan personal growth 5 <input type="checkbox"/> Achieve personal saving target 6 <input type="checkbox"/> Learn to face up to adversity 7 <input type="checkbox"/> Complete short-term goals of personal development 8 <input type="checkbox"/> Receive matched savings and special financial incentive 9 <input type="checkbox"/> Expand social network 10 <input type="checkbox"/> Widen horizon 11 <input type="checkbox"/> Others, please specify: _____	<table border="1"> <tr><td>J2a</td><td>J2l</td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>	J2a	J2l												
J2a	J2l															
J3	<b>What are your expectations on the Projects?</b> [xoxxx]  <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	J3: <div style="border: 1px solid black; width: 20px; height: 20px;"></div>														
J4	<b>Have you ever participated in any other mentorship programme?</b> [xoooo]  1 <input type="checkbox"/> No    2 <input type="checkbox"/> Yes	J4: <div style="border: 1px solid black; width: 20px; height: 20px;"></div>														
J5	<b>Are you currently being followed up by any mentor from other mentorship programme?</b> [xoooo]  1 <input type="checkbox"/> No    2 <input type="checkbox"/> Yes	J5: <div style="border: 1px solid black; width: 20px; height: 20px;"></div>														
J6	<b>What are your expectations on mentorship programme of the Projects?</b> [xoxxx]  <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	J6: <div style="border: 1px solid black; width: 20px; height: 20px;"></div>														
J7	<b>Do you know the name of your mentor?</b> [oxxxx]  1 <input type="checkbox"/> No        2 <input type="checkbox"/> Yes, name: _____	J7: <div style="border: 1px solid black; width: 20px; height: 20px;"></div>														

Internal  
Use Only

J8 Does your mentor know your name? [xxxxx]

1 ☐ No 2 ☐ YesJ8:  
☐**Part 10: Mentoring relationship [xxxxx]****According to your experience with your mentor in the past three months, choose the most suitable option for the following seventeen questions.**

	Not true at all	Not very true	Sort of true	Very true
K1: My mentor always asks me about what I think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K2: My mentor and I like to do a lot of the same things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K3: My mentor thinks of fun and interesting things to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K4: My mentor and I do things I really want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K5a: When I'm with my mentor, I feel special.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K5b: When I'm with my mentor, I feel excited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K5c: When I'm with my mentor, I feel important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K5d: When I'm with my mentor, I feel happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K5e: When I'm with my mentor, I feel bored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K5f: When I'm with my mentor, I feel mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K5g: When I'm with my mentor, I feel disappointed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K5h: When I'm with my mentor, I feel unhappy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K5i: When I'm with my mentor, I feel ignored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K6: My mentor is always interested in what I want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K7: I am okay with the ways my mentor makes fun of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K8: I wish my mentor was different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K9: Sometimes my mentor promises we will do something; then we don't do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10: When my mentor gives me advice, it makes me feel stupid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11: I feel I can't trust my mentor with secrets—my mentor would tell my parent/guardian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12: I wish my mentor asked me more about what I think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K13: I wish my mentor knew me better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K14: I wish my mentor spent more time with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K1	
K2	
K3	
K4	
K5a	
K5b	
K5c	
K5d	
K5e	
K5f	
K5g	
K5h	
K5i	
K6	
K7	
K8	
K9	
K10	
K11	
K12	
K13	
K14	

Internal  
Use Only

	Never	Seldom	Sometimes	Always
K15: When something is bugging me, my mentor listens while I get it off my chest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K16: My mentor has lots of good ideas about how to solve a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K17: My mentor helps me take my mind off things by doing something with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K15	
K16	
K17	

According to your relationship with your mentor in the past three months, choose the most suitable answer for following 14 questions. [xxxxx]

	Never	Seldom	Sometimes	Often	Always
K18: My mentor tries hard to understand my developmental goals (academic, personal, or whatever is relevant).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K19: I think I know my direction better because of my mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K20: I understand different kinds of social values from my mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K21: My relationship with my mentor inspires me to seek other relationships like this one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K22: My mentor provides opportunity for me to build healthy relationship with other adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K23: My mentor shares stories about his/her own experiences with me in a way that enhances my ability to plan ahead my personal development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K24: My mentor gives me advice about my personal development and personal life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K25: My mentor pushes me to do a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K26: My mentor gives me constructive criticism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K27: My mentor pushes me to do things on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K28: We talk together and shared ideas about personal development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K29: I learn how to do things by watching this person doing them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K30: I acquire knowledge, information, or skills about personal development from my mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K31: My mentor introduces me to new ideas, interests, and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K18	
K19	
K20	
K21	
K22	
K23	
K24	
K25	
K26	
K27	
K28	
K29	
K30	
K31	

The five characters between the brackets "[" and "]" at the end of each question indicates whether the question was included in different rounds of survey. "x" refers to yes, while "o" means no. For example, [xxxxx] indicates that the question only appeared in round one survey.

experiences, enable me to have personal development planning.					
---	--	--	--	--	--

K32 **Has your mentor provided guidance for your personal development in the Projects?**

1 ☐ No

2 ☐ Yes

K32:

☐

#### **Part 4: Communication and meeting**

Please fill in the number of communication and meeting between your mentor and you during different stages of the Projects. If there is none, please fill in the number 0.

[ooxo]	2009			2010				2011
	April to June	July to September	October to December	January to March	April to June	July to September	October to December	January to March
Face-to-face / visit								
Phone								
Mass or group activities								
E-mail / letter								
Short message / instant message / digital social network or blogs								
Others								

[oooo]	2011			2012
	April to June	July to September	October to December	January to March
Face-to-face / visit				
Phone				
Mass or group activities				
E-mail / letter				
Short message / instant message / digital social network or blogs				
Others				

~ End ~

**Appendix 4. Questionnaire for Parents/Guardians**

## **Evaluation Study on Child Development Fund Pioneer Projects**

### **Questionnaire for Parents/Guardians**

#### **Introduction:**

The Department of Applied Social Sciences of The Hong Kong Polytechnic University (University) is commissioned to conduct a consultancy study (study) on the Child Development Fund Pioneer Projects (the Projects), so as to provide information of the Projects' implementation and effectiveness for insights to establish long-term goal and policies which promote child development in Hong Kong.

This questionnaire will collect information of personal particulars and the opinion of respondent towards the pioneer projects. Except those written text or numeric answers, please tick your answers (e.g. ☒) for the multiple choice questions. The university will manage and analyse the collected information, and no other people except the researchers can access to the information. All the information and opinion collected are confidential, and will be used only for the evaluative and statistical purposes of the study.

If you have any question about the study, please contact our research staffs at 2766 4223. Upon completion of the questionnaire, please return the completed questionnaire to the Team by the freepost reply envelope provided or to the operating NGO. Thank you.

For internal use only								
Checker:		Date:	____(M)____(D)____(Y)	Questionnaire number: <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>				
Worker ID:		Name :		Centre number: <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>				

A1	<b>Family ID: (For operating NGO only)</b>						

Part 1: Background Information		Internal Use Only												
A2	<p><b>You are the child's (participant's) [xxxxx]</b></p> <p>1 <input type="checkbox"/> Father   2 <input type="checkbox"/> Mother   3 <input type="checkbox"/> Guardian</p>	<p>A2:</p> <div style="border: 1px solid black; width: 20px; height: 20px;"></div>												
A3	<p><b>The first four digits of your Hong Kong ID card: (e.g., X1234XX(X)) [xoooo]</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">X</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">X</td> <td style="width: 12.5%;">X</td> <td style="width: 12.5%;">(X)</td> </tr> </table>	X					X	X	(X)	<p>A3:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
X					X	X	(X)							
A4	<p><b>Your Chinese or English name: ( <u>as shown on ID card</u> ) [xoxoo]</b></p> <div style="border: 1px solid black; width: 400px; height: 30px; margin-top: 5px;"></div>	<p>A4:</p> <div style="border: 1px solid black; width: 20px; height: 20px;"></div>												
A5	<p><b>Your year and month of birth: [xoooo]</b></p> <table style="width: 100%;"> <tr> <td style="width: 10%;">Year</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">9</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;">Month</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>	Year	1	9			Month			<p>A5a:</p> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <p>A5b:</p> <div style="border: 1px solid black; width: 20px; height: 20px;"></div>				
Year	1	9			Month									
A6	<p><b>Your education level: (<u>the highest education level obtained</u>) [xoooo]</b></p> <table style="width: 100%;"> <tr> <td style="width: 50%;">1 <input type="checkbox"/> No formal schooling / Kindergarten</td> <td style="width: 50%;">5 <input type="checkbox"/> Matriculation (F.6 – F.7)</td> </tr> <tr> <td>2 <input type="checkbox"/> Primary</td> <td>6 <input type="checkbox"/> Tertiary (non-degree)</td> </tr> <tr> <td>3 <input type="checkbox"/> Junior secondary (F.1 – F.3)</td> <td>7 <input type="checkbox"/> Tertiary (degree) or above</td> </tr> <tr> <td>4 <input type="checkbox"/> Senior secondary (F.4 – F.5)</td> <td></td> </tr> </table>	1 <input type="checkbox"/> No formal schooling / Kindergarten	5 <input type="checkbox"/> Matriculation (F.6 – F.7)	2 <input type="checkbox"/> Primary	6 <input type="checkbox"/> Tertiary (non-degree)	3 <input type="checkbox"/> Junior secondary (F.1 – F.3)	7 <input type="checkbox"/> Tertiary (degree) or above	4 <input type="checkbox"/> Senior secondary (F.4 – F.5)		<p>A6:</p> <div style="border: 1px solid black; width: 20px; height: 20px;"></div>				
1 <input type="checkbox"/> No formal schooling / Kindergarten	5 <input type="checkbox"/> Matriculation (F.6 – F.7)													
2 <input type="checkbox"/> Primary	6 <input type="checkbox"/> Tertiary (non-degree)													
3 <input type="checkbox"/> Junior secondary (F.1 – F.3)	7 <input type="checkbox"/> Tertiary (degree) or above													
4 <input type="checkbox"/> Senior secondary (F.4 – F.5)														
A7	<p><b>Are you a Hong Kong permanent resident? [xoooo]</b></p> <p>1 <input type="checkbox"/> No      2 <input type="checkbox"/> Yes</p>	<p>A7:</p> <div style="border: 1px solid black; width: 20px; height: 20px;"></div>												
A8	<p><b>Which year did you settle in Hong Kong? [xoooo]</b></p> <p>A <input type="checkbox"/> Since birth   B <input type="checkbox"/> Year _____</p>	<p>A8:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>												
A9	<p><b>Your place of birth is: [xoooo]</b></p> <p>1 <input type="checkbox"/> Hong Kong      2 <input type="checkbox"/> Macau      3 <input type="checkbox"/> Guangdong</p> <p>4 <input type="checkbox"/> Other Provinces or cities in China, please specify: _____</p> <p>5 <input type="checkbox"/> Nepal      6 <input type="checkbox"/> India      7 <input type="checkbox"/> Pakistan      8 <input type="checkbox"/> Africa</p> <p>9 <input type="checkbox"/> Other countries, please specify: _____</p>	<p>A9a:</p> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <p>A9b:</p> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <p>A9C:</p> <div style="border: 1px solid black; width: 20px; height: 20px;"></div>												

Internal  
Use Only

A10 **Your employment status:** [xxxxx]

1 ☐ Employed

→ (Please go to question A11)

2 ☐ Student

3 ☐ Homemaker

4 ☐ Retired

5 ☐ Unemployed

6 ☐ Chronically ill

7 ☐ Part-time

→ (Please go to question B1)

A10:

☐

(For respondents who chose "employed" only)

A11 **Your current occupation:** [xxxxx]

1 ☐ Managers and administrators

2 ☐ Professionals

3 ☐ Associate professionals

4 ☐ Clerks

5 ☐ Service or shop sales workers

6 ☐ Craft and related workers

7 ☐ Plant & machine operators & assemblers

8 ☐ Skilled agricultural / fishery workers

9 ☐ Elementary occupations

10 ☐ Others: \_\_\_\_\_

A11:

☐ ☐

## Part 2: The Pioneer Projects of Child Development Fund [xooxx]

B1 **Do you support your child (participating child) to participate in the Projects?**

1 ☐ Yes, reason:

2 ☐ No, reason:

B1:

☐

		Internal Use Only
B2	<b>What is your expectation on the Projects?</b> <div style="border: 1px solid black; height: 80px; margin-top: 10px;"></div>	B2: <input style="width: 20px; height: 20px;" type="checkbox"/>
<b>Part 3: Financial Status</b>		
C1	<b>What is your average monthly household income? ( including CSSA, Old Age Allowance, Disability Allowance and Student Financial Assistance Agency's Student Financial Assistance ) [xoxxxx]</b>  <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">                         1 <input type="checkbox"/> None                          2 <input type="checkbox"/> \$1 – \$4,999                          3 <input type="checkbox"/> \$5,000 – \$6,999                          4 <input type="checkbox"/> \$7,000 – \$8,999                          5 <input type="checkbox"/> \$9,000 – \$10,999                     </div> <div style="width: 50%;">                         6 <input type="checkbox"/> \$11,000 – \$12,999                          7 <input type="checkbox"/> \$13,000 – \$14,999                          8 <input type="checkbox"/> \$15,000 or above                          9 <input type="checkbox"/> Don't know                     </div> </div>	C1: <input style="width: 20px; height: 20px;" type="checkbox"/>
C2	<b>Is your family currently receiving any form of financial assistance from the Social Welfare Department? [xoxxxx]</b>  1 <input type="checkbox"/> No 2 <input type="checkbox"/> Yes (Please list out each financial assistance item and its amount if possible)	C2a1-e2
	<div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;"></div> <div>                             Assistance item 1: _____, amount: HK\$ _____                              Assistance item 2: _____, amount: HK\$ _____                              Assistance item 3: _____, amount: HK\$ _____                              Assistance item 4: _____, amount: HK\$ _____                              Assistance item 5: _____, amount: HK\$ _____                         </div> </div> </div>	
C3	<b>Are you currently receiving Student Financial Assistance from the Student Financial Assistance Agency? [xoxxxx]</b>  1 <input type="checkbox"/> No    2 <input type="checkbox"/> Half grant    3 <input type="checkbox"/> Full grant	C3: <input style="width: 20px; height: 20px;" type="checkbox"/>
C4	<b>Is your family currently in debt? [xxxxxx]</b>  <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">                         1 <input type="checkbox"/> No                          2 <input type="checkbox"/> \$1 – \$4,999                          3 <input type="checkbox"/> \$5,000 – \$9,999                          4 <input type="checkbox"/> \$10,000 – \$19,999                     </div> <div style="width: 50%;">                         5 <input type="checkbox"/> \$20,000 – \$49,999                          6 <input type="checkbox"/> \$50,000 or above                          7 <input type="checkbox"/> Don't know                     </div> </div>	C4: a: <input style="width: 20px; height: 20px;" type="checkbox"/> b: <input style="width: 20px; height: 20px;" type="checkbox"/>



		Internal Use Only
C5	<b>Have your family encountered any situation which leads to financial difficulties?</b> <u>(can choose more than one option)</u> [xxxxx]  1 <input type="checkbox"/> No                      5 <input type="checkbox"/> Accident 2 <input type="checkbox"/> Unemployed          6 <input type="checkbox"/> Death 3 <input type="checkbox"/> Old age                7 <input type="checkbox"/> Pregnancy 4 <input type="checkbox"/> Illness                 8 <input type="checkbox"/> Others, please specify: _____	C5a-i: <div style="display: flex; flex-direction: column;"> <div style="display: flex;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-bottom: 5px;"></div> </div> <div style="display: flex;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-bottom: 5px;"></div> </div> <div style="display: flex;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-bottom: 5px;"></div> </div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>
C6	<b>How much does the situation(s) specified impact on the financial condition of your family?</b> [xxxxx]  1 <input type="checkbox"/> None    2 <input type="checkbox"/> A little bit    3 <input type="checkbox"/> Quite large    4 <input type="checkbox"/> Very large	C6: <div style="border: 1px solid black; width: 20px; height: 20px;"></div>
<b>Part 4: Family Condition and Relationship</b>		
D1	<b>Number of family member living with you: (Not including you)</b> [xxxxx]  Total: _____ person(s)	D1: <div style="display: flex;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>
D2	<b>Family members who are living with you: (Can choose more than one option)</b> [xxxxx]  D2a <input type="checkbox"/> Spouse / partner, there are _____ of them D2b <input type="checkbox"/> Children (including participating children , there are _____ of them D2c <input type="checkbox"/> Parents, there are _____ of them D2d <input type="checkbox"/> Other relatives, there are _____ of them D2e <input type="checkbox"/> Other people who are not relatives, there are _____ of them	D2a-f: <div style="display: flex; flex-direction: column;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-left: 10px; margin-top: 10px;"></div>
D3	<b>Which type of housing are you living in?</b> [xxxxx] 1 <input type="checkbox"/> Public housing                      5 <input type="checkbox"/> Self-owned flat 2 <input type="checkbox"/> Home Ownership Scheme flat    6 <input type="checkbox"/> Temporary housing 3 <input type="checkbox"/> Private rental flat                7 <input type="checkbox"/> Other, please specify: _____ 4 <input type="checkbox"/> Private rental room	D3a: <div style="border: 1px solid black; width: 20px; height: 20px; margin-bottom: 5px;"></div> D3b: <div style="border: 1px solid black; width: 20px; height: 20px;"></div>
D4	<b>How much is your monthly expense on housing? (including rent/mortgage, rates, government rents, and management fee)</b> [xxxxx]  Total: HK\$_____	D4: <div style="border: 1px solid black; width: 20px; height: 20px;"></div>
D5	<b>How big is your home?</b> [xxxxx]  Total: _____ (square feet)	D5: <div style="display: flex;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>

		Internal Use Only
D6	<p><b>In the past six months, how often did you have dinner with your child (participating child)?</b> [xxxxx]</p> <p>1 <input type="checkbox"/> Every night                      4 <input type="checkbox"/> 2 to 3 times a month            2 <input type="checkbox"/> 2 to 6 times a week            5 <input type="checkbox"/> Once a month or less            3 <input type="checkbox"/> Once a week                      6 <input type="checkbox"/> Never</p>	<p>D6: <input type="checkbox"/></p>
D7	<p><b>In the past six months, how often did you communicate with your child (participating child)?</b> [xxxxx]</p> <p>1 <input type="checkbox"/> Every day                          4 <input type="checkbox"/> 2 to 3 times a month            2 <input type="checkbox"/> 2 to 6 times a week            5 <input type="checkbox"/> Once a month or less            3 <input type="checkbox"/> Once a week                      6 <input type="checkbox"/> Never</p>	<p>D7: <input type="checkbox"/></p>
D8	<p><b>In the past six months, in general, how close were you with your child (participating child)?</b> [xxxxx]</p> <p>1 <input type="checkbox"/> Not close at all            2 <input type="checkbox"/> Quite close            3 <input type="checkbox"/> Very close</p>	<p>D8: <input type="checkbox"/></p>
D9	<p><b>In the past six months, how similar was your view compared with your child's (participating child's)?</b> [xxxxx]</p> <p>1 <input type="checkbox"/> Very different            2 <input type="checkbox"/> Quite different            3 <input type="checkbox"/> Quite similar            4 <input type="checkbox"/> Very similar</p>	<p>D9: <input type="checkbox"/></p>
D10	<p><b>In the past six months, what you usually will do for your friends and neighbourhoods, did you do them to your child (participating child)? (e.g. shopping, repairing things)?</b> [xxxxx]</p> <p>1 <input type="checkbox"/> No            2 <input type="checkbox"/> Yes</p>	<p>D10: <input type="checkbox"/></p>
D11	<p><b>In the past six months, what your friends and neighbourhoods usually will do for you, did your child (participating child) do them for you? (e.g. shopping, repairing things)?</b> [xxxxx]</p> <p>1 <input type="checkbox"/> No            2 <input type="checkbox"/> Yes</p>	<p>D11: <input type="checkbox"/></p>

Internal  
Use Only

**According to your usual situation, please choose the most suitable answer for the following questions. [xxxxx]**

	Strongly disagree	Disagree	Agree	Strongly agree
D12a: I wish my child (participating child) would pay more attention on me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12b: I wish my child (participating child) would spend more time with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12c: I wish my child (participating child) would know me better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13 : I enjoy the time I spend with my child (participating child)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14 : I wish I would be closer to my child (participating child)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15 : I wish I could talk more with my child (participating child)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D16a: When I am with my child (participating child), I feel happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D16b: When I am with my child (participating child), I feel relaxed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D16c: When I am with my child (participating child), I feel ignored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D16d: When I am with my child (participating child), I feel mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D16e: When I am with my child (participating child), I feel bored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D16f: When I am with my child (participating child), I feel unhappy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D16g: When I am with my child (participating child), I feel safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D17a: When I am with my child (participating child), I feel important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D17b: When I am with my child (participating child), I feel scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D17c: When I am with my child (participating child), I feel loved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D12a	
D12b	
D12c	
D13	
D14	
D15	
D16a	
D16b	
D16c	
D16d	
D16e	
D16f	
D16g	
D17a	
D17b	
D17c	

Part 5: Expectation for / Understanding of Child (participating child) [xxxxx]		Internal Use Only																		
E1	<b>What is your expectation on your child's (participating child's) educational attainment?</b>  1 <input type="checkbox"/> Primary school level                      4 <input type="checkbox"/> Diploma or certificate level 2 <input type="checkbox"/> Junior secondary school level        5 <input type="checkbox"/> University degree level 3 <input type="checkbox"/> Senior secondary school level        6 <input type="checkbox"/> Master or doctoral degree level	E1: <input type="checkbox"/>																		
E2	<b>Do you think your child (participating child) can achieve your expectation on his/her educational attainment?</b>  1 <input type="checkbox"/> Lower than expected    2 <input type="checkbox"/> Just meet my expectation    3 <input type="checkbox"/> Higher than expected	E2: <input type="checkbox"/>																		
E3	<b>Do you know your child's (participating child's) expectation on career and future development?</b>  1 <input type="checkbox"/> No                                      2 <input type="checkbox"/> Yes	E3: <input type="checkbox"/>																		
E4	<b>Do you know what you can do for your child's (participating child) career and future development?</b>  1 <input type="checkbox"/> No                                      2 <input type="checkbox"/> Yes	E4: <input type="checkbox"/>																		
E5	<b>Do you think your child (participating child) has any improvement in these few months? If yes, in what aspect?</b>  1 <input type="checkbox"/> No improvement → (Please go to question F1) 2 <input type="checkbox"/> Some improvement 3 <input type="checkbox"/> Big improvement	E5a: <input type="checkbox"/>  E5b: <input type="checkbox"/>																		
E6	<b>If there is improvement, it is in what aspect? (Can choose more than one option)</b> [xxxxx]  1 <input type="checkbox"/> Academic 2 <input type="checkbox"/> Family relationship 3 <input type="checkbox"/> Character and attitude 4 <input type="checkbox"/> Time management 5 <input type="checkbox"/> Financial management 6 <input type="checkbox"/> Social skills 7 <input type="checkbox"/> Living skills 8 <input type="checkbox"/> Others, please specify: _____	E6: <table border="1"> <tbody> <tr><td>E601</td><td></td></tr> <tr><td>E602</td><td></td></tr> <tr><td>E603</td><td></td></tr> <tr><td>E604</td><td></td></tr> <tr><td>E605</td><td></td></tr> <tr><td>E606</td><td></td></tr> <tr><td>E607</td><td></td></tr> <tr><td>E608</td><td></td></tr> <tr><td>E609</td><td></td></tr> </tbody> </table>	E601		E602		E603		E604		E605		E606		E607		E608		E609	
E601																				
E602																				
E603																				
E604																				
E605																				
E606																				
E607																				
E608																				
E609																				

Part 6: Savings

F1 Do you have any saving habit? [xxxxx]

- 1 ☐ No
- 2 ☐ Below \$200 per month on average
- 3 ☐ \$200 - 399 per month on average
- 4 ☐ \$400 - 599 per month on average
- 5 ☐ \$600 - 799 per month on average
- 6 ☐ \$800 - 999 per month on average
- 7 ☐ \$1,000 – 1,499 per month on average
- 8 ☐ \$1,500 – 1,999 per month on average
- 9 ☐ \$2,000 or above per month on average

F2 Does your spouse have any saving habit? [xxxxx]

- 1 ☐ No spouse
- 2 ☐ No
- 3 ☐ Below \$200 per month on average
- 4 ☐ \$200 - 399 per month on average
- 5 ☐ \$400 - 599 per month on average
- 6 ☐ \$600 - 799 per month on average
- 7 ☐ \$800 - 999 per month on average
- 8 ☐ \$1,000 – 1,499 per month on average
- 9 ☐ \$1,500 – 1,999 per month on average
- 10 ☐ \$2,000 or above per month on average
- 11 ☐ Don't know

F1a:

☐

F1b:

--	--	--	--

F2a:

☐

F2b:

--	--	--	--

		Internal Use Only
F3	<b>When do you usually save every month?</b> [xxxxx] 1 <input type="checkbox"/> No saving habit 2 <input type="checkbox"/> Beginning of the month 3 <input type="checkbox"/> Middle of the month 4 <input type="checkbox"/> End of the month 5 <input type="checkbox"/> No regular time	F3: <input type="checkbox"/>
F4	<b>Your savings are:</b> [xxxxx] 1 <input type="checkbox"/> No saving habit 2 <input type="checkbox"/> Kept by friends or relatives 3 <input type="checkbox"/> Deposit into bank 4 <input type="checkbox"/> Kept by yourself 5 <input type="checkbox"/> Others, please specify: _____	F4a: <input type="checkbox"/> F4b: <input type="checkbox"/>
F5	<b>On average, how much money will you and/or your spouse save for your child (participating child) in a month? (excluding those for the programme)</b> [xxxxx] 1 <input type="checkbox"/> No                      6 <input type="checkbox"/> \$400 - \$599 2 <input type="checkbox"/> Below \$50            7 <input type="checkbox"/> \$600 - \$799 3 <input type="checkbox"/> \$50 - \$99            8 <input type="checkbox"/> \$800 - \$999 4 <input type="checkbox"/> \$100 - \$199        9 <input type="checkbox"/> \$1,000 or above 5 <input type="checkbox"/> \$200 - \$399        10 <input type="checkbox"/> Don't know	F5: <input type="checkbox"/>
F6	<b>If you and/or your spouse have save money for your child (excluding those for the programme), what are the savings for?</b> [xxxxx] 1 <input type="checkbox"/> Further studies 2 <input type="checkbox"/> Interest class or extracurricular activities 3 <input type="checkbox"/> Emergency 4 <input type="checkbox"/> Others, please specify: _____	F6: <input type="checkbox"/>
F7	<b>What are you and/or your spouse's other savings for?</b> [xxxxx] 1 <input type="checkbox"/> No saving 2 <input type="checkbox"/> Buy things that you like 3 <input type="checkbox"/> Buy gifts for family and friends 4 <input type="checkbox"/> Travel 5 <input type="checkbox"/> Entertainment 6 <input type="checkbox"/> Subsidise family expenses 7 <input type="checkbox"/> Others, please specify: _____	F7: <input type="checkbox"/>

**Can targeted savings of the Projects influence your child's (participating child's) development in the following aspects? [xxxxx]**

Internal  
Use Only

	Absolutely not	A little bit	Quite	A lot
( All questions must be answered )	1	2	3	4
F8a: Provide more possible personal development opportunities for the child (participating child)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F8b: Enable me to learn how to utilise targeted savings to plan for my child's (participating child's) future and implement short-term goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F8c: Make it easier for me to develop and accumulate assets for my child (participating child)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F8d: Motivate me to educate my child (participating child) about financial management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F8:

F801	
F802	
F803	
F804	

F9 **In the past 3 months, was your family often worrying about basic living expenses? [xxxxx]**

F9:

☐

1 ☐ Never 2 ☐ A little bit 3 ☐ Quite a lot 4 ☐ A lot 5 ☐ Always

F10 **In the past 3 months, did your family discuss how to increase household income? [xxxxx]**

F10:

☐

1 ☐ Never 2 ☐ A little bit 3 ☐ Quite a lot 4 ☐ A lot 5 ☐ Always

F11 **Did the Projects help you develop regular saving habit for your child's personal development? [oooox]**

F11:

☐

1 ☐ No 2 ☐ Yes

F12 **In your opinion, the most appropriate time to start using targeted savings you're your child's personal development goals is the Projects': [oooox]**

F12:

☐

1 ☐ First half of the first year 5 ☐ First half of the third year  
2 ☐ Second half of the first year 6 ☐ Second half of the third year  
3 ☐ First half of the second year  
4 ☐ Second half of the second year

F13 **Will you continue to save for your child's development after the Projects complete? [oooox]**

F13:

☐

1 ☐ No 2 ☐ Yes

Part 7: Activities Participated by Child (Participating Child)		Internal Use Only
G1	<p><b>Do you have any experience in planning / providing assistance in planning your child's (participating child's) personal development?</b> [xxooo]</p> <p>1 <input type="checkbox"/> No</p> <p>2 <input type="checkbox"/> Yes, the experience was : <input type="text"/></p>	<p>G1a: <input type="checkbox"/></p> <p>G1b: <input type="checkbox"/></p>
G2	<p><b>Have you ever arranged your child (participating child) to participate in volunteer works, extracurricular activities, interest classes, or tutorial classes?</b> [xxooo]</p> <p>1 <input type="checkbox"/> No</p> <p>2 <input type="checkbox"/> Yes, the experience was : <input type="text"/></p>	<p>G2a: <input type="checkbox"/></p> <p>G2b: <input type="checkbox"/></p>
G3	<p><b>Have you ever arranged your child (participating child) to participate in other mentoring programme?</b> [xxooo]</p> <p>1 <input type="checkbox"/> No</p> <p>2 <input type="checkbox"/> Yes, the experience was : <input type="text"/></p>	<p>G3a: <input type="checkbox"/></p> <p>G3b: <input type="checkbox"/></p>
G4	<p><b>How much do you spend on your child's (participating child's) extracurricular activities / tutorial classes every month?</b> [xxxxx]</p> <p>1 <input type="checkbox"/> None                      5 <input type="checkbox"/> \$600 - \$799</p> <p>2 <input type="checkbox"/> Below \$200              6 <input type="checkbox"/> \$800 - \$999</p> <p>3 <input type="checkbox"/> \$200 - \$399              7 <input type="checkbox"/> \$1,000 or above</p> <p>4 <input type="checkbox"/> \$400 - \$599              8 <input type="checkbox"/> Don't know</p>	<p>G4a: <input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p> <p>G4b: <input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p>
G5	<p><b>How much do you know about mentoring programme?</b> [xxxxx]</p> <p>1 <input type="checkbox"/> None</p> <p>2 <input type="checkbox"/> A little bit</p> <p>3 <input type="checkbox"/> Quite a lot</p> <p>4 <input type="checkbox"/> A lot</p>	<p>G5a: <input type="checkbox"/></p>
G6	<p><b>How much do you know about your child's (participating child's) mentor?</b> xxxxx]</p> <p>1 <input type="checkbox"/> None</p> <p>2 <input type="checkbox"/> A little bit</p> <p>3 <input type="checkbox"/> Quite a lot</p> <p>4 <input type="checkbox"/> A lot</p>	<p>G6a: <input type="checkbox"/></p>
~End~		



**Appendix 5. Questionnaire for Mentors**

## **Evaluation Study on Child Development Fund Pioneer Projects**

### **Questionnaire for Mentors**

#### **Introduction:**

The Department of Applied Social Sciences of The Hong Kong Polytechnic University (University) is commissioned to conduct a consultancy study (study) on the Child Development Fund Pioneer Projects (the Projects), so as to provide information of the Projects' implementation and effectiveness for insights to establish long-term goal and policies which promote child development in Hong Kong.

This questionnaire will collect information of personal particulars and the opinion of respondent towards the pioneer projects. Except those written text or numeric answers, please tick your answers (e.g. ☒) for the multiple choice questions. The university will manage and analyse the collected information, and no other people except the researchers can access to the information. All the information and opinion collected are confidential, and will be used only for the evaluative and statistical purposes of the study.

If you have any question about the study, please contact our research staffs at 2766 4223. Upon completion of the questionnaire, please return the completed questionnaire to the Team by the freepost reply envelope provided. Thank you.

For internal use only								
Checker:		Date:	____(M)____(D)____(Y)	Questionnaire number: <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>				
Worker ID:		Name :		Centre number: <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>				

Part 1: Background Information	Internal Use Only								
<p>A1    <b>The first four digits of your Hong Kong ID card:</b> (e.g., X1234XX(X)) [xoooo]</p> <table border="1" style="margin-left: 40px; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 30px;">X</td> <td style="width: 20px; height: 30px;"></td> <td style="width: 20px; height: 30px;"></td> <td style="width: 20px; height: 30px;"></td> <td style="width: 20px; height: 30px;"></td> <td style="width: 20px; height: 30px;">X</td> <td style="width: 20px; height: 30px;">X</td> <td style="width: 20px; height: 30px;">(X)</td> </tr> </table>	X					X	X	(X)	<p>A1:</p> <table border="1" style="width: 60px; height: 20px; margin-left: 10px;"></table>
X					X	X	(X)		
<p>A2    <b>Your Chinese or English name:</b> ( <u>as shown on ID card</u> ) [xxxxx]</p> <div style="border: 1px solid black; height: 30px; width: 450px; margin-left: 40px;"></div>	<p>A2:</p> <div style="border: 1px solid black; width: 20px; height: 20px; margin-left: 10px;"></div>								
<p>A3    <b>Your gender:</b> [xoooo]</p> <p>1 <input type="checkbox"/> Male    2 <input type="checkbox"/> Female</p>	<p>A3:</p> <table border="1" style="width: 30px; height: 20px; margin-left: 10px;"></table>								
<p>A4    <b>Your year and month of birth:</b> [xoooo]</p> <div style="margin-left: 40px;"> Year <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 30px;">1</td> <td style="width: 20px; height: 30px;">9</td> <td style="width: 20px; height: 30px;"></td> <td style="width: 20px; height: 30px;"></td> </tr> </table> Month <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 30px;"></td> <td style="width: 20px; height: 30px;"></td> </tr> </table> </div>	1	9					<p>A4a:</p> <table border="1" style="width: 30px; height: 20px; margin-left: 10px;"></table> <p>A4b:</p> <table border="1" style="width: 30px; height: 20px; margin-left: 10px;"></table>		
1	9								
<p>A5    <b>Your education level:</b> (the highest education level obtained) [xoooo]</p> <div style="margin-left: 40px;"> 1 <input type="checkbox"/> No formal schooling / Kindergarten    5 <input type="checkbox"/> Matriculation (F.6 – F.7)  2 <input type="checkbox"/> Primary    6 <input type="checkbox"/> Tertiary (non-degree)  3 <input type="checkbox"/> Junior secondary (F.1 – F.3)    7 <input type="checkbox"/> Tertiary (degree) or above  4 <input type="checkbox"/> Senior secondary (F.4 – F.5) </div>	<p>A5:</p> <div style="border: 1px solid black; width: 20px; height: 20px; margin-left: 10px;"></div>								
<p>A6    <b>You are living in:</b> [xoxxxx]</p> <div style="margin-left: 40px;"> Hong Kong Island:    01 <input type="checkbox"/> Mid-Western District    02 <input type="checkbox"/> Eastern District     03 <input type="checkbox"/> Southern District    04 <input type="checkbox"/> Wan Chai District  Kowloon:    05 <input type="checkbox"/> Kowloon City District    06 <input type="checkbox"/> Yau Tsim Mong District     07 <input type="checkbox"/> Sham Shui Po District    08 <input type="checkbox"/> Wong Tai Sin District     09 <input type="checkbox"/> Kwun Tong District  New Territories:    10 <input type="checkbox"/> Tsuen Wan District    11 <input type="checkbox"/> Kwai Tsing District     12 <input type="checkbox"/> Northern District    13 <input type="checkbox"/> Sai Kung District     14 <input type="checkbox"/> Tuen Mun District    15 <input type="checkbox"/> Tai Po District     16 <input type="checkbox"/> Sha Tin District    17 <input type="checkbox"/> Tin Shui Wai District     18 <input type="checkbox"/> Tung Chung District     19 <input type="checkbox"/> Yuen Long District (excluding Tin Shui Wai)     20 <input type="checkbox"/> Islands (excluding Tung Chung)     21 <input type="checkbox"/> Other : _____ </div>	<p>A6a:</p> <table border="1" style="width: 30px; height: 20px; margin-left: 10px;"></table> <p>A6b:</p> <div style="border: 1px solid black; width: 20px; height: 20px; margin-left: 10px;"></div>								

Internal  
Use Only

A7 **Your employment status:** [xoxxx]

1 ☐ Employed

→ (Please go to question A8 and A9)

2 ☐ Student

3 ☐ Homemaker

4 ☐ Retired

→ (Please go to question A10)

5 ☐ Unemployed

6 ☐ Chronically ill

7 ☐ Part-time

(For respondents who chose "employed" only)

A8 **Your current occupation:** [xoxxx]

1 ☐ Managers and administrators

6 ☐ Craft and related workers

2 ☐ Professionals

7 ☐ Plant & machine operators & assemblers

3 ☐ Associate professionals

8 ☐ Skilled agricultural / fishery workers

4 ☐ Clerks

9 ☐ Elementary occupations

5 ☐ Service or shop sales workers

A9 **Your total personal annual income:** [xoxxx]

1 ☐ Less than \$100,000

4 ☐ \$300,000 to \$599,999

2 ☐ \$100,000 to \$199,999

5 ☐ \$600,000 or above

3 ☐ \$200,000 to \$299,999

A10 **Your marital status:** [xoxxx]

1 ☐ Single

2 ☐ Married

3 ☐ Separated

4 ☐ Divorced

5 ☐ Widowed

A11 **The number of children you currently have:** [xoxxx]

1 ☐ None

2 ☐ One

3 ☐ Two

4 ☐ Three

5 ☐ Four

6 ☐ Five or above

A12 **Where were you born?** [xoooo]

1 ☐ Hong Kong

2 ☐ Macau

3 ☐ Guangdong

4 ☐ Other provinces or cities in China, please specify: \_\_\_\_\_

5 ☐ Nepal

6 ☐ India

7 ☐ Pakistan

8 ☐ Africa

9 ☐ Other countries, please specify: \_\_\_\_\_

A7:  
☐

A8:  
☐

A9:  
☐

A10:  
☐

A11:  
☐

A12a:  
☐

A12b:  
☐

A12c:  
☐

		Internal Use Only
A13	<b>How much do you know about mentorship programme?</b> [xxxxx] 1 <input type="checkbox"/> Not at all   2 <input type="checkbox"/> A little bit   3 <input type="checkbox"/> Some   4 <input type="checkbox"/> A lot	A13: <input type="checkbox"/>
A14	<b>Have you ever participated in other mentorship programme(s)?</b> [xoooo] 1 <input type="checkbox"/> No   2 <input type="checkbox"/> Yes	A14: <input type="checkbox"/>
A15	<b>Are you matched with any mentee of other mentorship programme?</b> [xxxxx] 1 <input type="checkbox"/> No   2 <input type="checkbox"/> Yes	A15: <input type="checkbox"/>
<b>Part 2: Mentorship Programme of the Projects</b>		
B1	<b>What attract you to participate (continuously) in mentorship programme? (<u>Can choose more than one option</u>)</b> [xooxx] 1 <input type="checkbox"/> To grow with children or adolescent 2 <input type="checkbox"/> To participate in training 3 <input type="checkbox"/> To participate in activities 4 <input type="checkbox"/> To know more people 5 <input type="checkbox"/> Others, please specify: _____	B1a: <input type="checkbox"/> B1b: <input type="checkbox"/>
B2	<b>Why do you participate in mentorship programme? (<u>Can choose more than one option</u>)</b> [xoooo] 1 <input type="checkbox"/> To contribute to the society 2 <input type="checkbox"/> To serve children and adolescents 3 <input type="checkbox"/> To serve disadvantaged families 4 <input type="checkbox"/> For personal development 5 <input type="checkbox"/> To support the operating NGO 6 <input type="checkbox"/> To share personal development experience with children and adolescents 7 <input type="checkbox"/> Others, please specify: _____	B2a: <input type="checkbox"/> B2b: <input type="checkbox"/>
B3	<b>What are your expectations on the mentorship programme?</b> [xooxx] <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	B3: <input type="checkbox"/>
B4	<b>How often would you expect to contact with your mentee?</b> [xooxx] 1 <input type="checkbox"/> Once a month 2 <input type="checkbox"/> Twice a month 3 <input type="checkbox"/> Once a week 4 <input type="checkbox"/> Several times a week	B4: <input type="checkbox"/>

Internal  
Use Only

B5 **How would you like to contact your mentee?** (Can choose more than one option) [xxxx]

- 1 ☐ Face-to-face      5 ☐ Short message  
2 ☐ Activities      6 ☐ Video conferencing  
3 ☐ Phone      7 ☐ Online socialisation (such as msn, facebook)  
4 ☐ E-mail      8 ☐ Others, please specify: \_\_\_\_\_

B5a:  
☐

B5b:  
☐

B6 **What are your expectations of the mentoring programme, operating NGO, participating children and mentoring relationship?** [xooxx]

B6:  
☐

B7 **What is your plan on providing guidance to your mentee?** [xooxx]

B7:  
☐

B8 **How would you consider to be providing successful guidance to your mentee?** [xooxx]

B8:  
☐

B9 **What kind(s) of training do you think is necessary for mentor?** (Can choose more than one option) [xxxx]

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

B9a:  
☐

B9b:  
☐

B10 **Do you know the name of your mentee?** [oxxxx]

- 1 ☐ No  
2 ☐ Yes, Name 1: \_\_\_\_\_  
Name 2: \_\_\_\_\_  
Name 3: \_\_\_\_\_

B10a:  
☐

B10b-d:  
☐ ☐ ☐ ☐

B11 **Does your mentee know your name?**[xxxx]

- 1 ☐ Yes    2 ☐ No

B11:  
☐

**Part 3: Mentoring Relationship** [xxxxx]

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
C01: My mentee almost always asks me what I want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02: 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"/>
C03: My mentee thinks of fun and interesting things to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04: My mentee and I do things I really want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05a: When I'm with my mentee, I feel special.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05b: When I'm with my mentee, I feel excited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05c: When I'm with my mentee, I feel important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05d: When I'm with my mentee, I feel happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05e: When I'm with my mentee, I feel bored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05f: When I'm with my mentee, I feel mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05g: When I'm with my mentee, I feel disappointed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05h: When I'm with my mentee, I feel unhappy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05i: When I'm with my mentee, I feel ignored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06: My mentee is always interested in what I want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07: I am okay with the ways my mentee makes fun of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08: I wish my mentee was different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09: Sometimes my mentee promises we will do something; then we don't do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10: When my mentee gives me advice, it makes me feel stupid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11: 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"/>
C12: I wish my mentee asked me more about what I think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13: I wish my mentee knew me better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14: I wish my mentee spent more time with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C01	
C02	
C03	
C04	
C05a	
C05b	
C05c	
C05d	
C05e	
C05f	
C05g	
C05h	
C05i	
C06	
C07	
C08	
C09	
C10	
C11	
C12	
C13	
C14	

# Report of Consultancy Study on the Child Development Fund Pioneer Projects

Internal  
Use Only

	Not true at all	Not very true	Sort of true	Very true
C15: When something is bugging my mentee, I will listen to him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C16: 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"/>
C17: 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"/>

C15	
C16	
C17	

**According to your mentoring relationship 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. [Oxxxx]**

	Never	Seldom	Sometimes	Often	Always
C18: 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"/>
C19: 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"/>
C20: 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"/>
C21: 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"/>
C22: 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"/>
C23: I share stories about my own experiences 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"/>
C24: 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"/>
C25: I push my mentee to do a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C26: I give my mentee constructive criticism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C27: I push my mentee to do things on his/her own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C28: We talk together and shared ideas about personal development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C29: My mentee learns how to do things by watching me doing them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C30: My mentee acquires knowledge, information, or skills from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C31: I introduce my mentee to new ideas, interests, and experiences, enable him/her to have personal development planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C18	
C19	
C20	
C21	
C22	
C23	
C24	
C25	
C26	
C27	
C28	
C29	
C30	
C31	

The five characters between the brackets “[” and”]”at the end of each question indicates whether the question was included in different rounds of survey. “x” refers to yes, while “o” means no. For example, [xoooo] indicates that the question only appeared in round one survey.

#### Part 4: Communication and meeting

Please fill in the number of communication and meeting between your mentee and you during different stages of the Projects. If there is none, please fill in the number 0.

[000xo]	2009			2010			2011
	April to June	July to September	October to December	January to March	April to June	July to September	October to December
Face-to-face / visit							
Phone							
Mass or group activities							
E-mail / letter							
Short message / instant message / digital social network or blogs							
Others							

[000ox]	2011			2012
	April to June	July to September	October to December	January to March
Face-to-face / visit				
Phone				
Mass or group activities				
E-mail / letter				
Short message / instant message / digital social network or blogs				
Others				

#### Part 5: Prosocial Personality Battery (PSB) [000xx]

Below are a number of statements that may or may not describe you, your feelings, or your behavior. 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
E01: 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"/>

Internal  
Use Only

E01	
E02	

The five characters between the brackets "[" and "]" at the end of each question indicates whether the question was included in different rounds of survey. "x" refers to yes, while "o" means no. For example, [xoooo] indicates that the question only appeared in round one survey.



## Report of Consultancy Study on the Child Development Fund Pioneer Projects

E02: 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"/>	E03	
E03: 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"/>	E04	
E04: 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"/>	E05	
E05: 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"/>	E06	
E06: 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"/>	E07	
E07: 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"/>	E08	
E08: 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"/>	E09	
E09: 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"/>	E10	
E10: 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"/>	E11	
E11: 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"/>	E12	
E12: 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"/>	E13	
E13: 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"/>	E14	
E14: I am usually pretty effective in dealing with emergencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E15	
E15: 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"/>	E16	
E16: 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"/>	E17	
E17: I tend to lose control during emergencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E18	
E18: 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"/>	E19	
E19: 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"/>		

The five characters between the brackets "[" and "]" at the end of each question indicates whether the question was included in different rounds of survey. "x" refers to yes, while "o" means no. For example, [xooooo] indicates that the question only appeared in round one survey.

**Below are a set of statements, which may or may not describe how you make decisions when you have to choose between two courses of action or alternatives, when there is no clear right way or wrong way to act.**

Internal  
Use Only

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
E20: 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"/>
E21: 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"/>
E22: 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"/>
E23: 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"/>
E24: 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"/>
E25: 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"/>

E20	
E21	
E22	
E23	
E24	
E25	

**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	Once	More than Once	Often	Very often
E26: 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"/>	<input type="checkbox"/>
E27: 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"/>	<input type="checkbox"/>
E28: I have let a neighbor 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"/>	<input type="checkbox"/>
E29: I have, before being asked, voluntarily looked after a neighbor's pets or children without being paid for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E30: 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"/>	<input type="checkbox"/>
E31: 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"/>	<input type="checkbox"/>

E26	
E27	
E28	
E29	
E30	
E31	

~ End ~

## Appendix 6. Questionnaire for Control Group

# Evaluation Study on Child Development Fund Pioneer Projects

## Questionnaire for Control Group

### Introduction:

The Department of Applied Social Sciences of The Hong Kong Polytechnic University (University) is commissioned to conduct a consultancy study (study) on the Child Development Fund Pioneer Projects (the Projects), so as to provide information of the Projects' implementation and effectiveness for insights to establish long-term goal and policies which promote child development in Hong Kong.

This questionnaire will collect information of personal particulars and the opinion of respondent towards the pioneer projects. Except those written text or numeric answers, please tick your answers (e.g. ☒) for the multiple choice questions. The university will manage and analyse the collected information, and no other people except the researchers can access to the information. All the information and opinion collected are confidential, and will be used only for the evaluative and statistical purposes of the study.

If you have any question about the study, please contact our research staffs at 2766 4223. Upon completion of the questionnaire, please return the completed questionnaire to the Team by the freepost reply envelope provided or to the on-site workers directly. Thank you.

For internal use only								
Checker:		Date:	____(M)____(D)____(Y)	Questionnaire number: <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>				
Worker ID:		Name :		Centre number: <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>				

A0	<b>Control Participant ID: (For internal use only)</b>								
	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>								

Part 1: Background Information		Internal Use Only										
A1	<b>Your Chinese or English name: ( <u>as shown on ID card</u> )</b> [xxxxx] <div style="border: 1px solid black; height: 30px; width: 450px; margin-top: 5px;"></div>	A1: <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div>										
A2	<b>Your gender:</b> [xoooo] 1 <input type="checkbox"/> Male      2 <input type="checkbox"/> Female	A2: <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div>										
A3	<b>Your year and month of birth:</b> [xoooo] Year <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td><td>9</td><td></td><td></td></tr></table> Month <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td><td></td></tr></table>	1	9					A3a: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td><td></td></tr></table> A3b: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td><td></td></tr></table>				
1	9											
A4	<b>The current school you are studying in:</b> [xxxxx] <div style="border: 1px solid black; height: 35px; width: 660px; margin-top: 5px;"></div>	A4: <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div>										
A5	<b>The current education level you are in is:</b> [xoxxxx] <div style="display: flex; flex-wrap: wrap; margin-top: 5px;"> <div style="width: 33%;">1 <input type="checkbox"/> primary 3</div> <div style="width: 33%;">5 <input type="checkbox"/> secondary 1</div> <div style="width: 33%;">9 <input type="checkbox"/> secondary 5</div> <div style="width: 33%;">2 <input type="checkbox"/> primary 4</div> <div style="width: 33%;">6 <input type="checkbox"/> secondary 2</div> <div style="width: 33%;">10 <input type="checkbox"/> secondary 6</div> <div style="width: 33%;">3 <input type="checkbox"/> primary 5</div> <div style="width: 33%;">7 <input type="checkbox"/> secondary 3</div> <div style="width: 33%;">4 <input type="checkbox"/> primary 6</div> <div style="width: 33%;">8 <input type="checkbox"/> secondary 4</div> </div>	A5: <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div>										
A6	<b>You are living in:</b> [xoxxxx] <div style="margin-top: 5px;"> Hong Kong Island:    01 <input type="checkbox"/> Mid-Western District    02 <input type="checkbox"/> Eastern District                                   03 <input type="checkbox"/> Southern District      04 <input type="checkbox"/> Wan Chai District  Kowloon:                05 <input type="checkbox"/> Kowloon City District    06 <input type="checkbox"/> Yau Tsim Mong District                                   07 <input type="checkbox"/> Sham Shui Po District    08 <input type="checkbox"/> Wong Tai Sin District                                   09 <input type="checkbox"/> Kwun Tong District  New Territories:    10 <input type="checkbox"/> Tsuen Wan District    11 <input type="checkbox"/> Kwai Tsing District                                   12 <input type="checkbox"/> Northern District      13 <input type="checkbox"/> Sai Kung District                                   14 <input type="checkbox"/> Tuen Mun District      15 <input type="checkbox"/> Tai Po District                                   16 <input type="checkbox"/> Sha Tin District        17 <input type="checkbox"/> Tin Shui Wai District                                   18 <input type="checkbox"/> Tung Chung District                                   19 <input type="checkbox"/> Yuen Long District (excluding Tin Shui Wai)                                   20 <input type="checkbox"/> Islands (excluding Tung Chung)                                   21 <input type="checkbox"/> Other : _____ </div>	A6a: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td><td></td></tr></table> A6b: <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div>										

# Report of Consultancy Study on the Child Development Fund Pioneer Projects

Internal  
Use Only

A7 **Are you a Hong Kong permanent resident?** [x0000]

1 ☐ No 2 ☐ Yes

A7:

☐

A8 **Which year did you settle in Hong Kong?** [x0000]

A ☐ Since birth B ☐ Year \_\_\_\_\_

A8:

A9 **Your place of birth is:** [x0000]

1 ☐ Hong Kong 2 ☐ Macau 3 ☐ Guangdong  
4 ☐ Other Provinces or cities in China, please specify: \_\_\_\_\_  
5 ☐ Nepal 6 ☐ India 7 ☐ Pakistan 8 ☐ Africa  
9 ☐ Other countries, please specify: \_\_\_\_\_

A9a:

A9b:

☐

A9C:

☐

## Part 2: Personal Resilience [x0xxx]

From your experience last month, choose the most suitable answer for the following fifteen questions.

	Absolutely disagree	very disagree	Disagree	Neutral	Agree	Very agree	Absolutely agree
B1: I have self-discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2: When I make plans I follow through with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3: I am determined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4: I feel that I can handle many things at a time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B5: My belief in myself gets me through hard times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B6: I usually take things in my stride.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B7: When I am in a difficult situation, I can usually find my way out of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B8: I have enough energy to do what I have to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B9: I feel proud that I have accomplished things in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10: I keep interested in things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11: I am friends with myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B12: My life has meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13: I can usually find something to laugh about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14: I usually manage one way or another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15: I can usually look at a situation in a number of ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B1	
B2	
B3	
B4	
B5	
B6	
B7	
B8	
B9	
B10	
B11	
B12	
B13	
B14	
B15	

The five characters between the brackets “[” and “]” at the end of each question indicates whether the question was included in different rounds of survey. “x” refers to yes, while “o” means no. For example, [x00000] indicates that the question only appeared in round one survey.

Part 3: Family Relationship [xxxxx]		Internal Use Only
C1	<p><b>In the past six months, how often did you have dinner with your parent (or guardian)?</b></p> <p>1 <input type="checkbox"/> Every night                      4 <input type="checkbox"/> 2 to 3 times a month            2 <input type="checkbox"/> 2 to 6 times a week            5 <input type="checkbox"/> Once a month or less            3 <input type="checkbox"/> Once a week                      6 <input type="checkbox"/> Never</p>	C1: <input type="checkbox"/>
C2	<p><b>In the past six months, how often did you communicate with your parent (or guardian)?</b></p> <p>1 <input type="checkbox"/> Every day                      4 <input type="checkbox"/> 2 to 3 times a month            2 <input type="checkbox"/> 2 to 6 times a week            5 <input type="checkbox"/> Once a month or less            3 <input type="checkbox"/> Once a week                      6 <input type="checkbox"/> Never</p>	C2: <input type="checkbox"/>
C3	<p><b>In the past six months, in general, how close were you with your parent (or guardian)?</b></p> <p>1 <input type="checkbox"/> Not close at all            2 <input type="checkbox"/> Quite close            3 <input type="checkbox"/> Very close</p>	C3: <input type="checkbox"/>
C4	<p><b>In the past six months, how similar was your view compared with your parent's (or guardian's)?</b></p> <p>1 <input type="checkbox"/> Very different            2 <input type="checkbox"/> Quite different            3 <input type="checkbox"/> Quite similar            4 <input type="checkbox"/> Very similar</p>	C4: <input type="checkbox"/>
C5	<p><b>In the past six months, did you voluntarily provide any help to your parents, your friends and neighbourhoods? (e.g. shopping, taking care of others, repairing things)?</b></p> <p>1 <input type="checkbox"/> Often    2 <input type="checkbox"/> Sometimes    3 <input type="checkbox"/> Seldom    4 <input type="checkbox"/> Never</p>	C5: <input type="checkbox"/>
C6	<p><b>In the past six months, did you get any help voluntarily from your parents, your friends and neighbourhoods? (e.g. shopping, taking care of others, repairing things)?</b></p> <p>1 <input type="checkbox"/> Often    2 <input type="checkbox"/> Sometimes    3 <input type="checkbox"/> Seldom    4 <input type="checkbox"/> Never</p>	C6: <input type="checkbox"/>

Internal  
Use Only

According to your usual situation, please choose the most suitable answer for the following questions. [xxxxx]

	Strongly disagreed	Disagreed	Agreed	Strongly agreed
C7a: I wish my parent (guardian) would pay more attention on me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C7b: I wish my parent (guardian) would spend more time with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C7c: I wish my parent (guardian) would know me better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8: I enjoy the time I spend with my parent (guardian).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C9: I wish I would be closer to my parent (guardian).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10: I wish I could talk more with my parent (guardian).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11a: When I am with my parent (guardian), I feel happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11b: When I am with my parent (guardian), I feel relaxed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11c: When I am with my parent (guardian), I feel ignored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11d: When I am with my parent (guardian), I feel mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11e: When I am with my parent (guardian), I feel bored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11f: When I am with my parent (guardian), I feel unhappy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11g: When I am with my parent (guardian), I feel safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12a: When I am with my parent (guardian), I feel important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12b: When I am with my parent (guardian), I feel scared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12c: When I am with my parent (guardian), I feel loved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C7a	
C7b	
C7c	
C8	
C9	
C10	
C11a	
C11b	
C11c	
C11d	
C11e	
C11f	
C11g	
C12a	
C12b	
C12c	

#### Part 4: Academic [xxxxx]

D1 In the last semester, what is your rank among the whole class?

Rank number: \_\_\_\_\_

☐ There is no ranking in our school

☐ I don't know / I don't remember

D1:

--	--

D2 In the last semester, what is your rank among the whole form?

Rank number: \_\_\_\_\_

☐ There is no ranking in our school

☐ Don't know / don't remember

D2:

--	--

The five characters between the brackets "[ " and "]" at the end of each question indicates whether the question was included in different rounds of survey. "x" refers to yes, while "o" means no. For example, [xooooo] indicates that the question only appeared in round one survey.

Internal  
Use Only

D3 **In this semester, what is your school attendance rate in approximate?**

\_\_\_\_\_ %

D3:

--	--	--

D4 **You wish you can:**

- 1 ☐ Stop going to school, if possible
- 2 ☐ Finish primary school
- 3 ☐ Finish junior secondary school
- 4 ☐ Finish senior secondary school
- 5 ☐ Finish university

D4:

--

D5 **What is the highest level of qualification you think you can achieve?**

- 1 ☐ Don't know
- 2 ☐ Primary school level
- 3 ☐ Junior secondary school level
- 3 ☐ Senior secondary school level
- 4 ☐ Diploma or certificate level
- 5 ☐ University degree level
- 6 ☐ Master or doctoral degree level

D5:

--

D6 **What do you think about going to school?**

- 1 ☐ Not important at all
- 2 ☐ Unimportant
- 3 ☐ Quite important
- 4 ☐ Very important
- 5 ☐ Don't know

D6:

--

D7 **How meaningful is "going to school" to you?**

- 1 ☐ Not meaningful at all
- 2 ☐ Not meaningful
- 3 ☐ Quite meaningful
- 4 ☐ Very meaningful
- 5 ☐ Don't know

D7:

--

D8 **What is the expectation of your parent (guardian) on your educational attainment?**

- 1 ☐ Don't know
- 2 ☐ Primary school level
- 3 ☐ Junior secondary school level
- 3 ☐ Senior secondary school level
- 4 ☐ Diploma or certificate level
- 5 ☐ University degree level
- 6 ☐ Master or doctoral degree level

D8:

--

The five characters between the brackets "[ " and "]" at the end of each question indicates whether the question was included in different rounds of survey. "x" refers to yes, while "o" means no. For example, [xoooo] indicates that the question only appeared in round one survey.



Internal  
Use Only

D9 **Do you think you can meet the expectation of your parent (guardian) on your educational attainment?**

D9:  
☐

- 1 ☐ Don't know
- 2 ☐ Lower than expected
- 3 ☐ Just meet
- 4 ☐ Higher than expected

D10 **What do you think about the chance of getting into university?**

D10:  
☐

- 1 ☐ Don't know
- 2 ☐ No chance at all
- 3 ☐ Very little
- 4 ☐ Moderate
- 5 ☐ Very high
- 6 ☐ Certainly

#### Part 5: Personal Planning and Career

E1 **Do you have any plan after graduation?** [xoxxx]

E1:  
☐

- 1 ☐ No    2 ☐ Yes

E2 **In the past six month, when you want to talk about your plan after graduation, who will you talk to? Please indicate from the list of people you know those you will talk to and their numbers? (Can choose more than one answer)** [xxxxx]

E2a: E2cc:

- 1 ☐ Father
- 2 ☐ Mother
- 3 ☐ Sisters or brothers, there are \_\_\_\_\_ of them
- 4 ☐ Teachers, there are \_\_\_\_\_ of them
- 5 ☐ Classmates, there are \_\_\_\_\_ of them
- 6 ☐ Friends, there are \_\_\_\_\_ of them
- 7 ☐ School social workers, there are \_\_\_\_\_ of them
- 8 ☐ Centre social workers, there are \_\_\_\_\_ of them
- 9 ☐ Mentors, there are \_\_\_\_\_ of them
- 10 ☐ Others, please specify the relationship \_\_\_\_\_, there are \_\_\_\_\_ of them

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

E2j    E2jj  
☐    ☐

Internal  
Use Only

- E3 **You expect your future work can give you: (can choose at most three options)** [xxxx]
- 01 ☐ Provide stable income    06 ☐ Improve life    11 ☐ Help others  
 02 ☐ Command others    07 ☐ Cooperate with others    12 ☐ Know others  
 03 ☐ Earn high income    08 ☐ Promote status    13 ☐ Actualise potentials  
 04 ☐ Realise your dream    09 ☐ Self challenge    14 ☐ Others: \_\_\_\_\_  
 05 ☐ Learn more things    10 ☐ Fulfill interest    15 ☐ Don't know
- E4 **Do your parents (guardian) know your expectation on work and future development?** [xxxx]
- 1 ☐ No    2 ☐ Yes
- E5 **Have you regularly planned your future study or work?** [xxxx]
- 1 ☐ No    2 ☐ Yes
- E6 **If you have to plan your future study or work, how would you do that? (Can choose more than one answer)** [xxxx]
- 1 ☐ Don't know  
 2 ☐ Plan myself  
 3 ☐ Plan with peers  
 4 ☐ Plan with seniors  
 5 ☐ Plan with mentors  
 6 ☐ Others, please specify: \_\_\_\_\_
- E7 **Do you have any long term life goal?** [xxxx]
- 1 ☐ No  
 2 ☐ Yes, it is: \_\_\_\_\_
- E8 **If you want to achieve your life goal, how would you do? (Can choose three options at most)** [xxxx]
- 1 ☐ Don't know  
 2 ☐ Work together with someone sharing the same goal  
 3 ☐ Seek help from others  
 4 ☐ Set schedule  
 5 ☐ Step by step, patiently  
 6 ☐ Search for different ways and resources  
 7 ☐ Others, please specify: \_\_\_\_\_

E3a: E3p:


E4:

--

E5:

--

E6:

--

E7a:

--

E7b:

--

E8a: E8h:


Internal  
Use Only

**Please choose the most suitable option for the following 5 statements. [xoxxx]**

	Not suitable at all	A little bit suitable	Quite suitable	Very suitable
E9: I like to make plan for the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E10: I find it helpful to set goals for the near future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E11: I live one day at a time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E12: I have too many things to think about today and no time to think about tomorrow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E13: I believe there is no sense planning to far ahead because so many things can change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E9	
E10	
E11	
E12	
E13	

**According to the confidence on your own abilities, please choose the most suitable option for the following questions. [xoxxx]**

	Extremely not confident	Not confident	A little bit not confident	A little bit confident	Confident	Extremely confident
<b>I am confident that I am able to:</b>						
E14: Set my career or study goals according to my interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E15: Understand my abilities so as to help myself choose a career or study goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E16: Assess and modify my career or study goals according to the change in external situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E17: Solve the problems I encounter in the process of achieving my career or study goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E18: Master the strategies to achieve my career or study goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E19: Constantly improve my study and career plan to work towards my career or study goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E20: I think that there currently more possibilities for me to plan my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E14	
E15	
E16	
E17	
E18	
E19	

Part 6: Savings [xxxxx]		Internal Use Only																				
F1	<b>What is your monthly income on average from pocket money or part-time job?</b>  1 <input type="checkbox"/> None                      5 <input type="checkbox"/> \$200 – \$499 2 <input type="checkbox"/> \$1 – \$49                      6 <input type="checkbox"/> \$500 – \$99 3 <input type="checkbox"/> \$50 – \$99                      7 <input type="checkbox"/> \$1000 or above 4 <input type="checkbox"/> \$100 – \$199                      8 <input type="checkbox"/> Don't know	F1: <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>																				
F2	<b>Do you have any saving habit?</b>  1 <input type="checkbox"/> None                      5 <input type="checkbox"/> \$100 – \$199 2 <input type="checkbox"/> \$1 – \$9                      6 <input type="checkbox"/> \$200 – \$499 3 <input type="checkbox"/> \$10 – \$29                      7 <input type="checkbox"/> \$500 or above 4 <input type="checkbox"/> \$30 – \$99                      8 <input type="checkbox"/> Don't know	F2: <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>																				
F3	<b>When do you make a saving in a month?</b>  1 <input type="checkbox"/> No saving habit 2 <input type="checkbox"/> Beginning of a month 3 <input type="checkbox"/> Middle of a month 4 <input type="checkbox"/> End of a month 5 <input type="checkbox"/> No regular time	F3: <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>																				
F4	<b>Your savings are: <u>(Can choose more than one answer)</u></b>  1 <input type="checkbox"/> No saving habit 2 <input type="checkbox"/> Kept by friends or relatives 3 <input type="checkbox"/> Deposit into bank 4 <input type="checkbox"/> Kept by myself 5 <input type="checkbox"/> Others, please specify: _____	<table border="1"> <tr><td>F4a</td><td></td></tr> <tr><td>F4b</td><td></td></tr> <tr><td>F4c</td><td></td></tr> <tr><td>F4d</td><td></td></tr> <tr><td>F4e</td><td></td></tr> <tr><td>F4f</td><td></td></tr> </table>	F4a		F4b		F4c		F4d		F4e		F4f									
F4a																						
F4b																						
F4c																						
F4d																						
F4e																						
F4f																						
F5	<b>What will you do with your savings? <u>(Can choose more than one answer)</u></b>  1 <input type="checkbox"/> No saving habit 2 <input type="checkbox"/> Buy things I like 3 <input type="checkbox"/> Buy gifts for parents or friends 4 <input type="checkbox"/> For traveling 5 <input type="checkbox"/> For entertainment 6 <input type="checkbox"/> Supporting family expenses 7 <input type="checkbox"/> For interest classes 8 <input type="checkbox"/> For future education 9 <input type="checkbox"/> Others, please specify: _____	<table border="1"> <tr><td>F5a</td><td></td></tr> <tr><td>F5b</td><td></td></tr> <tr><td>F5c</td><td></td></tr> <tr><td>F5d</td><td></td></tr> <tr><td>F5e</td><td></td></tr> <tr><td>F5f</td><td></td></tr> <tr><td>F5g</td><td></td></tr> <tr><td>F5h</td><td></td></tr> <tr><td>F5i</td><td></td></tr> <tr><td>F5j</td><td></td></tr> </table>	F5a		F5b		F5c		F5d		F5e		F5f		F5g		F5h		F5i		F5j	
F5a																						
F5b																						
F5c																						
F5d																						
F5e																						
F5f																						
F5g																						
F5h																						
F5i																						
F5j																						

Internal  
Use Only

E6a: E6cc:


E6j

☐

E6jj

☐

F6 In the past six month, when you want to talk about your saving plan, who will you seek to talk to? Please indicate from the following list of people you know those you will talk to and their numbers? (Can choose more than one answer)

- 1 ☐ Father  
 2 ☐ Mother  
 3 ☐ Sisters or brothers, there are \_\_\_\_\_ of them  
 4 ☐ Teachers, there are \_\_\_\_\_ of them  
 5 ☐ Classmates, there are \_\_\_\_\_ of them  
 6 ☐ Friends, there are \_\_\_\_\_ of them  
 7 ☐ School social workers, there are \_\_\_\_\_ of them  
 8 ☐ Centre social workers, there are \_\_\_\_\_ of them  
 9 ☐ Mentors, there are \_\_\_\_\_ of them  
 10 ☐ Others, please specify the relationship \_\_\_\_\_, there are \_\_\_\_ of them

#### Part 7: Extra-curricular activities and behaviours [xxxxx]

G1 Currently, are you participating in any extra-curricular activities or tutorial classes?

- 1 ☐ No → (please go to question G12)  
 2 ☐ Yes

G1:

☐

If yes, how much time on average do you spend on the following activities each month:

	Not at all	3 hours or below	4 to 10 hours	11-20 hours	21-30 hours	31-40 hours	41 hours or above
G2:Financial planning and personal asset development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G3:Personal development planning and interpersonal communication development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G4:Career planning / extra-curricular learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G5:Voluntary services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G2

☐

G3

☐

G4

☐

G5

☐

# Report of Consultancy Study on the Child Development Fund Pioneer Projects

	Not at all	3 hours or below	4 to 10 hours	11-20 hours	21-30 hours	31-40 hours	41 hours or above
G6:Regular and tutor-led sports activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G7:Regular and tutor-led cultural art activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G8:Regular and tutor-led uniform group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G9:Regular religious activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G10:Private tuition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G11:Others, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Internal  
Use Only

G6	
G7	
G8	
G9	
G10	
G11	
G11a	

G12 **On average, how long were you alone at home doing nothing every day last week?**

\_\_\_\_\_ hours

G12:

--	--

G13 **On average, how long were you alone on the street every day last week?**

\_\_\_\_\_ hours

G13:

--	--

G14 **On average, how long did you wander on the street with friends every day last week?**

\_\_\_\_\_ hours

G14:

--	--	--

G15 **Did you receive any demerits or have to see teachers, social workers or disciplinary officer because of delay in submitting homework and misconduct this term?**

- 1 ☐ Never  
2 ☐ Once  
3 ☐ Two to three times  
4 ☐ Four to ten times  
5 ☐ More than ten times

G15:

--

G16 **Did you speak foul language, sabotage, involve in stealing or assault this term?**

- 1 ☐ Never  
2 ☐ Once  
3 ☐ Two to three times  
4 ☐ Four to ten times  
5 ☐ More than ten times

G16:

--

Internal  
Use Only

G17 **Did you ever smoke (even one puff)?**

1 ☐ No      2 ☐ Yes

G17:

☐

G18 **In the past 30 days (one month), how many days did you smoke?**

1 ☐ 0 day      5 ☐ 10-19 days  
2 ☐ 1-2 days      6 ☐ 20-29 days  
3 ☐ 3-5 days      7 ☐ 30 days  
4 ☐ 6-9 days

G18:

☐

G19 **In the past 30 days (one month), have you ever taken any drugs which would affect your mental state (such as cannabis, ecstasy, ketamine, but excluding those prescribed by your doctor)?**

1 ☐ No      2 ☐ Yes

G19:

☐

G20 **In the past 30 days (one month), have you ever drunk any alcohol (including beer)?**

1 ☐ No      2 ☐ Yes

G20:

☐

## Part 8: Self and Interpersonal Relationship

H1 **When you want to talk about your emotions and interpersonal relationships, to whom you would approach in the past six months? Please indicate who you would talk to and their numbers from the below list of people you know. (Can choose more than one answer) [xxxxx]**

1 ☐ Father  
2 ☐ Mother  
3 ☐ Siblings, there are \_\_\_\_\_ of them  
4 ☐ Teachers, there are \_\_\_\_\_ of them  
5 ☐ Classmates, there are \_\_\_\_\_ of them  
6 ☐ Friends, there are \_\_\_\_\_ of them  
7 ☐ School social workers, there are \_\_\_\_\_ of them  
8 ☐ Centre social workers, there are \_\_\_\_\_ of them  
9 ☐ Mentors, there are \_\_\_\_\_ of them  
10 ☐ Others, please specify the relationship: \_\_\_\_\_, there are \_\_\_\_\_ of them

H1a: H1cc:



H1j

☐

H1jj

☐

The five characters between the brackets "[" and "]" at the end of each question indicates whether the question was included in different rounds of survey. "x" refers to yes, while "o" means no. For example, [xoooo] indicates that the question only appeared in round one survey.

**According to your experience in past one month, please choose the most suitable answer for the following questions. [xoxxx]**

Internal  
Use Only

	Totally disagree	disagree	agree	Totally agree
H2: I feel that I'm a person of worth, at least on an equal plane with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H3: I feel that I have a number of good qualities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H4: All in all, I am inclined to feel that I always do the wrong things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H5: I am able to do things as good as most other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H6: I feel I do not have much to be proud of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H7: I take a positive attitude toward myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H8: On the whole, I am satisfied with myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H9: I wish I could have more respect for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H10: I certainly feel useless at times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H11: At times, I think I only have a few things that are good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H2	
H3	
H4	
H5	
H6	
H7	
H8	
H9	
H10	
H11	

**According to your experience in the past 3 to 4 weeks, please choose the most suitable answer for the following 12 questions. [xoxxx]**

	Much less than usual	Same as usual	More than usual	Much more than usual
H12: In the past few weeks, I have been able to concentrate on what I'm doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H13: In the past few weeks, I lost much sleep over worry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H14: In the past few weeks, I felt I was playing a useful part in things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H15: In the past few weeks, I felt I was capable of making decisions about things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H16: In the past few weeks, I felt constantly under strain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H17: In the past few weeks, I felt I couldn't overcome my difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H18: In the past few weeks, I have been able to enjoy my normal day-to-day activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H19: In the past few weeks, I have been able to face up to my problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H20: In the past few weeks, I have been feeling unhappy and depressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H21: In the past few weeks, I have been losing confidence in myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H22: In the past few weeks, I have been thinking of myself as a worthless person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H23: In the past few weeks, I have been feeling reasonably happy, all things considered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H12	
H13	
H14	
H15	
H16	
H17	
H18	
H19	
H20	
H21	
H22	
H23	

The five characters between the brackets "[ " and "]" at the end of each question indicates whether the question was included in different rounds of survey. "x" refers to yes, while "o" means no. For example, [xoooo] indicates that the question only appeared in round one survey.



Part 9: Mentorship programme		Internal Use Only
J1	<b>Have you ever participated in any mentorship programme?</b> [xoooo] 1 <input type="checkbox"/> No   2 <input type="checkbox"/> Yes	J4: <input type="checkbox"/>
J2	<b>Are you currently being followed up by any mentor?</b> [xoooo] 1 <input type="checkbox"/> No   2 <input type="checkbox"/> Yes	J5: <input type="checkbox"/>
J3	<b>Please state information of the mentorship programme which you have participated in before: (skip this question if not applicable)</b> [xoooo]  Programme Name: _____ Organisation: _____ Start date: _____ End date: _____ Nature:     1 <input type="checkbox"/> School-based 2 <input type="checkbox"/> Community-based 3 <input type="checkbox"/> Religion-based 4 <input type="checkbox"/> Others: _____ Mode:        1 <input type="checkbox"/> One mentor paired one mentee 2 <input type="checkbox"/> One mentor paired some mentees 3 <input type="checkbox"/> Multi-mentors paired multi-mentees 4 <input type="checkbox"/> Variable mentor numbers 5 <input type="checkbox"/> Others: _____	J6a: <input type="text"/> J6b: <input type="text"/> J6c: <input type="date"/> J6d: <input type="date"/> J6e: <input type="checkbox"/> J6f: <input type="checkbox"/>
<b>Part 10: Family Backgrounds</b> - Please seek assistance from parents/guardians if necessary - If you are being looked after by a guardian, please go to question K13		
K1	<b>Education level of your father: (the highest education level obtained )</b> [xoooo]  1 <input type="checkbox"/> No formal schooling / Kindergarten     5 <input type="checkbox"/> Matriculation (F.6 – F.7) 2 <input type="checkbox"/> Primary     6 <input type="checkbox"/> Tertiary (non-degree) 3 <input type="checkbox"/> Junior secondary (F.1 – F.3)     7 <input type="checkbox"/> Tertiary (degree) or above 4 <input type="checkbox"/> Senior secondary (F.4 – F.5)	K1: <input type="checkbox"/>

Internal  
Use Only

K2 **Is your father a Hong Kong permanent resident?** [x0000]

1 ☐ No 2 ☐ Yes

K2:

☐

K3 **How long has your father lived in Hong Kong?** [x0000]

1 ☐ Since birth

2 ☐ \_\_\_\_\_ years

K3:

K4 **Where was your father born?** [x0000]

1 ☐ Hong Kong 2 ☐ Macau 3 ☐ Guangdong

4 ☐ Other provinces or cities in China, please specify: \_\_\_\_\_

5 ☐ Nepal 6 ☐ India 7 ☐ Pakistan 8 ☐ Africa

9 ☐ Other countries, please specify: \_\_\_\_\_

K4a:

K4b:

K4C:

K5:

K5 **The employment status of your father:** [xxxxx]

1 ☐ Employed

→ ( Please go to question K6)

2 ☐ Student

3 ☐ Homemaker

4 ☐ Retired

5 ☐ Unemployed

6 ☐ Chronically ill

7 ☐ Part-time

→ ( Please go to question K7)

( For respondents who chose “employed” only)

K6 **The current occupation of your father** [x0xxx]:

1 ☐ Managers and administrators

2 ☐ Professionals

3 ☐ Associate professionals

4 ☐ Clerks

5 ☐ Service or shop sales workers

6 ☐ Craft and related workers

7 ☐ Plant & machine operators & assemblers

8 ☐ Skilled agricultural / fishery workers

9 ☐ Elementary occupations

10 ☐ Others: \_\_\_\_\_

K6:

Internal  
Use Only

K7 **Education level of your mother: (the highest education level obtained)** [xoooo]

- |   |   |
|---|---|
| 1 <input type="checkbox"/> No formal schooling / Kindergarten | 5 <input type="checkbox"/> Matriculation (F.6 – F.7)  |
| 2 <input type="checkbox"/> Primary                            | 6 <input type="checkbox"/> Tertiary (non-degree)      |
| 3 <input type="checkbox"/> Junior secondary (F.1 – F.3)       | 7 <input type="checkbox"/> Tertiary (degree) or above |
| 4 <input type="checkbox"/> Senior secondary (F.4 – F.5)       |   |

K7:

K8 **Is your mother a Hong Kong permanent resident?** [xoooo]

- 1 ☐ No    2 ☐ Yes

K8:

K9 **How long has your mother lived in Hong Kong?** [xoooo]

- 1 ☐ Since birth    2 ☐ \_\_\_\_\_ years

K9

K10 **Where was your mother born?** [xoooo]

- 1 ☐ Hong Kong    2 ☐ Macau    3 ☐ Guangdong  
 4 ☐ Other provinces or cities in China, please specify: \_\_\_\_\_  
 5 ☐ Nepal    6 ☐ India    7 ☐ Pakistan    8 ☐ Africa  
 9 ☐ Other countries, please specify: \_\_\_\_\_

K10a:

K10b:

K10C:

K11:

K11 **The employment status of your mother:** [xoxxx]

- |  |                                |
|--|--------------------------------|
| 1 <input type="checkbox"/> Employed        | → ( Please go to question K12) |
| 2 <input type="checkbox"/> Student         |                                |
| 3 <input type="checkbox"/> Homemaker       |                                |
| 4 <input type="checkbox"/> Retired         | → ( Please go to question K19) |
| 5 <input type="checkbox"/> Unemployed      |                                |
| 6 <input type="checkbox"/> Chronically ill |                                |
| 7 <input type="checkbox"/> Part-time       |                                |

( For respondents who chose “employed” only)

K12 **The current occupation of your mother:** [xoxxx]

- |  |   |
|--|---|
| 1 <input type="checkbox"/> Managers and administrators   | 6 <input type="checkbox"/> Craft and related workers              |
| 2 <input type="checkbox"/> Professionals                 | 7 <input type="checkbox"/> Plant & machine operators & assemblers |
| 3 <input type="checkbox"/> Associate professionals       | 8 <input type="checkbox"/> Skilled agricultural / fishery workers |
| 4 <input type="checkbox"/> Clerks                        | 9 <input type="checkbox"/> Elementary occupations                 |
| 5 <input type="checkbox"/> Service or shop sales workers | 10 <input type="checkbox"/> Others: _____                         |

K12:

**(Please go to question K19 after completing question K12)**

The five characters between the brackets “[” and “]” at the end of each question indicates whether the question was included in different rounds of survey. “x” refers to yes, while “o” means no. For example, [xoooo] indicates that the question only appeared in round one survey.

Internal  
Use Only

K13 **Education level of your guardian: (the highest education level obtained ) [xoooo]**

- |   |   |
|---|---|
| 1 <input type="checkbox"/> No formal schooling / Kindergarten | 5 <input type="checkbox"/> Matriculation (F.6 – F.7)  |
| 2 <input type="checkbox"/> Primary                            | 6 <input type="checkbox"/> Tertiary (non-degree)      |
| 3 <input type="checkbox"/> Junior secondary (F.1 – F.3)       | 7 <input type="checkbox"/> Tertiary (degree) or above |
| 4 <input type="checkbox"/> Senior secondary (F.4 – F.5)       |   |

K13:

☐

K14 **Is your guardian a Hong Kong permanent resident? [xoooo]**

- 1 ☐ No    2 ☐ Yes

K14:

☐

K15 **How long has your guardian lived in Hong Kong? [xoooo]**

- 1 ☐ Since birth      2 ☐ \_\_\_\_\_ years

K15

☐ ☐

K16 **Where was your guardian born? [xoooo]**

- 1 ☐ Hong Kong      2 ☐ Macau      3 ☐ Guangdong  
 4 ☐ Other provinces or cities in China, please specify: \_\_\_\_\_  
 5 ☐ Nepal      6 ☐ India      7 ☐ Pakistan      8 ☐ Africa  
 9 ☐ Other countries, please specify: \_\_\_\_\_

K16a:

☐ ☐

K16b:

☐

K16c:

☐

K17 **The employment status of your guardian: [xoxxx]**

- |  |                               |
|--|-------------------------------|
| 1 <input type="checkbox"/> Employed        | → (Please go to question K18) |
| 2 <input type="checkbox"/> Student         |                               |
| 3 <input type="checkbox"/> Homemaker       |                               |
| 4 <input type="checkbox"/> Retired         | → (Please go to question K19) |
| 5 <input type="checkbox"/> Unemployed      |                               |
| 6 <input type="checkbox"/> Chronically ill |                               |
| 7 <input type="checkbox"/> Part-time       |                               |

K17:

☐

( For respondents who chose “employed” only)

K18 **The current occupation of your guardian: [xoxxx]**

- |  |   |
|--|---|
| 1 <input type="checkbox"/> Managers and administrators   | 6 <input type="checkbox"/> Craft and related workers              |
| 2 <input type="checkbox"/> Professionals                 | 7 <input type="checkbox"/> Plant & machine operators & assemblers |
| 3 <input type="checkbox"/> Associate professionals       | 8 <input type="checkbox"/> Skilled agricultural / fishery workers |
| 4 <input type="checkbox"/> Clerks                        | 9 <input type="checkbox"/> Elementary occupations                 |
| 5 <input type="checkbox"/> Service or shop sales workers | 10 <input type="checkbox"/> Others: _____                         |

K18:

☐ ☐

Internal  
Use Only

K19 **Is your family currently receiving any form of financial assistance from the Social Welfare Department?** [xoxxx]

K19:  
☐

1 ☐ No

2 ☐ Yes (Please list out each financial assistance item and its amount if possible)

K19a1-e2

→ Assistance item 1: \_\_\_\_\_, amount: HK\$ \_\_\_\_\_  
 Assistance item 2: \_\_\_\_\_, amount: HK\$ \_\_\_\_\_  
 Assistance item 3: \_\_\_\_\_, amount: HK\$ \_\_\_\_\_  
 Assistance item 4: \_\_\_\_\_, amount: HK\$ \_\_\_\_\_  
 Assistance item 5: \_\_\_\_\_, amount: HK\$ \_\_\_\_\_

K20 **Are you currently receiving Student Financial Assistance from the Student Financial Assistance Agency?** [xoxxx]

K20:  
☐

1 ☐ No 2 ☐ Half grant 3 ☐ Full grant

K21 **What is your average monthly household income? ( including CSSA, Old Age Allowance, Disability Allowance and Student Financial Assistance Agency's Student Financial Assistance )** [xoxxx]

K21:  
☐

1 ☐ None 6 ☐ \$11,000 – \$12,999  
 2 ☐ \$1 – \$4,999 7 ☐ \$13,000 – \$14,999  
 3 ☐ \$5,000 – \$6,999 8 ☐ \$15,000 or above  
 4 ☐ \$7,000 – \$8,999 9 ☐ Don't know  
 5 ☐ \$9,000 – \$10,999

K22 **Is your family currently in debt?** [xoxxx]

K22:

1 ☐ No 5 ☐ \$20,000 – \$49,999  
 2 ☐ \$1 – \$4,999 6 ☐ \$50,000 or above  
 3 ☐ \$5,000 – \$9,999 7 ☐ Don't know  
 4 ☐ \$10,000 – \$19,999

a: b:

☐ ☐

K23 **Have your family encountered any situation which leads to financial difficulties? (can choose more than one option)** [xoxxx]

K23a-i:

1 ☐ No 5 ☐ Accident  
 2 ☐ Unemployed 6 ☐ Death  
 3 ☐ Old age 7 ☐ Pregnancy  
 4 ☐ Illness 8 ☐ Others, please specify: \_\_\_\_\_

☐ ☐  
☐ ☐  
☐ ☐  
☐ ☐

K24 **How much does the situation(s) specified impact on the financial condition of your family?** [xoxxx]

K24:  
☐

1 ☐ None 2 ☐ A little bit 3 ☐ Quite large 4 ☐ Very large

Internal  
Use Only

K25 **Number of family member living with you: (Not including you)**[xoxxx]

K25:

--	--

Total: \_\_\_\_\_ person(s)

K26 **Family members who are living with you: (Can choose more than one option)**  
[xoxxx]

K26a-f:


1 ☐ Father

2 ☐ Mother

3 ☐ Siblings, there are \_\_\_\_\_ of them

4 ☐ Grandparents, there are \_\_\_\_\_ of them

5 ☐ Other relatives, there are \_\_\_\_\_ of them

6 ☐ Other people who are not relatives, there are \_\_\_\_\_ of them

K27 **Which type of housing are you living in?** [xoxxx]

K27a:

--

1 ☐ Public housing

5 ☐ Self-owned flat

2 ☐ Home Ownership Scheme flat

6 ☐ Temporary housing

3 ☐ Private rental flat

7 ☐ Other, please specify: \_\_\_\_\_

4 ☐ Private rental room

K27b:

--

K28 **How much is your monthly expense on housing? (including rent/mortgage, rates, government rents, and management fee)** [xoxxx]

K28:

--

Total: HK\$ \_\_\_\_\_

K29 **How big is your home?** [xoxxx]

K29:

--	--	--	--

Total: \_\_\_\_\_ (square feet)

**Appendix 7. Outline of Round One Focus Group Discussion**

# **Evaluation Study of Child Development Fund Pioneer Projects**

## **Outline of Round One Focus Group Discussion**

### **Participating Children**

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant  
2) Ice breaking and warming up questions (About 10 minutes)  
3) Moderator leads and starts discussion (About 50-60 minutes)  
4) End of discussion and conclusion

Discussion themes:

1. What kind of activities you have attended in the Projects? Which type(s) of activities do you like and why? Which type(s) of activities do you dislike and why?
2. Opinions towards the venue of activities
3. Which scale and frequency of activities do you prefer? Do you prefer small scale activities which are held frequently, or large scale activities which are held occasionally?
4. Have you ever participated in activities of the Projects with your parents? Will it affect your participation if your parents are not able to attend? Is there any other way to motivate you to participate if your parents are not able to attend?
5. How is your mentoring relationship? How close are your mentor and you? How often and how do you communicate with each other? Do you think your mentor is able to help you? If you have any problem, will you approach your mentor for assistance?
6. How would you like to use targeted savings? Do you think that your mentor is able to guide you to design PDP which is suitable to you?

## Parents

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant  
2) Ice breaking and warming up questions (About 10 minutes)  
3) Moderator leads and starts discussion (About 50-60 minutes)  
4) End of discussion and conclusion

Discussion themes:

1. Have you attended parental training of the Projects? Do you think that these activities are useful for your children's or your participation in the Projects?
2. What was your expectation in the Projects? Have your expectations changed after the Projects begun?
3. Have you encountered any difficulties in targeted savings? If yes, what was it? Did you discuss with staffs from the operating NGOs about possible solutions?
4. If operating NGOs require parents to participate in activities with their children, will it cause any difficulty to you?
5. Do you think that your child has changed after participating in the Projects? If yes, what is the change?
6. How is your relationship with mentor? Do you know your child's mentor? Have you ever contacted him/her? Do you know about the communication and contact between your child and mentor?



## **Mentor**

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant  
2) Ice breaking and warming up questions (About 10 minutes)  
3) Moderator leads and starts discussion (About 50-60 minutes)  
4) End of discussion and conclusion

Discussion themes:

1. What is your understanding towards the role and function of mentors? What is your expectation of being a mentor?
2. Have you attended mentor training of the Projects? How many sessions have you attended? Do you think it is sufficient? Is there any room for improvement to help strengthening implementation of the Projects directly?
3. For mentor training, what kind of content, format, frequency and number of attendants is the best?
4. Apart from training, what operating NGOs may do to assist mentors?
5. Is your communication with the participating children sufficient? Is your mentoring relationship processing positively? What do you usually do when you communicate or meet? Which way of communication do you prefer?
6. How do you perceive your responsibility in the Projects? How to maintain mentors' motivation to participate? How can mentors' sense of belonging towards the Projects be strengthened? Does it help if there is wide recognition in Hong Kong?

## **Operating NGOs**

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant  
2) Ice breaking and warming up questions (About 10 minutes)  
3) Moderator leads and starts discussion (About 50-60 minutes)  
4) End of discussion and conclusion

Discussion themes:

1. Is there any difficulty in staff deployment and activity arrangement? How to tackle these difficulties? Which staff deployment pattern is best for project implementation? In the coming two years, do you plan to maintain or change the existing staff deployment? If there are changes, what will be the arrangement?
2. What was the major obstacle when recruiting participating children? How was the problem solved? Which recruitment method or scale is best?
3. What was the major obstacle when recruiting mentors? How was the problem solved? Which recruitment method or scale is best?
4. How are the attendance rate and absence rate of participating children, parents and mentors? Which kind of activity is more popular? Which kind of activity is more difficult?
5. How is parents' saving performance? How do operating NGOs assist parents who encountered difficulties? How do operating NGOs think about the current saving amount?
6. How do you understand the role of activities in the Projects? Is there any activity which is specially designed for the Projects? Will the activity plan be changed or maintained in the coming two years? If yes, what will be the arrangement?

**Appendix 8. Outline of Round Two Focus Group Discussion**

# **Evaluation Study of Child Development Fund Pioneer Projects**

## **Outline of Round Two Focus Group Discussion**

### **Participating Children – Group One**

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant  
2) Seat arrangement and completion of receipt  
3) Briefing on goals and mode of focus group discussion and let attendants raise questions  
4) Start discussion and recording  
5) End of discussion and conclusion, question and answer section  
6) Distribution of transportation subsidy

Discussion themes:

1. Understanding of the CDF Projects
  - a. Please briefly share with us what is the Child Development Fund Pioneer Projects that you are participating?
  - b. Is it the same as the projects you have in mind?
2. Mentoring relationship
  - a. How do you get along with your mentors? How would you expect him/her to get along with you? (Such as arrangements on meetings...)
  - b. How is the relationship between you and your mentor?
  - c. Do you have any valuable experience with your mentors worth sharing?
3. Self evaluation
  - a. How would you conclude your participation as the Projects have started for over 18 months?
  - b. Throughout the Projects, is there anything which has not been commenced or completed?
  - c. Have you achieved anything or is there any limitation in your participation?
4. Personal Development Plan
  - a. Have you discussed your Personal Development Plan with your mentors, parents, operating NGOs or other people? What have been done?
  - b. In the third year of the Projects, how would you complete your Personal

Development Plan?

5. Expectations towards involvement in the Projects

- a. If you would like to improve your mentoring relationship and involvement in the Projects, what kind of assistance do you need?

**Participating Children – Group Two**

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant  
2) Seat arrangement and completion of receipt  
3) Briefing on goals and mode of focus group discussion and let attendants raise questions  
4) Start discussion and recording  
5) End of discussion and conclusion, question and answer section  
6) Distribution of transportation subsidy

Discussion themes:

1. Understanding of the CDF Projects
  - a. Please briefly share with us what is the Child Development Fund Pioneer Projects that you are participating?
  - b. Is it the same as the projects you have in mind?
2. Mentoring relationship
  - a. How do you get along with your mentors?
  - b. How is the relationship between you and your mentor?
  - c. Do you have any valuable experience with your mentors worth sharing?
3. Self evaluation
  - a. How would you conclude your participation as the Projects have started for over 18 months?
  - b. Throughout the Project, is there anything which has not been commenced or completed?
  - c. Have you achieved anything or is there any limitation in your participation?
4. Personal Development Plan
  - a. Have you discussed your Personal Development Plan with your mentors, parents, operating NGOs or other people? What have been done?
  - b. In the third year of the Projects, how would you complete your Personal Development Plan?
5. In your opinion, what is the reason why you can enjoy such a good experiences and involvement in the Projects?

**Participating Children – Group Three**

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant  
2) Seat arrangement and completion of receipt  
3) Briefing on goals and mode of focus group discussion and let attendants raise questions  
4) Start discussion and recording  
5) End of discussion and conclusion, question and answer section  
6) Distribution of transportation subsidy

Discussion themes:

1. Understanding of the CDF Projects
  - a. Please briefly share with us what is the Child Development Fund Pioneer Projects that you are participating?
  - b. Is it the same as the projects you have in mind?
2. Mentoring relationship
  - a. How do you get along with your mentors?
  - b. How is the relationship between you and your mentor?
  - c. Do you have any valuable experience with your mentors worth sharing?
3. Self evaluation
  - a. How would you conclude your participation as the Projects have started for over 18 months?
  - b. Throughout the Projects, is there anything which has not been commenced or completed?
  - c. Have you achieved anything or is there any limitation in your participation?
4. Personal Development Plan
  - a. Have you discussed your Personal Development Plan with your mentors, parents, operating NGOs or other people? What have been done?
  - b. In the third year of the Projects, how would you complete your Personal Development Plan?
5. In your opinion, what may be the reason for your achievement in [the area which participating child improved] as a participating child?

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

### Parents – Group One

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant  
2) Seat arrangement and completion of receipt  
3) Briefing on goals and mode of focus group discussion and let attendants raise questions  
4) Start discussion and recording  
5) End of discussion and conclusion, question and answer section  
6) Distribution of transportation subsidy

Discussion themes:

1. Understanding of the CDF Projects
  - a. Please briefly share with us what is the Child Development Fund Pioneer Projects that your child is participating?
  - b. Is it the same as the projects you have in mind?
2. Targeted savings
  - a. How did you complete the targeted savings component? Have you ever encountered any difficulties or received any help?
  - b. You have or almost have completed targeted savings, how do you find about this component? What are your thoughts and feelings about this component? How would you think about having a saving of over 10k dollars?
  - c. Saving and planning, and personal development, how would you like to associate them?
3. Participating children
  - a. How do you get along with your child who participates in the Projects?
  - b. How is the relationship between your child and his/her mentor?
  - c. In the 18 months of participation in the Projects, is there any change in the relationship between you and your child worth sharing?
4. Family asset
  - a. How would you conclude your family's asset and financial management as the Projects have started for over 18 months?
  - b. Throughout the Projects, is there anything which has not been commenced or completed?
  - c. Have you achieved anything or is there any limitation in your participation?
5. Personal Development Plan
  - a. Have your children, their mentors or the operating NGOs discussed your children's Personal Development Plan? What have been done?
  - b. In the third year of the Projects, what will you do to assist your children to complete their Personal Development Plan?

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

### 6. Mentor

- a. How do your child get along with his/her mentor? What do you expect to improve?

### 7. Expectations towards involvement in the Projects

- a. If you would like to improve involvement of your child and you in the Projects, what kind of assistance do you need?



## Report of Consultancy Study on the Child Development Fund Pioneer Projects

### Parents – Group Two

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant

2) Seat arrangement and completion of receipt

3) Briefing on goals and mode of focus group discussion and let attendants raise questions

4) Start discussion and recording

5) End of discussion and conclusion, question and answer section

6) Distribution of transportation subsidy

Discussion themes:

1. Understanding of the CDF Projects
  - a. Please briefly share with us what is the Child Development Fund Pioneer Projects that your child is participating?
  - b. Is it the same as the projects you have in mind?
2. Targeted savings
  - a. How did you complete the targeted savings component? Have you ever encountered any difficulties or received any help?
  - b. You have or almost have completed targeted savings, how do you find about this component? What are your thoughts and feelings about this component? How would you think about having a saving of over 10k dollars?
3. Saving and planning, and personal development, how would you like to associate them?
4. Participating children
  - a. How do you get along with your child who participates in the Projects?
  - b. How is the relationship between your child and his/her mentor?
  - c. In the 18 months of participation in the Projects, is there any change in the relationship between you and your child worth sharing?
5. Family asset
  - a. How would you conclude your family's asset and financial management as the Projects have started for over 18 months?
  - b. Throughout the Projects, is there anything which has not been commenced or completed?
  - c. Have you achieved anything or is there any limitation in your participation?
6. Personal Development Plan
  - a. Have your children, their mentors or the operating NGOs discussed your children's Personal Development Plan? What have been done?
  - b. In the third year of the Projects, what will you do to assist your children to complete their Personal Development Plan?
7. In your opinion, what is the reason why you and your child can enjoy such a good experiences and involvement in the Projects?

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

### Parents – Group Three

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant  
2) Seat arrangement and completion of receipt  
3) Briefing on goals and mode of focus group discussion and let attendants raise questions  
4) Start discussion and recording  
5) End of discussion and conclusion, question and answer section  
6) Distribution of transportation subsidy

Discussion themes:

1. Understanding of the CDF Projects
  - a. Please briefly share with us what is the Child Development Fund Pioneer Projects that your child is participating?
  - b. Is it the same as the projects you have in mind?
2. Targeted savings
  - a. How did you complete the targeted savings component? Have you ever encountered any difficulties or received any help?
  - b. You have or almost have completed targeted savings, how do you find about this component? What are your thoughts and feelings about this component? How would you think about having a saving of over 10k dollars?
  - c. Saving and planning, and personal development, how would you like to associate them?
3. Participating children
  - a. How do you get along with your child who participates in the Projects?
  - b. How is the relationship between your child and his/her mentor?
  - c. In the 18 months of participation in the Projects, is there any change in the relationship between you and your child worth sharing?
4. Family asset
  - a. How would you conclude your family's asset and financial management as the Projects have started for over 18 months?
  - b. Throughout the Projects, is there anything which has not been commenced or completed?
  - c. Have you achieved anything or is there any limitation in your participation?
5. Personal Development Plan
  - a. Have your children, their mentors or the operating NGOs discussed your children's Personal Development Plan? What have been done?
  - b. In the third year of the Projects, what will you do to assist your children to complete their Personal Development Plan?

6. In your opinion, what may be the reason for your achievement much more in [the area which parent and participating child showed improved participation]?

**Mentors – Group One**

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant  
2) Seat arrangement and completion of receipt  
3) Briefing on goals and mode of focus group discussion and let attendants raise questions  
4) Start discussion and recording  
5) End of discussion and conclusion, question and answer section  
6) Distribution of transportation subsidy

Discussion themes:

1. Understanding of the mentoring programme
  - a. Please briefly share with us what is the mentoring programem that you are participating?
  - b. Is it the same as the mentoring programme you have in mind?
2. Mentoring relationship
  - a. What is your role as a mentor?
  - b. How is the relationship between you and your matched participating child?
  - c. Is there any experience with your participating child worth sharing?
3. Self evaluation
  - a. How would you conclude your participation as the Projects have started for over 18 months?
  - b. Throughout the Projects, is there anything which has not been commenced or completed?
  - c. Have you achieved anything or is there any limitation in your participation?
4. Personal Development Plan
  - a. Have you discussed with your matched participating child his/her Personal Development Plan? What have been done?
  - b. In the third year of the Projects, how would you get along with your matched participating child, and assist him/her to complete his/her Personal Development Plan?
5. Expectations towards involvement in the Projects
  - a. If you would like to improve relationship between your participating child and you in the Projects, what kind of assistance do you need?

**Mentors – Group Two**

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant  
2) Seat arrangement and completion of receipt  
3) Briefing on goals and mode of focus group discussion and let attendants raise questions  
4) Start discussion and recording  
5) End of discussion and conclusion, question and answer section  
6) Distribution of transportation subsidy

Discussion themes:

1. Understanding of the mentoring programme
  - a. Please briefly share with us what is the mentoring programem that you are participating?
  - b. Is it the same as the mentoring programme you have in mind?
2. Mentoring relationship
  - a. What is your role as a mentor?
  - b. How is the relationship between you and your matched participating child?
  - c. Is there any experience with your participating child worth sharing?
3. Self evaluation
  - a. How would you conclude your participation as the Projects have started for over 18 months?
  - b. Throughout the Projects, is there anything which has not been commenced or completed?
  - c. Have you achieved anything or is there any limitation in your participation?
4. Personal Development Plan
  - a. Have you discussed with your matched participating child his/her Personal Development Plan? What have been done?
  - b. In the third year of the Projects, how would you get along with your matched participating child, and assist him/her to complete his/her Personal Development Plan?
5. In your opinion, what is the reason why you can enjoy such good experiences and involvement in the Projects?

**Mentors – Group Three**

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant  
2) Seat arrangement and completion of receipt  
3) Briefing on goals and mode of focus group discussion and let attendants raise questions  
4) Start discussion and recording  
5) End of discussion and conclusion, question and answer section  
6) Distribution of transportation subsidy

Discussion themes:

1. Understanding of the mentoring programme
  - a. Please briefly share with us what is the mentoring programme that you are participating?
  - b. Is it the same as the mentoring programme you have in mind?
2. Mentoring relationship
  - a. What is your role as a mentor?
  - b. How is the relationship between you and your matched participating child?
  - c. Is there any experience with your participating child worth sharing?
3. Self evaluation
  - a. How would you conclude your participation as the Projects have started for over 18 months?
  - b. Throughout the Projects, is there anything which has not been commenced or completed?
  - c. Have you achieved anything or is there any limitation in your participation?
4. Personal Development Plan
  - a. Have you discussed with your matched participating child his/her Personal Development Plan? What have been done?
  - b. In the third year of the Projects, how would you get along with your matched participating child, and assist him/her to complete his/her Personal Development Plan?

In your opinion, what may be the reason for the participating child's and your achievement in [the area which mentor and participating child showed improvement]?

**Operating NGOs**

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant  
2) Seat arrangement and completion of receipt  
3) Briefing on goals and mode of focus group discussion and let attendants raise questions  
4) Start discussion and recording  
5) End of discussion and conclusion, question and answer section

Discussion themes:

1. Self-improvement and situation in different mode of Projects operation
2. Challenges and difficulties in the operation of the Projects, and the feasible and successful solution in the different stages of the Projects
3. Good practices and acceptable/expecting support in the different stages of the Projects and the future
  - a. Resources (internal and external)
  - b. Staff (human resources)
  - c. Financial arrangement (Projects, matched fund, contingency fund)
  - d. Mode of activity (regular, small group, contents/nature)
  - e. Relationship and match of environmental situation with mode of operation and mode of activity
  - f. Ways to encourage interaction between mentors and participants
4. Sharing of successful experiences: the necessary condition of in the operating NGOs for carrying out the following work areas:
  - a. Targeted savings
  - b. Personal development plan
  - c. Training/activity and mentoring relationship

**Appendix 9. Outline of Round Three Focus Group Discussion**

# **Evaluation Study of Child Development Fund Pioneer Projects**

## **Outline of Round Three Focus Group Discussion**

### **Participating Children**

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant

2) Seat arrangement and completion of receipt

3) Briefing on goals and mode of focus group discussion and let attendants raise questions

4) Start discussion and recording

5) End of discussion and conclusion, question and answer section

6) Distribution of transportation subsidy

Discussion themes:

1. Mentoring relationship

- a. In the third year of the Projects, how did you and your mentor get along? (such as number, mode and arrangement of meeting and communication)
- b. How is your current relationship with your mentor?
- c. After the Projects completion, how do you plan to treat the relationship with your mentor?
- d. What can promote the development of the relationship with your mentor? How would you like the time which you have spent with your mentor be recognised?

2. Asset development and usage

- a. How did the three components of the Projects affect your development and growth?
- b. Is there any difference in your development and growth before and after participating in the Projects?
- c. How is your Targeted Savings usage now?
- d. How is your PDP implementation now?
- e. What is your mentor's role in your PDP implementation? What influence does he/she assert on you?
- f. How is your relationship with the operating NGO?

3. Children Development Fund

- a. Which is the most influential part of the Projects in your development?
- b. How do the Projects help you alleviate poverty?
- c. What can help your personal development now and in the coming few years?



## Report of Consultancy Study on the Child Development Fund Pioneer Projects

### Parents

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant  
2) Seat arrangement and completion of receipt  
3) Briefing on goals and mode of focus group discussion and let attendants raise questions  
4) Start discussion and recording  
5) End of discussion and conclusion, question and answer section  
6) Distribution of transportation subsidy

Discussion themes:

1. Savings and development
  - a. What are the situations of the savings for your family and the savings for your child going?
  - b. Is there any plan for your child's development?
2. Children's Personal Development Plan
  - a. In your child's PDP, what kind of role are you playing? How do you influence your child?
  - b. What did you do for your child's PDP in the third year of the Projects?
3. Children Development Fund
  - a. What is the major assistance which your family has received from the Projects?
  - b. In your opinion, how the Projects can assist your child's development?
  - c. In your opinion, what will help your child's personal development now and in the coming few years?

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

### **Mentors**

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant  
2) Seat arrangement and completion of receipt  
3) Briefing on goals and mode of focus group discussion and let attendants raise questions  
4) Start discussion and recording  
5) End of discussion and conclusion, question and answer section  
6) Distribution of transportation subsidy

Discussion themes:

1. Mentoring relationship
  - a. In the third year of the Projects, how did you and your mentee get along? (such as number, mode and arrangement of meeting and communication)
  - b. How is your current relationship with your mentee?
  - c. After the Projects completion, how do you plan to treat the relationship with your mentee?
  - d. What can promote the development of the relationship with your mentee? What kind of support do you need to achieve your plan in this area?
2. Mentee's PDP
  - a. In your mentee's PDP, what kind of role are you playing? How do you influence your mentee?
  - b. What did you do for your mentee's PDP in the third year of the Projects?
3. Mentoring Programme
  - a. In your opinion, what a mentor can do to assist mentee's development?
  - b. In your opinion, how the Projects should be executed in order to support mentors to assist mentees' development?
  - c. How is the relationship between you and the operating NGO?

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

### **Operating NGOs**

Number of attendants:

Date:

Time:

Duration:

Venue:

Discussion rundown: 1) Arrival and registration of attendant  
2) Seat arrangement and completion of receipt  
3) Briefing on goals and mode of focus group discussion and let attendants raise questions  
4) Start discussion and recording  
5) End of discussion and conclusion, question and answer section

Discussion themes:

1. Arrangement in the third year of the Projects
  - a. Targeted savings, matching and incentive payment
  - b. Communication and arrangement with participants' family
  - c. Activity and attendance
  - d. Mentoring relationship
  - e. Personal Development Plan
2. Changes in operating NGOs' understanding and implementation of the Projects
  - a. What the Projects can achieve?
  - b. How and what the Projects should do?
  - c. What is considered to be good or ideal?

# Report of Consultancy Study on the Child Development Fund Pioneer Projects

## Appendix 10. Revised PDP Form

### Child Development Fund Pioneer Projects Personal Development Plan Form (2011)

Code : \_ \_ \_ \_ \_ Name of Participants : \_ \_ \_ \_ \_ Date : \_ \_ \_ \_ \_

#### (A) My Personal Development Goal (Please cross as appropriate)

My **long term development** goal (Goals of three to five years or after) (Please choose and fill out one to three option(s)):

<input type="checkbox"/> Start working: _____ (For example: Doctor, nurse, lawyer, accountant, teacher, bank, finance, insurance, discipline services, information technology / computer programming, hospitality industry, tourism, food and restaurant trade, chef, fashion design, hair stylist, retail trade, mass media, art and performance or other industries not stated)
<input type="checkbox"/> Start personal business or company / store: _____ (Please state the industry which the company / store belongs to)
<input type="checkbox"/> Continue my studies or complete the following studies (Please choose one item only) <input type="checkbox"/> College or above (such as bachelor, master or doctor), majoring in: _____ <input type="checkbox"/> Post-secondary education (associate degree or higher diploma, etc.), majoring in: _____ <input type="checkbox"/> Passing the Hong Kong Diploma of Secondary Education, or obtaining Grade _____ on average
<input type="checkbox"/> Passing or gaining qualification, licence or certificate of personal interest or personal / professional skills : _ _ _ _ _
<input type="checkbox"/> Learning language or improving language skills: _____ (Such as Chinese, English, French, German, Korean or Japanese, etc.)
<input type="checkbox"/> Learning interest or enhancing, promoting or strengthening personal skills (excluding language): _____ (Such as musical instruments, dance, fashion design, hair styling, photography, flower arrangement, computer programming or graphic design, etc.)
<input type="checkbox"/> Participating in contests or joining organisations: _____ (Such as Olympic Games, Asian Games, choir, band, orchestra, dance group, drama society or sports team)
<input type="checkbox"/> Others, please specify: _____ _____ _____

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

My **short term** goals (Goals to be completed in one to three years time from now on) (Please choose and fill out one to three items):

<input type="checkbox"/> Studying at college, majoring in: _____
<input type="checkbox"/> Studying at post-secondary education (associate degree or higher diploma), majoring in: _____
<input type="checkbox"/> Passing the Hong Kong Diploma of Secondary Education, or obtaining Grade _____ on average
<input type="checkbox"/> Ranking _____ in examinations, or passing _____ subjects, or improving results of _____
<input type="checkbox"/> Proceeding to Grade _____
<input type="checkbox"/> Passing professional examination or gaining accredited skills: _____ (type and level)
<input type="checkbox"/> Participating in internship, accumulating or acquiring experience: _____
<input type="checkbox"/> Going overseas for an exchange study: _____ (destination and / or area)
<input type="checkbox"/> Learning or increasing knowledge of interest or personal skills: _____
<input type="checkbox"/> Participating in contests or joining organisations (such as school team): _____
<input type="checkbox"/> Learning about _____ (Such as certain aspects of oneself, an industry, operation of an organisation, other people, etc.)
<input type="checkbox"/> Developing or improving personal living habits: _____ (Such as doing something daily, weekly or monthly)
<input type="checkbox"/> Developing and enhancing personal competence: _____ (Such as self confidence, social ability and self-discipline, etc.)
<input type="checkbox"/> Being employed: _____ (type of industry)
<input type="checkbox"/> Achieving or completing one task, such as _____
<input type="checkbox"/> Others, please specify: _____ _____ _____

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

**(B)** In order to achieve the goals stated above, I have developed the **Personal Development Plan** below,  
Plan for **long-term development goals**:

Plan for **short-term development goals**:

**(C)** Goal achievement

**(i)** To achieve these goals, I have considered the following limitations or support: (Please cross as appropriate)

Items	Lots of support	Some support	No effect	Some limitations	Lots of limitations	No concern
Money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support of school, operating NGOs, government and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please draw a cross on the line below to indicate your chance of achieving goals,

0%                      20%                      40%                      60%                      80%                      100%

**(ii)** To achieve these goals, what I have already done or will do,

Items	Often	Sometimes	Seldom	Will do	Will not do
To raise questions and discuss with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To raise questions and discuss with mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To raise questions and discuss with social worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To raise questions and discuss with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To raise questions and discuss with school teachers, social workers or classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To raise questions and discuss with the others, such as _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To search, study and attend to relevant information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To enroll in relevant courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To participate relevant activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To have site visit or internship at relevant settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others, such as _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

**(III)** To achieve my long term and short term goals, I have developed the following action targets (please fill out one to four options).

Action targets	This item belongs to	The nature of this plan (can choose more than one options)
1:	<input type="checkbox"/> Education <input type="checkbox"/> Vocational training <input type="checkbox"/> Skills enhancement	<input type="checkbox"/> Course <input type="checkbox"/> Certificate / qualification <input type="checkbox"/> Experience <input type="checkbox"/> Reference text <input type="checkbox"/> Tool / appliance <input type="checkbox"/> Others, such as : _ _ _ _ <input type="checkbox"/> None of the above
2:	<input type="checkbox"/> Education <input type="checkbox"/> Vocational training <input type="checkbox"/> Skills enhancement	<input type="checkbox"/> Course <input type="checkbox"/> Certificate / qualification <input type="checkbox"/> Experience <input type="checkbox"/> Reference text <input type="checkbox"/> Tool / appliance <input type="checkbox"/> Others, such as : _ _ _ _ <input type="checkbox"/> None of the above
3:	<input type="checkbox"/> Education <input type="checkbox"/> Vocational training <input type="checkbox"/> Skills enhancement	<input type="checkbox"/> Course <input type="checkbox"/> Certificate / qualification <input type="checkbox"/> Experience <input type="checkbox"/> Reference text <input type="checkbox"/> Tool / appliance <input type="checkbox"/> Others, such as : _ _ _ _ <input type="checkbox"/> None of the above
4:	<input type="checkbox"/> Education <input type="checkbox"/> Vocational training <input type="checkbox"/> Skills enhancement	<input type="checkbox"/> Course <input type="checkbox"/> Certificate / qualification <input type="checkbox"/> Experience <input type="checkbox"/> Reference text <input type="checkbox"/> Tool / appliance <input type="checkbox"/> Others, such as : _ _ _ _ <input type="checkbox"/> None of the above

**(D)** Use and planning of money and time for the above action targets

Action targets	Budget	Starting date	Estimated completion date	Total time required	Rate of completion estimated (%)
1:	\$			days in total, hours in total	
2:	\$			days in total, hours in total	
3:	\$			days in total, hours in total	
4:	\$			days in total, hours in total	

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

### (E) Relationship of all stakeholders and development of the final plan

When developing my personal development plan and all short-term goals, what guidance was provided by the following people and organisations? How much do they recognise my plan and goals? Also, what influence have they asserted to my final plan and goals?

People and organisation	Guidance	Recognition	Effect on plan establishment	
Family	<input type="checkbox"/> None <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> Many	<input type="checkbox"/> Not recognised <input type="checkbox"/> Somewhat recognised <input type="checkbox"/> Recognised <input type="checkbox"/> Well-recognised	<input type="checkbox"/> None <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> Many	Example:
Mentor	<input type="checkbox"/> None <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> Many	<input type="checkbox"/> Not recognised <input type="checkbox"/> Somewhat recognised <input type="checkbox"/> Recognised <input type="checkbox"/> Well-recognised	<input type="checkbox"/> None <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> Many	Example:
Operating NGOs	<input type="checkbox"/> None <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> Many	<input type="checkbox"/> Not recognised <input type="checkbox"/> Somewhat recognised <input type="checkbox"/> Recognised <input type="checkbox"/> Well-recognised	<input type="checkbox"/> None <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> Many	Example:
Friends	<input type="checkbox"/> None <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> Many	<input type="checkbox"/> Not recognised <input type="checkbox"/> Somewhat recognised <input type="checkbox"/> Recognised <input type="checkbox"/> Well-recognised	<input type="checkbox"/> None <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> Many	Example:
School	<input type="checkbox"/> None <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> Many	<input type="checkbox"/> Not recognised <input type="checkbox"/> Somewhat recognised <input type="checkbox"/> Recognised <input type="checkbox"/> Well-recognised	<input type="checkbox"/> None <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> Many	Example:
Others: please specify	<input type="checkbox"/> None <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> Many	<input type="checkbox"/> Not recognised <input type="checkbox"/> Somewhat recognised <input type="checkbox"/> Recognised <input type="checkbox"/> Well-recognised	<input type="checkbox"/> None <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> Many	Example:

Please share the major changes and consideration when developing personal development plan and short-term goals.

Any major change in the plan or goals: <input type="checkbox"/> Yes <input type="checkbox"/> No
If there is a major change, please describe briefly (in fifty words):
Consideration in making the change (in fifty words):



## Appendix 11. Operation Model Factsheet

	Details	Note (If applicable)	Pros (If applicable)	Cons (If applicable)
<b>Overall project</b>				
<b>Operating NGO</b>				
<b>Name of Project</b>				
<b>Number of staff</b>				
Number of full-time social worker				
Number of part-time social worker				
Number of full-time non-social worker				
Number of part-time non-social worker				
<b>Major person-in-charge of the Project (Can choose more than one option)</b>				
<b>Number of times changing person-in-charge of the Project</b>				
<b>Project executioner (Can choose more than one option)</b>				
<b>List of partner organisations of the Project</b>				
<b>Number of different types of partner organisations</b>				
Religious groups				
Enterprises				
Charitable organisations and fund				
<b>Number of supporting organisations (each supporting organisations may support more than one item)</b>				
Mentor recruitment				
Matching fund				
Activities or training				
<b>Participating in certain union / joint / network / organisation to strengthen local network or resources</b>				

Information and data management	
Develop and use of central data system	
Staff-in-charge of data update and management	
Regular data and manage data (Please provide definition of "regular" in the "Note" column)	
Document meeting and activities attendance of mentor and mentee by data management system	
Follow-up mentoring relationship by data management system, and take action if necessary	

Staff training	
Inter-personal related training was provided to staffs by operating NGO	
Life planning related training was provided to staffs by operating NGO	
Financial training was provided to staffs by operating NGO	
Apart from training provided by operating NGO, staffs participated in additional inter-personal related training	
Apart from training provided by operating NGO, staffs participated in additional life planning related training	
Apart from training provided by operating NGO, staffs participated in additional financial training	

Recruitment	
Participating children who were aged ten to thirteen at the beginning of the Projects	
Number of eligible applicants (round to the nearest ten)	
Actual number of participating children	
Number of participating children who quitted	
Participating children who were aged fourteen to	

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

### **fifteen at the beginning of the Projects**

Number of eligible applicants (round to the nearest ten)

Actual number of participating children

Number of participating children who quitted

### **Apart from CDF requirements, additional requirements of participating children by operating NGO**

**Methods/channels of participating children recruitment**

**Partnership organisations of participating children recruitment**

### **Mentors**

Number of eligible applicants (round to the nearest ten)

Actual number of mentors

Number of mentors who quitted

Number of mentors who joined after the Projects began or joined as replacement

**Requirements of mentors by operating NGO**

**Methods/channels of mentor recruitment**

### **Targeted savings**

**Saving account holder(s) (can choose more than one option)**

**Number of hours of financial training or activities in the first year of the Projects**

**Brief description of the themes or content of financial training or activities in the first year of the Projects**

**Number of hours of financial training or activities in the second year of the Projects**

**Brief description of the themes or content of financial training or activities in the second year of the Projects**

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

<b>Number of hours of financial training or activities in the third year of the Projects</b>	
<b>Brief description of the themes or content of financial training or activities in the third year of the Projects</b>	
<b>Period of monthly installment (such as within the first week of each month)</b>	
<b>Major installment method (can choose more than one option)</b>	
<b>Establishment of contingency fund</b>	
<b>Mechanims of using contingency fund and implementation</b>	
<b>General procedures of missing installment follow-up</b>	
<b>Procedures of large amount missing installment follow-up (If applicable, please provide definition of "large amount" in the "Note" column)</b>	
<b>Procedures of handling irregular saving cases</b>	
<b>Brief description of saving account and money management procedures when targeted savings ended</b>	
<b>Management of saving account and money</b>	

### Mentorship programme

<b>Process of matching</b>	
<b>Matching criteria (can be more than one)</b>	
<b>Service agreement of mentor by operating NGO</b>	
<b>Number of service year</b>	
<b>Use of mentor training manual</b>	
<b>Regular support/training to mentors</b>	
<b>Number of hours of mentor training in the first year of the Projects</b>	
<b>Brief description of themes or content of mentor training in the first year of the Project</b>	
<b>Number of hours of mentor training in the second year</b>	

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

<b>of the Projects</b>	
<b>Brief description of themes or content of mentor training in the second year of the Project</b>	
<b>Number of hours of mentor training in the third year of the Projects</b>	
<b>Brief description of themes or content of mentor training in the third year of the Project</b>	
<b>Does operating NGO encourage contact between mentor and family of mentee?</b>	
<b>Meeting requirements (such as frequency or venue)</b>	
<b>Resignation arrangement (mentor)</b>	
<b>Resignation arrangement (mentee)</b>	
<b>Project completion arrangement (mentor)</b>	
<b>Project completion arrangement (mentee)</b>	

### Meeting and communication between participating children and mentor

<b>Suggested method of meeting and communication (can be more than one)</b>	
<b>Major mode of meeting and communication (can be more than one)</b>	
<b>Suggested average number of meeting per month</b>	
<b>Suggested average time of meeting per month</b>	
<b>Objectives of meeting (can be more than one)</b>	
<b>Measures encouraging one-to-one mentoring relationship development</b>	

### Personal development plan

<b>Use of PDP form provided by the Team</b>	
<b>Starting time of short-term goal, long-term goal, and action target development</b>	
<b>Number of meeting/discussion of short-term goal,</b>	

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

<b>long-term goal, and action target development</b>	
<b>Number of meeting/discussion hours of short-term goal, long-term goal, and action target development</b>	
<b>Content of meeting/discussion of short-term goal, long-term goal, and action target development</b>	
<b>Attendants of meeting/discussion of short-term goal, long-term goal, and action target (can be more than one)</b>	
<b>Number of hours of life planning related training or activities in the first year of the Projects</b>	
<b>Brief description of the themes or content of life planning related training or activities in the first year of the Projects</b>	
<b>Number of hours of life planning related training or activities in the second year of the Projects</b>	
<b>Brief description of the themes or content of life planning related training or activities in the second year of the Projects</b>	
<b>Number of hours of life planning related training or activities in the third year of the Projects</b>	
<b>Brief description of the themes or content of life planning related training or activities in the third year of the Projects</b>	
<b>Number of hours of inter-personal related training or activities in the first year of the Projects</b>	
<b>Brief description of the themes or content of inter-personal related training or activities in the first year of the Projects</b>	
<b>Number of hours of inter-personal related training or activities in the second year of the Projects</b>	
<b>Brief description of the themes or content of inter-personal related training or activities in the second year of the Projects</b>	

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

<b>Number of hours of inter-personal related training or activities in the third year of the Projects</b>	
<b>Brief description of the themes or content of inter-personal related training or activities in the third year of the Projects</b>	
<b>Restrictions of action targets</b>	
<b>Starting date of action target implementation</b>	
<b>Starting date of action target information research</b>	
<b>Procedures of changing action targets</b>	
<b>Major concerns of changing action targets</b>	
<b>Principles/rules of targeted savings usage (can be more than one)</b>	
<b>Procedures of action target reimbursements</b>	
<b>Individual counseling by social worker</b>	
<b>Training and guidance provided by other organisations and individuals (such as professional bodies or schools)</b>	

**Appendix 12. Overseas and Local Models of Targeted Savings and Mentorship Programmes: A Comparative Review**

1. Asset-building programmes have grown noticeably around the globe in the last decade. The purpose of this paper is to conduct a comparative review of different asset-building programmes and services in three places outside Hong Kong, including (i) the United States of America, (ii) Taiwan, and (iii) Singapore. Sharing a comparable level of urbanisation as Hong Kong, these places have asset-based policies, albeit not designed only for children from a disadvantaged background, and have large-scale mentorship programmes and programmes on targeted savings and personal development. A main difference between Hong Kong and the three places is that the three components of the Child Development Fund (CDF), i.e., targeted savings, mentorship programme, and personal development plan are not seen as an integrated whole steered by a unified fund but are individual parts covered by different policies and funds.

**Targeted Savings – Literature search method, sources, coverage and time periods**

2. The search started with the web sites of the respective targeted savings programmes in the USA, Singapore and Taiwan. Key persons and organisations of the programmes were used as key terms for search of all relevant information from databases of general search, news articles and academic literature. We also emailed to the key persons for their advice on further relevant information on the programmes reviewed.
3. The type of information reviewed based on the systematic search included website information of the programmes, reports and promotional materials from the programme organisers, government reports, evaluative reports, academic literature such as international peer-reviewed journals and conference presentations. Instead of exhausting all existing information, the search was guided by the dimensions for comparison which could help to achieve the objectives of the overview and comparisons. The dimensions included programme goals, structural and procedural implementation, and critical success factors.
4. Apart from programme information, dimensions for comparison were identified and summarised by a systematic search in academic databases using the key terms of key persons and programmes.

General Database	Google Search (year 1999-2012) Google Scholar (year 1999-2012)
------------------	---



Specific Database		Web of Science Citation Databases Wiseneeds Search (year 1999-2012)	
	USA	Singapore	Taiwan
Programme titles	<ul style="list-style-type: none"> <li>a) Individual Development Accounts (IDAs)</li> <li>b) "Saving for Education, Entrepreneurship, and Downpayment" (SEED)</li> <li>c) American Dream Demonstration (ADD)</li> </ul>	<ul style="list-style-type: none"> <li>a) Child Development Account (CDA)</li> <li>b) Baby Bonus Scheme,</li> <li>c) Edusave Scheme</li> <li>d) Post-Secondary Education Account (PSEA)</li> <li>e) Central Provident Fund (CPF)</li> </ul>	<ul style="list-style-type: none"> <li>a) Taipei Family Development Accounts (TFDAs), (臺北市家庭發展帳戶)</li> <li>b) Hope Project (希望起飛築夢帳戶)</li> <li>c) Others : 伴我童行, 出人頭地發展帳戶, 臺北市青蘋果發展帳戶, 旭日生涯發展帳戶, 青年自立釣竿計劃, 家長生活發展帳戶, 陽光基金會「夢想起飛」專案</li> </ul>
Key persons and organisations	Global Asset Projects, Center for Social Development, Washington University in St. Louis, USA, Individual Development Accounts (IDAs) Program Survey, Michael Sherraden, Mark Schreiner, Margaret Clancy	Ministry of Community Development, Ministry of Education, Ng Kok-Hoe, Sudha Nair, Han Chang-Keun, Vernon Loke	Taipei City Government, 臺北市白陳惜慈善基金會, 臺北市家庭發展帳戶工作小組, 臺北銀行公益慈善基金會, Taipei Fubon Bank Charity Foundation 臺北富邦銀行公益慈善基金會, Cheng Li-chen (鄭麗珍)
Other key terms	Assets, asset-based, match rates, savings, financial literacy, financial education, incentives, child development policy, matching fund, intergenerational poverty, transmission of assets		

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

5. Extensive information on assets and asset-based models were obtained from Prof. Michael Sherraden's group and his organisation called Center for Social Development, Washington University in St. Louis. Policy discussions, evaluative reports and academic publications useful for the review were identified from their websites as well as academic database through searching by the names of key persons and organisations. Information of savings programmes in Singapore and Taiwan has also been archived by the Sherraden's group. Apart from government reports and academic papers, other government publications and promotion materials from Singapore and Taiwan were identified through searching by the key terms from the general database and the websites of the programmes, the organisers and the key persons.

### **Policy context of the development of targeted savings plan and personal development programmes**

6. All four places under review have their respective sets of unique social-political-policy context surrounding the launching of asset-building programmes, in particular, those programmes that have direct relevance to the Child Development Fund in Hong Kong. It is noted that these contexts have direct influence on how programmes were construed and how the respective scopes and objectives were set. To acknowledge these contextual influences right from the beginning are important since any judgement of success or otherwise of certain programmes can only be determined based on such scopes and objectives.
7. Taiwan
  - Launched in year 2000, the Taipei Family Development Accounts (TFDAs) is an anti-poverty programme operated by the Taipei City Government to provide matched savings accounts for low-income families in the city.
  - Different from the traditional public assistance system that delivers welfare provisions mainly through income-based financial transfers, TFDAs is the first anti-poverty initiative developed to not only remove disincentives to save, but also to facilitate opportunities for low-income families to achieve economic self-sufficiency by accumulating assets.
  - Adopting a cultural tradition, the programme was named "Family Development Accounts," instead of "Individual Development Accounts" (IDAs) (Sherraden, 1991), to symbolise the value of co-residence or shared resources of a family (Cheng, 2004).
  - Youth Development Account of Taipei City, the Hope Project for the second generation of Kaohsiung City and a host of similar programmes had been launched since 2003 after the reported success of the TFDAs.
8. Singapore

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

- Singapore's Child Development Account (CDA), introduced and refined in 2004-5, was part of a series of government's response to the steadily declining fertility rate over the years and the continuing aging phenomenon of the population.
- The plan, in conjunction with the Baby Bonus Scheme introduced in 2001 and other related financial policies (e.g., Edusave Scheme for school children aged 6-16 introduced in 1993 and Post-Secondary Education Account (PSEA) launched in 2005 for 7-20 years of age) can all be rolled over to the Central Provident Fund (CPF) account which is attached to the account holder for the rest of his/her life. The aim of these four accounts is to provide a comprehensive "cradle-to-grave" asset building system for the new generation in Singapore.
- In short, the savings scheme is designated to promote national identity as well as facilitate human capital development in terms of academic and career advancement.

### 9. United States of America

- The Saving for Education, Entrepreneurship, and Downpayment (SEED) programme was launched in 2003 in response to a call for education advancement and home ownership under the Clinton Administration (Sherraden, 2005). In SEED, nonprofit community organisations set up subsidised, matched accounts—known as Child Development Accounts (CDAs)—for low and moderate-income children and youth. These organisations explored various programme designs and savings incentives for participants of varying ages in different demographic, geographic, and organisational contexts.
- SEED is a policy, practice, and research initiative designed to test the efficacy of a national system of asset-building accounts for children and youth. It is led by six national partners and supported by eleven funders (i.e. Ford Foundation, Charles Stewart Mott Foundation, MetLife Foundation, Charles and Helen Schwab Foundation, Jim Casey Youth Opportunity Initiative, Citigroup Foundation, Ewing Marion Kauffman Foundation, Richard and Rhoda Goldman Fund, Evelyn and Walter Haas Jr. Fund, Edwin Gould Foundation for Children, and Lumina Foundation for Education).

### Programme implementation periods

USA	Singapore	Taiwan	Hong Kong
<b>SEED</b> <ul style="list-style-type: none"> <li>Established in <u>2003 and completed in 2008</u></li> </ul>	<b>CDA</b> <ul style="list-style-type: none"> <li>First introduced in <u>April 2001</u>, enhanced in August 2004 and</li> </ul>	<b>TFDA</b> <ul style="list-style-type: none"> <li>3 year pilot programme from <u>2000-2003</u>.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>CDF</b> Pioneer Projects were launched in November 2008. The programme will last for <u>3 years</u> (2</li> </ul>

USA	Singapore	Taiwan	Hong Kong
<b>IDA</b> <ul style="list-style-type: none"> <li>A few IDA programmes got their start in <u>1993</u></li> <li>An IDA programme can be as short as <u>one year</u> or as long as <u>five years</u> from beginning to end.</li> </ul>	<p>August 2008</p> <p><b>PSEA</b></p> <ul style="list-style-type: none"> <li>Introduced since <u>2007</u>, which is the latest of the national asset-building programme</li> </ul>	<p>出人頭地發展帳戶</p> <ul style="list-style-type: none"> <li>1 July, <u>2003</u> to 30 June, <u>2007</u>.</li> </ul> <p>兒童希望發展帳戶專案</p> <ul style="list-style-type: none"> <li>March <u>2008</u> to December <u>2012</u> (<u>4 years and ten months</u>)</li> </ul> <p>臺北市青蘋果發展帳戶</p> <ul style="list-style-type: none"> <li>1 October <u>2007</u> to 30 September <u>2010</u> (<u>3 years</u>)</li> </ul>	<p>years for building assets and 1 year for implementing the personal development plan)</p>

### Major findings of the above programmes from publicly accessible sources

#### 10. Taiwan Family Development Accounts (Cheng, 2004; 2007)

- Among the 184 enrolled households in the TFDAs programme run in the period 2000 - 2003, only 69 (37.5%) completed the entire three-year programme and 65 (35.3%) purchased assets with the savings.
- Sixty-eight participants dropped out of the programme by the end of the first year (2000). Including replacements enrollers, 75 participants made their regular monthly deposits for the rest of the year.
- Seventy-two participants continued for a second year, with only three leaving the programme due to emergency family crises (e.g., sudden death and sickness of family members).
- Participation during the start-up year appeared to be unstable, but then remained very stable in the following years.

#### 11. Singapore Baby Bonus Scheme & Child Development Accounts (Loke & Sherraden, 2007)

- Since the introduction of Baby Bonus Scheme in April 2001, the Singapore government has disbursed S\$420 million to the parents of 133,000 new-borns, and co-funded 89,000 co-savings accounts that were opened under the scheme, which amounted to another S\$270 million.

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

- Part of 69% of CDAs was used for the fees of kindergarten and childcare.
12. Singapore Edusave (Ministry of Education Singapore, 2008)
- In 2007, a total amount of S\$90.7m was withdrawn from the accounts in the financial year of 2006-2007 which is an increase of 10.2% over the S\$82.3m withdrawn in 2006-2007. Of this, S\$80.7m was withdrawn by 460,838 students in Government and Government-aided primary and secondary schools, junior colleges and pre-university education institutes. This represented a participation rate of 96.4% of the students with Edusave Accounts in 2007.
13. USA SEED (Schreiner & Sherraden, 2005; Mason, Nam, Clancy, Loke, & Kim, 2009)
- The percentage of participants who made their initial deposit was 51% of the total SEED accumulation, with a median of 62% from the years 2003 to 2007
  - About 57% of the SEED participants had positive net contributions, with a range of 30% to 97% across programmes. For these participants, mean net contributions (per quarter) was US\$43 with a median of \$17 and a range of \$20 to \$82 by programme
  - Overall, 7% of the SEED participants made at least one unmatched (default) withdrawal before December 31, 2007
  - An estimate of 48% drop-out rate of IDAs was reported by the Sherraden's group. Apart from failing to produce expected outcomes from the programmes, drop-outs create loss of money in terms of the time and effort spent on the participants.

### Implementation models on targeted savings plans in the four places

#### A. Goal of savings plans in the social policy context

14. Targeted savings plans are vehicles to accumulate assets for various goal actualisations. By incorporating financial and policy incentives, these plans are designed to encourage savings towards pre-determined goals endorsed by the society at large at the time of conception. In societies that value academic advancement as a major asset, for instance, utilisation of the savings accumulated is explicitly linked to expenditure on education and other vocational advancement activities. The example of Singapore demonstrates a clear goal that the savings programme is a social investment towards maintaining competence of the country under the aging population problem in a global economy (Lian, 2008). On the other hand, the building of a

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

saving habit in US is deemed as important as savings for a particular goal because the US Government is aware of the lack of a saving habit in the country.

15. Although saving programmes in the four places are developed from the asset-building model, variations in how the policies were drawn up, and how these policies could respond to the demands of the society would shape the specific features in the programmes, such as how the savings could be spent and what roles the government and other parties are playing in these programmes.
16. In conceiving the Hong Kong programme, there were concerns whether the equity of access could be maintained through this individualised form of savings support and if the disadvantaged families have the capacity to save. Savings from the targeted savings component will be used for short-term targeted development in the form of a personal development plan drawn up by the adolescent and their parents with the assistance of a trained volunteer in the role of a mentor.

### Objectives

USA	Singapore	Taiwan	Hong Kong
<b>Access</b>			
▪ Universal	▪ Universal	▪ Targeted	▪ Targeted
<b>Goals</b>			
<ul style="list-style-type: none"> <li>Both <b>SEED</b> and <b>IDA</b> aims to enable <u>American families</u> to save, build assets, and enter the financial mainstream by setting up <u>matched savings accounts</u> that grow over the course of lifetime and as a cost-effective anti-poverty strategy, product, and policy</li> </ul>	<p><b>CDA</b></p> <ul style="list-style-type: none"> <li>The Co-Savings Scheme is part of the Baby Bonus Scheme which <u>supports parents' decision to have more children</u> by helping to lighten the financial costs of raising children.</li> </ul> <p><b>PSEA</b></p> <ul style="list-style-type: none"> <li>PSEA encourages every Singaporean to <u>complete post-secondary education</u> by helping</li> </ul>	<ul style="list-style-type: none"> <li>All targeted savings programmes under consultancy study aim at <u>alleviating poverty</u> by accumulating assets <u>for education or career development</u> in the future. (Only the specific targeted people in the <u>low-income family</u> are different in different programs.</li> <li>The <b>TFDA</b> helps the <u>low-income families</u> and the “出人頭地發展帳戶” aims at <u>the younger generation from low-income families</u>. While the “兒童希望發展帳戶</li> </ul>	<ul style="list-style-type: none"> <li>Encourage <u>children of disadvantaged background</u> to develop an asset-building habit and to accumulate financial assets as well as non-financial assets which are important assets <u>for their future development and realise their personal development plans</u>.</li> </ul>

USA	Singapore	Taiwan	Hong Kong
	parents to save for their children's post-secondary education. It underscores the <u>Government's commitment to support families in building assets</u> .	專案” and the “臺北市青蘋果發展帳戶” particularly aims at helping <u>children from low-income family</u> and <u>adolescents from low-income family</u> to alleviate poverty, respectively.	

#### Usage of account money

USA	Singapore	Taiwan	Hong Kong
<p><i>The usage of account money in the programmes in USA is more wide range than in other countries.</i></p> <ul style="list-style-type: none"> <li>Both <b>SEED</b> and <b>IDA</b> savings allow account holders to use their savings for <u>financing higher education, small business development, home purchase or retirement</u>.</li> <li>Some programmes of <b>IDA</b> allow additional uses, including <u>home repairs or computer or automobile purchases</u>.</li> <li>Parents and legal guardians will serve as account custodians and make investment decisions until the account holder reaches the age</li> </ul>	<p><i>In Singapore, the account money is mainly used for education or medical related expenses.</i></p> <ul style="list-style-type: none"> <li>In <b>CDA</b>, money is used by all trustees' children to pay for: <ul style="list-style-type: none"> <li>i. <u>Education related fees at</u>: <ul style="list-style-type: none"> <li>--Child care centres;</li> <li>--Kindergartens and special education schools registered with the Ministry of Education</li> <li>--Early intervention programmes registered with the National Council of Social Service</li> <li>--Healthcare institutions licenced under the Private Hospitals and Medical Clinics Act</li> </ul> </li> <li>ii. <u>Children's medical-related expenses</u> in MediShield or Medisave-</li> </ul> </li> </ul>	<p><i>The account money in targeted savings programmes in Taiwan is mainly used for education or career development purposes.</i></p> <ul style="list-style-type: none"> <li>In both “出人頭地發展帳戶” and “臺北市青蘋果發展帳戶”, money can only be used for <u>pursuing higher education or career development</u>; while in “兒童希望發展帳戶專案”, money needs to be used for education purpose.</li> <li>Participants in the said programmes need to submit the “<u>Account Usage Proposal</u>” to confirm the usage of money <u>within one year</u>.</li> </ul>	<ul style="list-style-type: none"> <li>The participating children will spend the savings in accordance with their <u>personal development plans</u> in the third year.</li> <li>In the third year, the operating NGOs will monitor the progress of how the children have <u>achieved their development targets</u>.</li> </ul>

USA	Singapore	Taiwan	Hong Kong
of 18.	<p>approved private integrated plans, such as consultation, treatment and prescription costs incurred at healthcare institutions.</p> <ul style="list-style-type: none"> <li>Funds in <b>the PSEA</b> can be used for <u>post-secondary education</u> for the children and other siblings in the Junior Colleges, Institute of Technical Education, locally-based polytechnics and universities.</li> </ul>		

B. Implementation strategy for owner / operating agency and savings plan policy

17. In the tripartite schema of public, private, and non-governmental organisations, national / regional saving plans could be operated by one or more of these parties. Each type of pure or mixed ownership of saving plans incurs different levels of asset accumulation, financial risks, transaction costs, and their respective degree of compliance from savings plan participants. While the Singapore and USA saving plans are managed and monitored by the government, the Taiwan and Hong Kong plans are managed by non-governmental organisations (NGOs). Plans operated by the government are more readily available for integration in conjunction with other concurrent or related financial and savings policies. For instance, the centrally administered savings plan in Singapore for children and youth is designed to tie in with the Provident and Retirement Fund with built-in carry-over mechanisms. Similarly, the USA SEED saving plan could be integrated with the post-secondary education saving plan, the 529 saving policy (Schreiner & Sherraden, 2007, p. 141). Integration and development are two of the four core principles<sup>1</sup> of asset-based policy (Loke & Sherraden, 2009; Sherraden, 2003), and the Singapore and USA programmes demonstrated a good example on how the savings programmes were integrated with other existing funds and taxation systems, which could promote further development both in individuals as well as the programmes.

<sup>1</sup> The other two principles are inclusiveness and progressivity which are about targeted participants and progressive elements in savings programmes.



**Organiser**

USA	Singapore	Taiwan	Hong Kong
<b>Account ownership</b>			
<ul style="list-style-type: none"> <li>State governments and agencies for IDAs</li> <li>Centre for Social Development and the University of Kansas for SEED</li> </ul>	<ul style="list-style-type: none"> <li>Government departments</li> </ul>	<ul style="list-style-type: none"> <li>Taipei City Government</li> </ul>	<ul style="list-style-type: none"> <li>NGOs</li> </ul>
<b>Detailed descriptions</b>			
<p><b>SEED</b></p> <ul style="list-style-type: none"> <li><u>Center for Social Development, University of Kansas, community partners, state and federal government, foundations</u></li> </ul> <p><b>IDA</b></p> <ul style="list-style-type: none"> <li>IDA programmes are <u>implemented by community-based organisations and funded by public and private sources.</u></li> </ul>	<p><b>CDA</b></p> <ul style="list-style-type: none"> <li><u>Ministry of Community Development, Youth and Sports</u></li> </ul> <p><b>PSEA</b></p> <ul style="list-style-type: none"> <li><u>Ministry of Education</u></li> </ul>	<p><b>TFDA</b></p> <p><u>The Bureau of Social Services</u></p> <p>出人頭地發展帳戶, 臺北市青蘋果發展帳戶 and 兒童希望發展帳戶專案</p> <p><u>Department of Social Welfare, Taipei City Government</u></p>	<ul style="list-style-type: none"> <li>Government: <u>Labour and Welfare Bureau and the Social Welfare Department</u></li> <li>Community: The First Batch of Pioneer Projects of CDF operated by 6 NGOs in 7 districts in Hong Kong.</li> </ul>

18. A quality savings plan tends to have set definite goals. In terms of the range of goals, all programmes reviewed have very specific goals. These goals gravitate towards academic advancement and career development. Some plans are catered towards other specific expenditure (e.g. home ownership, medical expenses) that intertwines with other financial schemes or national economic policies.
19. Tri-partite contribution to saving plans, as observed in Hong Kong and USA, may have the benefit of bridging to an avenue of greater financial flexibility and protracted sustainability when compared to plans funded by single source of contribution like Taiwan (from charity) and Singapore (from government).

20. All savings plans reviewed have integrated a measure of bonus to participants as incentive for savings, either in the form of initial deposit (Singapore & USA) or ending bonus (Hong Kong & Taiwan). While the ending bonus strategy ensures the contribution and encourages attainment of savings goals and requirements, the initial deposit strategy, as observed in Singapore and USA, provide participants with additional motivation to initiate saving behaviour, as well as the extra interest yielded in their savings accounts.

**Initiating of the saving account / Contribution**

USA	Singapore	Taiwan	Hong Kong
<b>Sources of contribution</b>			
<ul style="list-style-type: none"> <li>Government, private sector, charity</li> </ul>	<ul style="list-style-type: none"> <li>Government</li> </ul>	<ul style="list-style-type: none"> <li>Charity, private sector</li> </ul>	<ul style="list-style-type: none"> <li>Government, private sector, charity</li> </ul>
<b>Incentives to promote savings</b>			
<ul style="list-style-type: none"> <li>Initial deposit (USD \$500 for IDA, USD \$1000 for SEED)</li> <li>Progressive contribution in SEED</li> <li>Yearly matching contribution</li> </ul>	<ul style="list-style-type: none"> <li>Birth-order linked cash gift</li> <li>Top-up contribution for lower-income families</li> <li>Monthly government matching contribution to promote regular saving behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Additional 1:0.5 bonus for educational or vocational attainment</li> </ul>	<ul style="list-style-type: none"> <li>Financial incentive from the Government upon completion of 2-year savings</li> <li>Matching contribution from private sector/charity to the savings will usually be tapped when the participating child implements his/her Personal Development Plan.</li> </ul>
<b>Detailed descriptions</b>			
<b>SEED</b> <ul style="list-style-type: none"> <li>Accounts can be established at birth for every child in America.</li> <li>Every new-borns will receive a modest but significant start-in-life deposit of <u>US\$1,000</u>. Deposit will be put into state-owned accounts of infants.</li> </ul>	<b>CDA</b> <ul style="list-style-type: none"> <li><i>Please refer to annex 1</i></li> </ul> <b>PSEA</b> <ul style="list-style-type: none"> <li>If a Singaporean is eligible for Government top-up to PSEA, Ministry of Education (MOE) will automatically open a PSEA for each Singaporean who is between 7 and</li> </ul>	<ul style="list-style-type: none"> <li>In TFDA, each participant opened an account for matched saving by making the <u>first deposit</u> at a self-selected saving level, <u>ranging from NT\$2,000 to NT\$4,000</u>.</li> <li>For <u>every three months</u>, the saving amount needs to be <u>NT\$6000-12,000, NT\$1500-6000 and</u></li> </ul>	<ul style="list-style-type: none"> <li>The savings target for each participating child is set at <u>HK\$200 per month</u> during the <u>two-year savings period</u>.</li> <li>However, they can agree with the operating NGOs to set a <u>lower savings target</u> so as to address the special needs or circumstances of individual children and their</li> </ul>

USA	Singapore	Taiwan	Hong Kong
<p><b>IDA</b></p> <ul style="list-style-type: none"> <li>Government will automatically transfer an initial contribution of <u>US\$500</u> to an account when opened for new-borns.</li> <li>Children from <u>families with household income below the national median income</u> will receive <u>an additional contribution up to US\$500</u>.</li> <li>Each account holder will <u>repay the initial seed of US\$500 contribution beginning at age 30</u>. Earning on contributions to IDA will be <u>tax-free</u>.</li> <li>Individual and matching deposits are never co-mingled; all matching dollars are kept <u>in another account</u></li> </ul>	<p>20 years old</p> <p><i>i Transfer of CDA balance to PSEA</i></p> <ul style="list-style-type: none"> <li>Every Singaporean child with a CDA will be given a PSEA in the year the child turns 7 years old and atomically transfer unused CDA funds to the PSEA. The first batch of children having this transfer is in 2008.</li> <li>Those who are eligible for a CDA but did not open one before entering primary school can open the PSEA any time before they reach 18 years old.</li> </ul> <p><i>ii Transfer of Edusave balance to PSEA</i></p> <ul style="list-style-type: none"> <li>If a Singaporean has an Edusave account, the balance will be transferred to PSEA when he is 16 years old. The first batch of children having this transfer carried out in 2008.</li> </ul> <p><u>Government Top Up/ Contributions</u></p> <ul style="list-style-type: none"> <li>A letter would be sent by Ministry of Education (MOE) to inform</li> </ul>	<p><u>NT\$3000- 9,000</u> for 出人頭地發展帳戶, 兒童希望發展帳戶 and 臺北市青蘋果發展帳戶 respectively.</p> <ul style="list-style-type: none"> <li>Account holders of 兒童希望發展帳戶 can choose to deposit <u>NT\$500 or 1000 or 2000 every month</u>.</li> <li>In 出人頭地發展帳戶, the <b>matching</b> contribution is provided by <u>charity fund</u>. There is <u>no contribution from the Government</u>.</li> </ul>	<p>families.</p>

USA	Singapore	Taiwan	Hong Kong
	<p>eligible participants of the top-up amount.</p> <ul style="list-style-type: none"> <li>In Budget 2008, it announced that an additional top-up would be given in the second half of 2008. The amount a Singaporean receives each year will depend on his age and Annual Value of Home (AVH).</li> <li><i>Please refer to annex 2 for the amount of government top-up</i></li> </ul>		

Note on exchange rate from 2000 to 2011: i) US\$1 is approximately equal to HK\$7.8, ii) SG\$1 is approximately equal to HK\$4.2 – HK\$6.5, iii) NT\$1 is approximately equal to HK\$0.22 – HK\$0.27.

#### Saving level of targeted savings for account holders

USA	Singapore	Taiwan	Hong Kong
<ul style="list-style-type: none"> <li>The total amount of savings is varied but there is a minimum savings of US\$500 (IDA) and US\$1,000 (SEED). (i.e., HK\$3,900 and HK\$7,800).</li> <li>The monthly contribution is varied and it is tax-free.</li> </ul>	<p><u>Babybonus (Age 0-6)</u></p> <ul style="list-style-type: none"> <li>S\$4,000 / S\$6,000</li> <li>Matched 1:1 = cap S\$6,000 / S\$12,000 / S\$18,000</li> </ul> <p><u>Edusave (Age 6 - 16)</u> = S\$4,000</p> <p><u>PSEA</u></p> <ul style="list-style-type: none"> <li>Age 7 - 12: S\$100 / S\$200 each year</li> </ul>	<p>After a minimum of 1 year saving:</p> <p><u>TFDA</u> and 出人頭地發展帳戶</p> <ul style="list-style-type: none"> <li>Minimum: NT\$2,000 x 12 months = NT\$24,000 per year</li> <li>Maximum: NT\$4,000 x 12months = NT\$48,000 per year</li> </ul> <p>兒童希望發展帳戶</p>	<p>After a minimum of 2 years saving:</p> <ul style="list-style-type: none"> <li>HK\$200 x 12 months x 2 years = HK\$4800</li> </ul>

USA	Singapore	Taiwan	Hong Kong
	<ul style="list-style-type: none"> <li>Age 13 – 20: S\$200 - S\$400</li> <li>Age 7 – 18: Matched 1:1 = cap S\$6,000 / S\$12,000 / S\$18,000</li> </ul> <p><u>Range</u></p> <ul style="list-style-type: none"> <li>Minimum: S\$4,000 (Babybonus) + S\$4,000 (Edusave) + S\$200 (PSEA) = S\$8,200</li> <li>Maximum: S\$4,000 (Babybonus) + S\$4,000 (Edusave) + S\$200 (PSEA) + S\$12,000 (Matched) + S\$200 x 6 years (PSEA) = S\$21,200</li> </ul>	<ul style="list-style-type: none"> <li>Minimum: NT\$500 x 12 months = NT\$6,000 per year</li> <li>Maximum: NT\$2000 x 12 months = NT\$24,000 per year</li> </ul> <p>臺北市青蘋果發展帳戶</p> <ul style="list-style-type: none"> <li>Minimum: NT\$1,000 x 12 months = NT\$12,000 per year</li> <li>Maximum: NT\$3,000 x 12 months = NT\$36,000 per year</li> </ul>	

Note on exchange rate from 2000 to 2011: i) US\$1 is approximately equal to HK\$7.8, ii) SG\$1 is approximately equal to HK\$4.2 – HK\$6.5, iii) NT\$1 is approximately equal to HK\$0.22 – HK\$0.27.

21. Matching ratio, in general, is positively associated with the persistence of saving behaviour (Sherraden, Schreiner, & Beverly, 2003, p. 22).

#### Matching pattern

USA	Singapore	Taiwan	Hong Kong
<b>Matching ratios</b>			
▪ 1:1 to 8:1	▪ 2:1	▪ 1:1	▪ 1:1
<b>Detailed descriptions</b>			
<b>SEED: Matched progressively.</b> ▪ <u>Voluntary additional contributions</u>	<b>CDA</b> ▪ <i>Please refer to annex 1</i>	▪ In TFDA, once the fixed deposit level was selected, savings were matched based on <u>1:1 matching</u>	▪ The operating NGOs will seek partnership from <u>the business sector as well as individual donors</u>

USA	Singapore	Taiwan	Hong Kong
<p>from any public or private source (e.g., family, friends, relatives, community organisations, and parents' employers) will be provided with an incentive by a <u>public match</u> that increases in value for lower-income families.</p> <ul style="list-style-type: none"> <li>Fund matching will then be <u>made each year</u>.</li> </ul> <p><b>IDA</b></p> <ul style="list-style-type: none"> <li>Every dollar that is saved in an IDA is matched with <u>donations from government agencies, non-profit organisations and private companies</u>.</li> <li>Matching ratio ranges from <u>1:1 to 8:1</u> depending on programme duration and the amount of match funds raised by the sponsoring organisation. In general, programmes that have a <u>shorter savings period will have higher match rates</u> so that account holders will be able to save enough to purchase the asset they want.</li> </ul>	<p><b>PSEA</b></p> <ul style="list-style-type: none"> <li>The contribution is <u>matched by government</u> only if previous deposits in CDAs had not reached the match caps of CDAs.</li> <li>Parents would continue to receive the government's matching grant <u>until the contribution cap is reached</u>, or when the child turns 18 years old, whichever is earlier.</li> <li>The PSEA earn <u>2.5% rate of interest</u>.</li> </ul>	<p><u>ratio for 36 months</u> at the same level for three years</p> <ul style="list-style-type: none"> <li>出人頭地發展帳戶 and 臺北市青蘋果發展帳戶 will match the saving amount based on the ratio of <u>1:1</u> to the participants after <u>three years every half year</u>. While the 伴我童行希望發展帳戶 will distribute fund of that specific year (January-December) to participants based on the matching ratio of <u>1:1</u> of the targeted savings <u>every three months at the end of every year</u> (December).</li> <li>One special feature of 臺北市青蘋果發展帳戶 is that besides from the matching fund, participants who participate throughout three years and <u>attain pass in national examination /specialty certificates</u> (類別專長證照) or <u>have a stable full-time job for more than 1 year</u> can get <u>an additional 1:0.5 bonus</u> for encouragement.</li> </ul>	<p>to provide matching contribution for the resources accumulated by participating children under the savings programme (<u>at least 1:1 matching contribution</u>).</p> <ul style="list-style-type: none"> <li>The <u>Government</u> will also provide <u>special financial incentive (HK\$3,000)</u> for each participating child upon completion of the <u>two-year savings programme</u>.</li> </ul>

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

USA	Singapore	Taiwan	Hong Kong
<ul style="list-style-type: none"> <li>▪ <u>Most programmes offer a 2:1 matching ratio</u>, which means that for each \$1 deposited in the IDA, \$2 from matching funds will be added to the savings.</li> <li>▪ Some programmes will only match up to a certain amount (for example, US\$500) on an annual basis or during the course of the programme. In most cases, <u>deposits over a certain amount will not be matched</u>.</li> </ul>			

22. As reflected in the USA programme, plans with early inception upon a child's birth and longer duration could achieve asset accumulation with substantially higher monetary value as well as greater flexibility in funds appropriation, such as short-term skill development courses, college education and even home ownership. Similar to the savings plans in Taiwan, the savings plan in Hong Kong is time-limited and currently focused on the adolescence development stage.

### Participants

USA	Singapore	Taiwan	Hong Kong
<i>Children's age upon the inception of savings scheme</i>			
<b>SEED</b> <ul style="list-style-type: none"> <li>▪ Since birth</li> </ul> <b>IDA</b> <ul style="list-style-type: none"> <li>▪ Since birth</li> </ul>	<b>CDA</b> <ul style="list-style-type: none"> <li>▪ From <u>birth to age 6</u></li> </ul> <b>PSEA</b> <ul style="list-style-type: none"> <li>▪ <u>From age 7 to 20.</u></li> </ul>	<i>All the targeted savings programmes under consultancy study targeted low-income household.</i>  <b>TFDA</b> 106 eligible <u>youth aged 16 to 22</u>	The target participants for CDF are children <u>aged 10-16</u> , and <ul style="list-style-type: none"> <li>▪ their families are <u>receiving Comprehensive Social Security Assistance / full grants from student finance schemes</u></li> </ul>

USA	Singapore	Taiwan	Hong Kong
		<p>出人頭地發展帳戶</p> <ul style="list-style-type: none"> <li>100 eligible <u>youth aged 16-23</u> are divided into 2 groups. Group 1 (70 quota) and group 2 (30 quota) are the <u>next generation of low-income household</u> in Taipei born on 30/4/1980 -30/4/1984 and 1/5/1984 -31/8/1987 respectively.</li> </ul> <p>兒童希望發展帳戶</p> <ul style="list-style-type: none"> <li>300 participants <u>born between 1/9/1992-31/8/1996</u>.</li> </ul> <p>臺北市青蘋果發展帳戶</p> <ul style="list-style-type: none"> <li>100 participants are divided into 2 groups. Group 1 (50 quotas) are <u>graduates of senior classes of secondary school from low-income household, who do not attend to school, without a job and further study incentive</u>. Group 2 (50 quotas) are the <u>next generation of low-income household aged between 16-20 years old studying in senior classes in secondary school</u>.</li> </ul>	<p><u>administered by the Student Financial Assistance Agency; or</u></p> <ul style="list-style-type: none"> <li>whose <u>household income is less than 75% of the Median Monthly Domestic Household Income</u>.</li> </ul> <p>Besides, children <u>aged 14-16</u> should constitute <u>no less than 70%</u> of the participants in each pioneer projects</p>



## Report of Consultancy Study on the Child Development Fund Pioneer Projects

23. Of other incentives to promote savings, the notions of monthly matching contribution in Singapore and progressive contribution in the USA are worthy innovations to improve on compliance to maintain the saving habit and increase the savings amount respectively. Other than matching the funds saved at an end-date or through a yearly match, the Singapore scheme injects monthly contribution upon the receipt of a targeted savings at a designated account. Such measure is particularly effective in sustaining the regular saving behaviour since those missing the monthly savings deadline would miss the monthly contribution from the government, hence losing the incremental monthly interest payment yield in such cases.

### Factors contributing to success in the USA programmes

24. Inclusiveness provides universal access to the policy. A higher degree of inclusiveness seeks to ensure the participation of all eligible citizens, especially those at the bottom of the socio-economic ladder. The highest degree of inclusiveness provides equal benefit to all participants. (Loke & Sherraden, 2009, p. 122)
25. Critical institutional factors of success were identified as follows (Sherraden, et al., 2003; Sherraden, 2005)
- Access – Access to financial institutions for starting the savings
  - Expectations – How much is to save and how much is to match; consensus on savings target
  - Information – Programme information about the savings plan; financial literacy / education
  - Incentives – Matching ratio / initial, monthly or ending contributions or bonus
  - Facilitation – How the deposit is done (e.g. auto payment, bank-slip)
  - Restrictions / Limits – Matching caps / withdrawal policy

### Financial literacy

USA	Singapore	Taiwan	Hong Kong
<b>Financial literacy training</b>			
▪ Standard programmes offered by different agencies with different components (e.g., Money Smart)	▪ Nil	▪ Required participation of classes and services for about 100 hours per year	▪ At least twice a year for 2 years
<b>Detailed descriptions</b>			
<i>Both the SEED and IDA in USA</i>	▪ Nil	▪ <i>All the targeted saving</i>	▪ Training is provided by operating

USA	Singapore	Taiwan	Hong Kong
<p><i>required account holder to attend financial education classes.</i></p> <ul style="list-style-type: none"> <li>Particularly, financial education is an important part in IDA with <u>many different curricula</u>. Some programmes <u>create their own trainings</u> and others <u>use developed curricula</u> from other organisations.</li> <li>Account holders will likely be required to learn about <u>creating and managing household budgets, using credit responsibly, the basics of saving and investing, saving for retirement etc.</u></li> <li><u>Asset-specific training</u>, such as home ownership, micro-enterprise development, and post-secondary education are offered with IDA programmes</li> <li>In general, there are <u>10 hours</u> training of financial literacy for each account holder.</li> </ul>		<p><i>programmes under consultancy study required participants to attend financial education and counselling classes within <u>a period of three years</u> (出人頭地發展帳戶, 臺北市青蘋果發展帳戶) <u>to 4 years 10 months</u> 伴我童行.</i></p> <ul style="list-style-type: none"> <li>The curriculum in TFDA includes <u>financial planning, budgeting, and investment in home or small business</u>. In 出人頭地發展帳戶, 伴我童行 and 臺北市青蘋果發展帳戶, there are <u>compulsory courses, core elective classes, development cum support organisation courses</u> (成長暨支持團體課程) <u>and individual counselling</u> (個別諮商). In 伴我童行, it also has <u>financial management, parent-youth communication and development training</u>.</li> <li>The whole curriculum of 出人頭地發展帳戶, 伴我童行 and 臺北市青</li> </ul>	<p>NGOs to the parents/guardians, and the mentors <u>twice a year for the first two years</u>, while training/voluntary work opportunities are provided to participating children at least four times a year for the first two years and twice a year for the third year.</p>

USA	Singapore	Taiwan	Hong Kong
		<p>蘋果發展帳戶 has <u>78 hours, 60 hours and 144 hours</u> respectively; and most of the classes open <u>during summer and winter holiday</u>. Participants should not be absent more than 5 times (伴我童行) or 10 times (出人頭地發展帳戶 and 臺北市青蘋果發展帳戶) within three years.</p> <ul style="list-style-type: none"> <li>Participants of the targeted saving programmes in Taiwan need to <u>do public and community services ranging from 8 to 9 hours per year</u> in 伴我童行 and 出人頭地發展帳戶 respectively <u>to 36 hours per year</u> in 臺北市青蘋果發展帳戶.</li> <li>Training or guidance provided to mentors are at least <u>twice a year</u>. 青蘋果發展帳戶 is that <u>those who are NEET</u> (Not currently engaged in Education, Employment or Training) need to participate in “career counselling”, “interview/soft skills training”, “internship”, “post-employment</li> </ul>	

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

USA	Singapore	Taiwan	Hong Kong
		support”, “establish working habits in community work” and life planning (「生涯規劃」) etc. They are required to participate in these programmes at least for <u>three times</u> , or else they will be disqualified and can only get the self saving amount and its interest in the account (「脫貧儲蓄帳戶」).	

### Withdrawal of money

USA	Singapore	Taiwan	Hong Kong
<b>Maturity</b>			
<ul style="list-style-type: none"> <li>7-30 years</li> </ul>	<ul style="list-style-type: none"> <li>18 years (first batch of children will have their CDA funds transferred to their PSEA in 2008)</li> </ul>	<ul style="list-style-type: none"> <li>1-4 years (experimental programme for a three year period (July 2003 – June 2006))</li> </ul>	<ul style="list-style-type: none"> <li>2 years</li> </ul>
<b>Detailed descriptions</b>			
<b>IDA</b> <ul style="list-style-type: none"> <li>IDA participants are allowed to withdraw money with monthly account statements as soon as they have <u>reached their savings goal and after approval from the IDA programme sponsor</u>.</li> <li>Yet, no withdrawals can be made until the account holder <u>reaches</u></li> </ul>	<i>In Singapore, withdrawal of account money has different procedures in different programs.</i>  <b>CDA</b> <ul style="list-style-type: none"> <li>The CDA funds cannot be used to make payments at other places or pay for any penalties due to the trustee's premature withdrawal or</li> </ul>	<ul style="list-style-type: none"> <li>The matched savings in the TFDA account can be withdrawn <u>at the end of the demonstration</u>.</li> <li><u>After 1 year of the programme</u> of 出人頭地發展帳戶/伴我童行 / 臺北市青蘋果發展帳戶 and approval by host organiser, participants can withdraw money for education or career readiness purpose. The</li> </ul>	<ul style="list-style-type: none"> <li>Targeted savings will be <u>used for achieving the personal development plan after two years</u> and early withdrawal will not be allowed except withdrawal of participation from the programme.</li> </ul>

USA	Singapore	Taiwan	Hong Kong
<p>the age of 18.</p> <ul style="list-style-type: none"> <li>A minimum balance equal to the government initial contribution is required to be kept in the IDA at all times until retirement age in order to <u>maintain a savings platform for retirement security</u>.</li> </ul>	<p>termination of the fixed or time deposit accounts.</p> <p><b>PSEA</b></p> <ul style="list-style-type: none"> <li>People can withdraw the PSEA funds by <u>establishing a Standing Order with MOE</u> or by submitting ad hoc withdrawal applications as and when withdrawals are to be made.</li> </ul>	<p>money will be distributed by the Bank directly to the individual. Money cannot be withdrawn by participants.</p> <ul style="list-style-type: none"> <li><i>Details please refer to annex 3</i></li> </ul>	

**Withdrawal of programme / Closure of program**

USA	Singapore	Taiwan	Hong Kong
<ul style="list-style-type: none"> <li>Participants are free to close their account and received <u>self saving amount</u> and earned interest</li> </ul>	<p><b><i>Closure of the CDA and unused balance:</i></b></p> <ul style="list-style-type: none"> <li>The CDA will be closed in January in the year the child turns <u>7 years of age</u> or if the child has <u>passed away</u>.</li> <li>The unused balance in the child's CDA will be <u>transferred to his or her Post-Secondary Education Account (PSEA)</u> in the year the child turns 7 years of age.</li> </ul> <p><b><i>Closure of PSEA and unused balance:</i></b></p>	<ul style="list-style-type: none"> <li>In all the selected targeted savings programmes in Taiwan, participants who voluntarily withdraw from the programme can only get the <u>self saving amount</u> and associated interest.</li> <li>Particularly, if participants of 伴我童行 - 兒童希望發展帳戶專案 do not complete the education classes, community service and submit proposal of usage of money in one year, they also cannot receive the fund.</li> </ul>	<ul style="list-style-type: none"> <li>Participants withdraw from the programme can only get the <u>self saving amount</u>.</li> </ul>

USA	Singapore	Taiwan	Hong Kong
	<ul style="list-style-type: none"> <li>▪ The PSEA will be closed when the account holder turns <u>30 years of age</u>. Any unused funds in the PSEA will be <u>transferred to the account holder's CPF Ordinary Account (CPF-OA)</u>.</li> </ul>		

26. It is to be noted that the Singapore programme is a national mandatory programme mainly relying on government's input and lack of savings from the individuals would not produce drop-outs. Prevention and measures of drop-outs are therefore not an issue.
27. Factors of drop-out have been studied systematically in the USA programme but not in the Taiwan or Singapore programmes. Examples of using automatic transfer and providing financial education to increase the number of savers were provided by Schreiner and Sherraden (2005). Income and welfare received, on the other hand, are not associated with the drop-out (Schreiner & Sherraden, 2005).

### Comparison of the Mentorship Programmes in the USA, Taiwan, Singapore and Hong Kong

28. Information on the reviewed programmes was identified first through the Internet. The Big Brothers Big Sisters of America (BBBS) Programme in the USA, the Hundred Educational Mentor Programme in Taiwan, and the YOUth In @ction (i.e., Youth In Action; YIA) Programmes in Singapore have official websites providing information on programme goals and objectives, organisers and partnerships, participants, programme mechanics and components, and implementation and operation. Evaluation reports and key academic publications on the BBBS Programme are available at its website whereas such information are absent at the other programme websites.
29. Important key terms were identified dynamically during the search of relevant information from general and specific database. Starting with the programme names and key terms that appeared at the programme websites, related important key terms were identified and used for further search with a view to widening the information and literature basis of the review. These terms included the names of people and organisations and specific components of the programmes. Follow-up emails were sent to the organisations and providers of the programmes for further information in cases where the findings from the search were deemed not satisfactory.

General Database	Google Search (year 1999-2012) Google Scholar (year 1999-2012)
Specific Database	Web of Science Citation Databases Wisewords Search (year 1999-2012)

	USA	Singapore	Taiwan
Programme titles	Big Brothers Big Sisters (BBBS)	YOUth In Action	Hundred Educational Mentor and the names of various components
Key persons and organisations	Big Brother Big Sister (TM), MENTOR, Public/Private Ventures Jean Rhode, David Dubois, Nancy Darling, Jean Baldwin Grossman, Cynthia Sipe, Joseph Tierney, Carla Herrera	Singapore National Youth Council, Youth Sectoral Network, MENDAKI, Youth Research Network Mohamad Maliki Osman, Chua Seng Lee, Gan Su-lin, Sudha Nair	Public Network Foundation
Other key terms	Mentoring, youth development, implementation, operation, best practice, role model 友師、師友、師傅、成長嚮導、大哥哥大姐姐、受導者		

30. Instead of exhausting all existing and available information with the above key terms, the search was guided by the dimensions which could help to achieve the objectives of the review and comparisons. The dimensions included programme goals, structural and procedural implementation, and critical success factors. The USA programmes, having the longest history of operation, provided a wealth of identified information. Singapore is in the middle of implementing a national youth mentoring plan. Understandably the required information is found scattered in a few government reports and government press releases. Information on the Taiwan programme was based solely on the relevant websites, while stories and news on people and events of the programme were of limited use for secondary reference.
31. Although we do not have comprehensive information on the implementation quality and outcomes of the mentoring programmes in the USA, Singapore and Taiwan, the information provided at the above websites are deemed as adequate for the time being in making useful comparisons across different programmes.

#### **Policy context of the development of mentorship programmes**

32. Formal mentorship programmes in the USA have the longest history in the world, starting in 1904 when a court clerk named Ernest Coulter recognised caring adults could help children from staying out of troubles and from committing crimes. As a result, the Big Brothers movement was launched and a similar effort for girls was later initiated by the Ladies of Charity group. In 1977, the Big Brothers Big Sisters of America (BBBS) was formed and developed into a well-established programme operating in 50 states of the USA and 12 countries worldwide<sup>2</sup>.
33. At present, the BBBS still follows the philosophy of the original programme foundation that for youth to grow into responsible adults, they need support and guidance from adults. The organisation further recognises the trend that such support is becoming scarce and this problem is more prominent among youth from a disadvantaged background. Providing caring and concerned adults as role models to young people can help them form fundamental assumptions of the society and develop their potential. With the help of the programme, young people from a disadvantaged background can acquire an adult role model in the society while having a more positive context of development as those from more resourceful families.

---

<sup>2</sup> See <http://www.bbbs.org/aboutus/whoweare>



## Report of Consultancy Study on the Child Development Fund Pioneer Projects

34. Given this understanding, the USA society recognises the significance of mentorship programme at the national level.<sup>3</sup> Evidences also suggest mentoring as an effective prevention strategy for youth violence and substance use, as well as producing good positive youth development outcomes like increased social, academic and personal competence. Mentoring has been advocated as a form of social intervention in a number of youth policy fronts (Thornton, Craft, Dahlberg, Lynch, & Baer, 2002).
35. Before 2004, efforts in offering mentorship programmes in Singapore, not unlike other places, were uncoordinated. In 2004, the Youth Sectoral Network came into partnership with the Singapore government and responded to the recommendations in the "Community of Excellence: Leaders' Forum" to start the positive youth development programme with a mentorship component. The Network is under the MENDAKI group<sup>4</sup>, which is formed by Malay/Muslim Community leaders. In general, the Singapore society believes excellence in education is a way to empower the disadvantaged youth.
36. The Singapore government recognises the potential of mentoring in youth development and after conducting foundation works of survey and forum discussions, the National Youth Mentoring Plan was prepared in 2008 with the goal to achieve the desired outputs and outcomes in 2011<sup>5</sup>. Similar to the Youth In Action programme by the Youth Sectoral Network, the importance of school involvement and academic development as well as positive youth development were emphasised.
37. Apart from the above, the Singapore National Youth Mentoring Plan aims to further strengthen the mentoring sector by setting up a committee, which objectives are to build up a sustainable mentoring system, develop a mentoring platform, and to support mentoring programmes through training and developing localised resources in mentorship. A more established version of these efforts can be found in the MENTOR/National Mentoring Partnership and the BBBS in the USA.
38. At a juncture of challenging moments in Taiwan in 2004, the Public Network Foundation began the Taiwan mentoring programme following the Roman Empire's "century" structure by inviting 100 elites from various sectors and industries to form the Hundred Educational Mentor<sup>6</sup>. The programme aimed to create a pro-development environment through the mentors. Making reference to John Dewey's focus of the social

---

<sup>3</sup> See Press Release on National Mentoring Month 2009 and the poster with US President Obama at <http://www.hsph.harvard.edu/chc/wmy2009/nmm/intro.htm> and [http://www.hsph.harvard.edu/chc/wmy2009/images2009/Obama\\_MentoringAd.jpg](http://www.hsph.harvard.edu/chc/wmy2009/images2009/Obama_MentoringAd.jpg)

<sup>4</sup> See <http://www.mendaki.org.sg/yia/index.htm>

<sup>5</sup> See <http://www.nyc.pa.gov.sg/1223430011680.html>

<sup>6</sup> See <http://www.mentor.org.tw/about.asp>

environment on learning, as well as Howard Gardner's concept of multiple intelligence, the programme has explicit expectation on children to take the Hundred Educational Mentor as role models.

39. In 2006, the full report of The Commission on Poverty of the Hong Kong SAR Government<sup>7</sup> stated that key determinants of child development are nurturing relationships, a caring environment and development opportunities, apart from financial support and material well-being. Subsequently, after multiple community and stakeholder consultations, the Labour and Welfare Bureau adopted an asset-building model where a targeted savings plan, a mentorship programme and a personal development plan work together towards building both financial and non-financial assets in participating children. It is believed that this approach could promote further development in children from a disadvantaged background.
40. The 1989 United Nation Convention on the Right of the Child (CRC)<sup>8</sup> stipulated children's right to include survival, protection, development and participation. The mentorship programme component of the Child Development Fund (CDF) may be seen as a specific community programme to be systematically delivered to children from disadvantaged families and contributing directly to the successful promotion of children's development and better participation in the mainstream society. The drawing up of a personal development plan and its execution under the guidance of the operating NGOs and the matched mentors may also be seen as a form of formal programming to contribute to the fulfilment of these two children's rights.

#### Programme Mechanics/Components

USA	Singapore	Taiwan	Hong Kong				
<b>Community-based Mentoring</b> <ul style="list-style-type: none"><li>As little as <u>an hour a week</u>, Bigs and Littles meet in their community doing things they enjoy — <u>a few hours a couple times a month</u> filled with shared interests and activities.</li><li>The schedule can be <u>flexible to meet the needs of mentors and young people</u> in different kinds of situations.</li></ul>	<ul style="list-style-type: none"><li>Are able to <u>spare 2 hours a week for at least 6 months</u></li><li>There are <u>3 components</u> to YOUTH In Action:</li></ul> <table><tr><th>Component</th><th>Details</th></tr><tr><td><b>1. The mentoring element</b></td><td>The students will be interacting with their mentors on weekly basis so as to provide</td></tr></table>	Component	Details	<b>1. The mentoring element</b>	The students will be interacting with their mentors on weekly basis so as to provide	<ul style="list-style-type: none"><li><u>100 leaders</u> from different industries are invited to form the “Hundred Educational Mentor” (教育百人團)</li><li><u>100 enterprises and organisations</u> are invited to launch the “Irrigate Taiwan Programme” (灌溉臺灣計畫) , and to contribute different resources.</li></ul>	<p>The CDF has <u>3 major components</u>:</p> <ul style="list-style-type: none"><li><b><u>Personal Development Plans</u></b></li><li><b><u>Targeted Savings</u></b></li><li><b><u>Mentorship Programme</u></b><ul style="list-style-type: none"><li>The operating NGOs will identify a personal mentor for each participating child.</li><li>Mentors will provide guidance to children in drawing up and implementing their personal</li></ul></li></ul>
Component	Details						
<b>1. The mentoring element</b>	The students will be interacting with their mentors on weekly basis so as to provide						

<sup>7</sup> See <http://www.cop.gov.hk/eng/pdf/ReportCh4%28e%29.pdf>

<sup>8</sup> See <http://www.unicef.org/crc/>

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

USA	Singapore		Taiwan	Hong Kong
<p><b>School-based Mentoring :</b></p> <p>Bigs and Littles <u>meet once a week in schools, libraries and community centres</u>, to talk and have fun. It's not about being a tutor ... it's about being a friend.</p> <p><b>Operating standard:</b> Working with over 500 local agencies, the <u>BBBS of America national standards and required procedures</u> to govern screening of volunteers and youth, orientation and training of the volunteer and the youth, and the creation and supervision of matches.</p>		emotional and social support.	<ul style="list-style-type: none"> <li>▪ <u>1000 members</u> (宣講團) are invited to participate in the marketing of “<u>灌溉臺灣走透透</u>”</li> <li>▪ <u>10000 people</u> are invited to participate in “<u>臺灣出狀元獎勵計劃</u>”</li> <li>▪ <i>Details please refer to annex 4</i></li> </ul>	<p>development plans with specific development targets.</p> <ul style="list-style-type: none"> <li>- These three components are to enhance the children's abilities to manage resources and plan for their own future.</li> <li>- The mentors and participating children should have gatherings/ communications at least once a month for the three year period.</li> </ul>
	<b>2. The develop-mental programme</b>	<ul style="list-style-type: none"> <li>▪ Harnessing youth's strengths and potential through the fun and positive way.</li> <li>▪ Both mentors and students will be introduced to healthy and challenging activities such so rock/wall climbing, etc.</li> </ul>		
	<b>3. Quarterly support groups for parents</b>	<ul style="list-style-type: none"> <li>▪ Youth and parent issues will be deliberated through creative mediums.</li> <li>▪ Issues could include understanding youth development, enhancing communication skills etc.</li> </ul>		

### Participants

USA	Singapore	Taiwan	Hong Kong
<b>Number of recipients</b>			
▪ >126,000 per year	▪ >50,000	▪ 10000	▪ 750 for the First Batch Pioneer

USA	Singapore	Taiwan	Hong Kong
			CDF Project. ▪ Anticipated total target up to 13,600
Detailed descriptions			
<ul style="list-style-type: none"> <li>▪ Targets youth live in <u>single-parent households aged between 6 to 18 years old</u>.</li> <li>▪ The “Littles” come from <u>many types</u> of home environments and family structures, different social-economic levels, ethnic backgrounds and neighbourhoods and schools across all communities. Have both boys and girls in the programme.</li> </ul>	<p>The programme targets youth between the <u>age of 10-14 years old</u> and attending <u>Primary 4 to Secondary 2 level</u>.</p>	<ul style="list-style-type: none"> <li>▪ Focus on <u>the general public and students</u>.</li> <li>▪ <u>10 000 people</u> are invited to participate in “<u>臺灣出狀元獎勵計劃</u>” to encourage the public and the youth to actively put into practice, challenge themselves, nurture creativity and hard-work and “irrigate” Taiwan.</li> </ul>	<p>The target participants for CDF are children <u>aged 10-16</u>, and</p> <ul style="list-style-type: none"> <li>▪ their families are <u>receiving Comprehensive Social Security Assistance / full grants from student finance schemes administered by the Student Financial Assistance Agency</u>; or</li> <li>▪ family <u>household income is less than 75% of the Median Monthly Domestic Household Income</u>.</li> </ul> <p>Besides, children <u>aged 14-16</u> should constitute <u>no less than 70%</u> of the participants in each pioneer projects.</p>

## Implementation models on mentorship programmes in the four places

### A. Goal of mentorship programme

41. Different goals of mentorship programmes can be found in the objectives, missions and visions of the respective programmes under review. These goals may be seen as reflecting the respective society's policy ideology, i.e., ideas of poverty, social problem and social welfare, and youth development in a caring society. Political atmosphere may also have a significant impact on the policy priority and the goals of the programmes.

42. Common among all reviewed programmes are the life planning and personal goal setting, as well as the development of social and relational aspects of the mentees. However, the programmes differ in the specific competences and skills to be developed in the mentoring process which is largely determined by the target participants.
43. The USA programmes adopt the broadest sense of youth development. The concern for the development of the mentees' "potential" and "whole person" require mentors to do enjoyable things, for example, to talk and have fun, with their mentees. Apart from centring on academic tutoring, youth development in the Singapore programmes also share four of the "Cs" in the Positive Youth Development movement in the USA (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2002; Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004), namely Competency, Character, Control and Connectedness. Development of a young person in these areas is expected to be brought out by tutoring, interacting with mentor and participating in various kinds of activities with mentor. The Singapore programmes expect mentors to be role models to their mentees whereas mentors in the USA programmes do not need to have any special academic degrees or skills.
44. The mentorship programme in Taiwan goes further towards the role model end in their understanding of youth development. Instead of learning specific competence and skill, the programme expected the public and the invited youth participants to model after the "learning paragons" coming from a wide spectrum of industries.
45. Goals of mentorship programme in the Hong Kong Child Development Fund (CDF) include increasing development opportunities, asset-building habit and accumulation of financial and non-financial assets. Mentors have the role to provide guidance to mentees on these aspects as well as helping them to draft a personal development plan. This Hong Kong programme has a specific goal of reducing the alleged propensity for intergenerational poverty and mentors are expected to be one of the assets as well as a facilitating source of asset-building in the mentees' development.
46. Mentorship goals in the CDF programme are unique as compared with the overseas examples reviewed in that the programme not only set immediate goals of mentoring, such as personal development, but also the long term goal of alleviating potential intergenerational poverty transmission. The structured goals laid out in the Hong Kong and the Singapore's programmes, unlike the whole person development orientation adopted by the BBBS in the USA, allow policy makers to plan and set concrete benchmarks and achievement standards.
47. The more deprived the targets are in the social intervention, the higher the quality of input (e.g. mentor suitability and qualification) and throughput (e.g. continuous support and supervision) are required from the mentorship programme. For instance, the Taiwan programme focused on enhancing motivated students to aspire to a selected elite group of role models. Serving this population, the effect could be maximised with a minimal input in

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

the mentoring effort as long as the quality of the elite mentor group is assured through the initial selection process. It is apparent that there is little, if any, structural requirements for mentor-mentee meetings and training and support for mentors in the Taiwan programme.

### Objectives

USA	Singapore	Taiwan	Hong Kong
<b>Goals</b>			
<ul style="list-style-type: none"> <li>Whole-person positive development</li> </ul>	<ul style="list-style-type: none"> <li>Academic consultation and advancement</li> <li>The 4 Cs (Competency, Character, Control, Connectedness)</li> </ul>	<ul style="list-style-type: none"> <li>Higher education, career attainment</li> </ul>	<ul style="list-style-type: none"> <li>Helping disadvantaged children to build and accumulate financial, non-financial assets and personal development opportunities with a view to reduce inter-generational poverty</li> </ul>
<b>Outcomes</b>			
<ul style="list-style-type: none"> <li>The Public/Private Venture (P/PV) organisation reports:</li> <li>Protective effects observed among children in mentoring relationship against substance use (i.e. drug &amp; alcohol) and school drop-out; enhanced scholastic competence, self-efficacy, parental attachment</li> </ul>	<ul style="list-style-type: none"> <li>Not identified from the search</li> </ul>	<ul style="list-style-type: none"> <li>Not identified from the search</li> </ul>	<ul style="list-style-type: none"> <li>Consultancy Study Report on First Batch of CDF Pioneer Projects was completed in 2012.</li> </ul>
<b>Detailed descriptions</b>			
<ul style="list-style-type: none"> <li><b>Mission:</b> To help children <u>reach their potential</u></li> <li><b>Vision:</b> <u>Successful mentoring relationships</u> for all children who need and want them, contributing to brighter futures, better schools,</li> </ul>	<ul style="list-style-type: none"> <li>Motivate youth to <u>remain in school</u></li> <li><u>Reduce at-risk behaviour</u></li> <li><u>Enhance parent-youth relationship</u></li> <li><u>Equip youths</u> with the 4Cs:</li> </ul>	<p>To provide <u>a learning goal for the public and students to develop a multi-social learning role model</u> and <u>find some good learning paragon in different industries.</u></p> <ul style="list-style-type: none"> <li>Surmount hardship --突破困境</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children from a disadvantaged background to <u>plan for the future</u> and cultivate positive attitudes with a view to <u>reducing the alleged propensity for inter-generational poverty.</u></li> </ul>

USA	Singapore	Taiwan	Hong Kong
<p>and stronger communities for all.</p> <ul style="list-style-type: none"> <li>▪ To <u>develop the “whole person”</u> rather than targeting at ameliorating specific problems.</li> </ul>	<ul style="list-style-type: none"> <li>-Competency</li> <li>-Character</li> <li>-Control</li> <li>-Connectedness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Caring of others --關懷他人</li> <li>▪ Purpose driven life --生涯標竿</li> <li>▪ Inherit the past and usher in the future --承先啟後</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide the participating children with <u>more personal development opportunities</u>.</li> <li>▪ Encourage these children to <u>develop an asset-building habit and to accumulate financial assets as well as non-financial assets</u> which are important assets for their future development.</li> </ul>

#### B. Operating agent and partnership structure

48. Mentorship programme needs financial and human resources support. A sustainable and long-term programme requires partnership to contribute "money and people" continuously. Furthermore, partnership is also required in identifying children to participate in mentorship programme. The partnership structure and operating agent therefore are crucial to programme implementation and development.
49. Having the longest history in formal mentorship programmes, a strong partnership structure is already well established in the USA communities. Partnership is found in different levels and sectors of the society, including the national and state governments, corporate and companies, foundations, and community and academic advocacy groups (e.g., MENTOR<sup>9</sup> and Harvard Mentoring Project<sup>10</sup>). Promotion and marketing initiatives adopted are specific, effective and creative, including the cause-marketing strategy and centralised support on recruitment, donation and operation through agencies as well as e-platforms (e.g., the BBBS and the MENTOR). Volunteers can be recruited from partners and other sources. Provided with the comprehensive support and multi-partnership structure of mentorship programmes in the USA, any group may start a mentorship programme

<sup>9</sup> See <http://www.mentoring.org/>

<sup>10</sup> See <http://www.hsph.harvard.edu/chc/wmy2009/index.html>

with the help from such a platform. Numerous BBBS programmes have been run and are running in the schools and communities, and among youths with special needs, as well as in countries outside the USA.

50. Although Hong Kong had programmes in schools and communities using the title “Big Brother Big Sister”, those programmes did not operate and receive support in the same manner as the BBBS in the USA and other countries. Unlike the USA, mentorship programmes in Singapore, Taiwan and Hong Kong are quite young in history and supported mainly by the respective governments as funders and NGOs as grantees. The Singapore programme is operated by a Malay/Muslim community group and school partnership has been built with schools assisting in recruitment, supervision and tracking processes, and teacher-liaisons component supporting mentors and the participating families. The mentorship programme in Taiwan, hosted by a private Foundation that has a close relationship with the government, involved many government departments including the National Youth Commission, Council for Cultural Affairs, and Council of Labour Affairs of the Executive Yuan. The CDF mentorship programme in Hong Kong, on the other hand, relies on non-governmental organisations and their network partnerships in aspects of recruiting participants and volunteers, donation and programme implementation while the government provides the funding.

**Partnership/Organiser**

USA	Singapore	Taiwan	Hong Kong
<b><i>Programme ownership / operating agents</i></b>			
<ul style="list-style-type: none"> <li>▪ Different operating agents supported by BBBS</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mendaki, partnership with schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Foundations with close relationship with the government</li> </ul>	<ul style="list-style-type: none"> <li>▪ 6 NGOs in 7 districts</li> </ul>
<b><i>Detailed descriptions</i></b>			
<p><b><u>Have strong partnerships across different levels and ways:</u></b></p> <p><b>i National Sponsors</b></p> <ul style="list-style-type: none"> <li>▪ Deliver financial support that drives the mission, raise awareness of BBBS programs, provide volunteers and other supporters, lend the support of their celebrity</li> </ul>	<p><b><u>Tripartite Partnership:</u></b></p> <ul style="list-style-type: none"> <li>▪ The <u>family, school as well as the community</u> actively working and progressing towards building positive and well-rounded youth</li> <li>▪ In partnership with <u>14 schools - 8 primary and 6 secondary.</u></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Host Organiser-Foundation :</b> <i>Public Network Foundation</i></li> <li>▪ <b>Government departments :</b> <i>Council for Cultural Affairs, Ministry of Interior, National Youth Commission, Ministry of Transportation and Communications, Ministry of</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>Government: Labour and Welfare Bureau and the Social Welfare Department</u></li> <li>▪ <u>Community: 6 Non-Governmental Organisations</u> (NGOs) operate the First Batch of Pioneer Projects of CDF in 7 districts in Hong Kong.</li> <li>▪ <b>Tripartite Partnership</b> - donors (individuals and/or corporations)</li> </ul>



USA	Singapore	Taiwan	Hong Kong
<p>spokespeople and media reach.</p> <p><b>ii Corporate cause-marketing sponsors</b></p> <ul style="list-style-type: none"> <li>Support BBBS philanthropically that ties our recognised name with their brand.</li> <li>e.g., International beauty companies</li> </ul> <p><b>iii Volunteer partners</b></p> <ul style="list-style-type: none"> <li>Providing friendship.</li> <li>e.g., National retailing companies and international computer companies</li> </ul> <p><b>iv Foundations provide crucial support</b></p> <ul style="list-style-type: none"> <li>Major investments support tremendous organisation-wide growth in the number of children served and develop new ways to reach at-risk youth.</li> <li>e.g., Bank foundations</li> </ul> <p><b>v Community partners</b></p>	<ul style="list-style-type: none"> <li><u>Schools</u> are involved in the student <u>selection process</u> as well as <u>supervision and tracking</u> of students' progress at school in terms of conduct as well as mental development.</li> <li>Each school is represented by a <u>teacher-liaison</u> who will then maintain close and regular contacts with Mendaki as well as the families.</li> </ul>	<p><i>Education, Bureau of Employment and Vocational Training Council of Labour Affairs, Government Information Office, Small and Medium Enterprise Administration, Ministry of Economic Affairs and Council of Agriculture</i></p>	<p>partner with NGOs both in providing matching donations to the participating children's savings, and in serving as mentors.</p>

USA	Singapore	Taiwan	Hong Kong
<ul style="list-style-type: none"> <li>▪ enhance BBBS's services in a number of communities across the country</li> <li>▪ e.g., <i>America's Promise</i>, <i>MENTOR</i>, etc.</li> </ul> <p><b>vi Government partners</b></p> <ul style="list-style-type: none"> <li>▪ Support with necessary grants and fundamental policy initiatives.</li> <li>▪ e.g., <i>U.S. Department of Education</i> etc.</li> </ul>			

### C. Content and implementation

51. The specific content and implementation strategies adopted by the mentorship programmes reviewed represent more the direct result of feasibility and practicability consideration than the existence of a universal programme. More specifically, it is a complex and dynamic deliberation to best address the needs of the targeted participants while acknowledging the available community resources in the respective societies.
52. The Taiwan programme, while operating on the national level, involved mostly coordination and promotion work. As the title of the programmes in Taiwan suggested, the participants were expected to become future elites of the society. As the mentors were all successful and outstanding leaders of different industries, they did not need any further training nor were required to meet with the participants regularly.
53. On the contrary, mentorship programmes in the USA, Singapore and Hong Kong all required regular face-to-face meetings with the participants to achieve the programme goals. Since the USA programmes target at whole person development and potential actualisation in the mentees, training for the mentors and contents of the mentor-mentee meetings tend to focus on relationship building and positive youth development.

### Commitment and Meeting Requirements

USA	Singapore	Taiwan	Hong Kong
<b>Intensity of mentoring relationship</b>			
<ul style="list-style-type: none"> <li>Monthly telephone contact and direct contact of about 4 hours each time, 4 times a year</li> <li>Duration: &gt;=1-year</li> </ul>	<ul style="list-style-type: none"> <li>Frequency: weekly contact</li> <li>Duration: 1 year</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>	<ul style="list-style-type: none"> <li>Frequency: monthly contact</li> <li>Duration: 3 years</li> </ul>
<b>Detailed descriptions</b>			
<p>Both the volunteer and the youth make a substantial time commitment:</p> <ul style="list-style-type: none"> <li>National requirements specify that <u>contact must be made with the parent, youth and volunteer within two weeks of the match.</u></li> <li><u>Monthly telephone contact with the volunteer is required during the first year of the match</u></li> <li>The youth must be <u>contacted directly at least four times during the first year.</u></li> <li>A typical meeting <u>lasting four hours.</u></li> <li>Once the first year of the match has concluded, the requirement for caseworker contact with the participants is <u>reduced to once per quarter.</u></li> <li>In an effort to facilitate effective matches, agencies emphasise <u>supervision.</u></li> </ul>	<p><b><u>1 Weekly mentoring session</u></b></p> <ul style="list-style-type: none"> <li><u>Mentors are required to initiate the weekly mentoring session</u></li> <li>At the end of every weekly session, mentors are required to <u>note down their experience either online or in their volunteer handbook and submitted to Mendaki</u></li> </ul> <p><b><u>ii2 Regular mentor support groups</u></b></p> <p>Mentors can share their mentoring experiences, get new ideas and strategies on mentoring, problem solve on the issues that faced with mentee, build rapport with other mentors, plan activities with other mentors and etc.</p> <p><b><u>3 The developmental activities</u></b></p> <ul style="list-style-type: none"> <li>The developmental activities are</li> </ul>	Not applicable	<u>3-year</u> commitment

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

USA	Singapore	Taiwan	Hong Kong
	<p>held either on <u>weekends or during school holidays</u>.</p> <p>Mentors can spend time with their mentee, other mentees and their mentors while picking up new sports or fun hobbies.</p>		

54. In the Singapore and Hong Kong programmes, specific areas are to be covered at the mentors' meetings and training. Academic development is core in the Singapore programme whereas asset-building and drafting of personal development plan is required in the Hong Kong programme.

### Training

USA	Singapore	Taiwan	Hong Kong
<b><i>Mentor training &amp; support, and types of activities</i></b>			
<ul style="list-style-type: none"> <li>Varies according to type of mentoring model (community, school, faith-based, etc.)</li> <li>BBBS agencies provide <u>an orientation for volunteers</u> in which the <u>programme requirements and rules</u> are explained.</li> <li>Other trainings include presentations on the <u>developmental stages of youth, communication and limit-setting skills, tips on relationship-building</u>, and recommendations on the best</li> </ul>	<ul style="list-style-type: none"> <li>Weekly mentoring session with written records</li> <li>Prescribed developmental activities during school holidays</li> <li>Quarterly support group for parents</li> <li>Mentors are required to attend 1 training session which is about 4 <u>hours</u> and will cover on topics like <u>responsibilities as a mentor, aspects of mentoring, how to make the first contact</u> and etc.</li> </ul>	<ul style="list-style-type: none"> <li>Ad hoc</li> </ul>	<ul style="list-style-type: none"> <li>All the operating NGOs will provide training to the mentors and the instances of <u>training session vary before the commencement</u>.</li> <li>Training or guidance provided to mentors are at least <u>twice a year for the first two year</u>.</li> <li>Training contents include brand packages such as Seven Habits of Highly Effective People, Neuro-Linguistic Programming, or programmes with elements in inter-personal communication, family</li> </ul>

USA	Singapore	Taiwan	Hong Kong
way to interact with a Little Brother or Little Sister who are often from different racial or socioeconomic backgrounds.			<p>problems, financial planning, career counselling etc.</p> <ul style="list-style-type: none"> <li>Some of the agencies will invite <u>part-time trainers</u> while some arrange <u>staff or teams of supervisors</u> from the training division of the same organisation to train and supervise the mentors.</li> </ul>

55. The USA programmes have accumulated a wealth of empirical evidence on the importance of mentoring relationship quality (MRQ) which includes frequency and duration of contact and the quality of interaction (MENTOR/National Mentoring Partnership, 2005). Many developmental outcomes, including educational, psychosocial and behavioural outcomes, are positively associated with mentoring relationship quality (PPV/Public Private Venture, 2002). The MRQ includes regular and quality contact, trust and reciprocity between mentors and mentees, and training of mentor in interaction with mentees. These core indicators were included as standards of practice in mentorship programmes for positive outcomes.
56. While the Singapore and USA programmes embrace the 1:1 matching approach, Hong Kong and Taiwan allow flexible matching ratio for mentors and mentees in the mentorship programmes. In general, one-to-one matching allows the development of mentoring relationship with greater intensity and depth. Nonetheless, evidence from the mentoring research literature remains inconclusive about the effect of matching ratio on mentoring outcomes (DuBois, Holloway, Valentine, & Cooper, 2002; DuBois & Karcher, 2005).

#### Matching

USA	Singapore	Taiwan	Hong Kong
<b>Mentor-mentee matching ratio</b>			
▪ 1:1	▪ 1:1	▪ 1:100	▪ 1:1, 1:2, or 1:3
<b>Specific matching criteria</b>			
▪ Mentoring needs, age, gender, geographical proximity, availability	▪ Age, hobbies, localities	▪ Nil	▪ To be determined by administrating agencies but not

USA	Singapore	Taiwan	Hong Kong
			more than 1:3
<i>Detailed descriptions</i>			
<ul style="list-style-type: none"> <li>▪ BBBS says little about matching, other than recommending that agencies make matches based on each <u>volunteer's ability to help meet the needs of a specific youth</u>.</li> <li>▪ BBBS agencies consider practical factors, such as <u>gender, geographic proximity and availability</u>, as well as the match preference of both volunteers and youths.</li> <li>▪ One aspect of the process that differs across agencies is <u>whether volunteers can choose the youth with whom they will be matched</u>.</li> </ul>	<p>After training, mentor will be matched with a student. The matching will be based on <u>age, hobbies, locality</u>, etc.</p>	Not applicable	<p>Mentor-mentee meetings are required but <u>no specific criterion</u> has been laid down for matching.</p>

D. Attaining quality standard in mentorship programmes

57. The mentorship programme in Hong Kong CDF pioneer project is expected to augment the positive effects of the other two components, i.e., Targeted Savings and Personal Development Plan. This is a unique feature among the reviewed mentorship programmes. This specific feature would require additional input in the training and operation of the mentorship programme in the CDF projects. Mentor training should include topics on asset-building, financial literacy, life planning and personal development apart from the topics of relationship building and positive youth development.
58. The Singapore programme requires that mentors must have achieved O-level qualification and are willing to share knowledge with mentees, and there are teacher-liaison component and school support. With these features, the goal of "motivate youth to remain in school" can be achieved more effectively through the mentorship programme. The Singapore programme also has other programme components similar to the USA programme,

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

which are also standard requirements in the Hong Kong programme (e.g., mentor-mentee meetings, mentor training, etc.). Since one of the main purposes of this first batch of Hong Kong CDF Projects is for pioneering the proposed CDF model, operating NGOs were allowed flexibility in designing / planning their programme according to the needs of their mentors and mentees, and there were no specific requirements in the contents, format and nature of training / guidance to be provided by the operating NGOs to the mentors, as well as the mentors-mentees gatherings/ communications. The government will take into account the practical experience in implementing the first batch of projects, as well as the findings from an evidence-based evaluative research (this study), to see if modifications / improvements to the design or arrangements are required for subsequent batches of projects.

59. As the number of participants increase, a natural demand for more structured regulations and standards on the implementation of mentorship programme arises. Indeed, the complexity of dissemination is positively associated with the input requirements. For example, the Singapore programme sets very specific goals related to academic attainment and a repertoire of recommended developmental outcomes. This confined set of programme goals increases the complexity of dissemination and hence being translated into a complex and detailed set of input requirements in terms of mentors' educational attainment, mentor-mentee meeting frequencies, and the call for documentation on mentoring activities.

### Mentors/Mentors Screening

USA	Singapore	Taiwan	Hong Kong
<b><i>Mentor selection criteria</i></b>			
<ul style="list-style-type: none"> <li>▪ A minimum of three written personal references</li> <li>▪ Psychological test or extensive in-person psychosocial interview for profiling</li> <li>▪ Background investigation about criminal history</li> </ul>	<ul style="list-style-type: none"> <li>▪ Commitment to 2 hours meeting a week for at least 6 months</li> <li>▪ Age: Between 18 and 30 years old</li> <li>▪ Education attainment: "O" level qualifications or above</li> </ul>	<ul style="list-style-type: none"> <li>▪ Referee nomination</li> <li>▪ Selection committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ To be determined by administrating agents, may include age and education level</li> </ul>
<b><i>Mentee selection criteria</i></b>			

USA	Singapore	Taiwan	Hong Kong
<ul style="list-style-type: none"> <li>▪ Youth between 6 to 18 years of age, predominantly from low-income and single-parent households</li> </ul>	<ul style="list-style-type: none"> <li>▪ Youth between 10-14 years of age and attending schools from primary 4 to secondary 2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students aged between 12-18 years old</li> </ul>	<ul style="list-style-type: none"> <li>▪ 10-16 years old children &amp; youth from financially disadvantaged families that receive CSSA or full student financial assistance, or whose household income are less than 75% of the Median Monthly Domestic Household Income</li> </ul>
Detailed descriptions			
<ul style="list-style-type: none"> <li>▪ The Bigs come from <u>diverse backgrounds</u> just like the Littles. They are <u>regular people</u> and don't need any special degrees or special skills.</li> <li>▪ Mentors are those who <u>want to have a positive impact on a young person in need</u>.</li> </ul> <p>In implementing the mentors screening procedures:</p> <ul style="list-style-type: none"> <li>▪ Agencies required all applicants to submit a minimum of three written <u>personal references</u> and administered a <u>psychological test</u> or relied on an extensive <u>in-person psychosocial interview</u></li> <li>▪ Some agencies conducted a</li> </ul>	<ul style="list-style-type: none"> <li>▪ A mentor is both a role model and a friend whom the youth can turn to for help, to discuss issues and look for solutions.</li> <li>▪ Eligibility: <ul style="list-style-type: none"> <li>• Are able to <u>spare 2 hours a week for at least 6 months</u></li> <li>• Are between the ages of <u>18 and 30 years old</u></li> <li>• Have at least <u>"O" level qualifications</u></li> <li>• Are willing to share knowledge and learn from others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>100 successful or outstanding leaders in different industries</u> who have a good learning role model and striving experience are selected as the "Hundred Educational Mentors".</li> <li>▪ Requires <u>referee</u> in the online application</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mentors are recruited <u>through various existing networks</u>.</li> <li>▪ e.g., large corporations, social clubs, religious organisations, churches</li> </ul>



USA	Singapore	Taiwan	Hong Kong
background investigation about <u>criminal history</u> and even <u>visited applicants' homes</u> to ascertain whether it would offer a safe environment for the Little Brother or Little Sister.			

### Experiences and models worth following

60. A review of the mentorship programmes in the academic literature suggested that a successful and sustainable mentorship programme requires regular and on-going training and supervision in order to ensure the standard and quality of mentors, and the existence of an effective promotion, recruitment and selection process for mentors in order to meet the needs of the targeted children.
61. The USA programme understands and realises the importance of such elements. Therefore, MENTOR/National Mentoring Partnership was established for quality mentoring structure and expansion of mentoring initiatives nationwide. Mentoring is about an adult mentor providing support and guidance, and building relationship with children. Training and supervision resources made available to the forefront of mentorship programme with infrastructure support can ensure high quality mentoring services to the children.
62. Following the USA model as well as the evidence from the BBBS programmes, the Singapore government announced a National Youth Mentoring Plan and stated two strategies which matched exactly the two areas of successful mentoring: a) Training and supervision, and b) promotion, recruitment and selection. The plan also based on the survey results of mentoring in Singapore, which the Youth In Action has been involved.
63. The National Youth Mentoring Plan recommended to i) set up a monitoring and evaluation system, ii) enhance mentor training and development in order to build up mentors' capacity, iii) promote mentoring to potential youth mentee, potential and existing mentors, and parents, educators and all others who interact with youths, iv) recruit and develop young working adults to be mentors, and partnership with private sectors, v) leverage on well-established mentoring organisations to build a sustainable mentoring ecosystem, vi) build up a mentoring platform for sharing and communication, including emailing list and online forum components, and vii) have a national platform to recognise works of mentoring, like volunteerism.

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

64. After the endorsement and implementation of the National Youth Mentoring Plan, more than ten youth mentoring organisations, including Yayasan Mendaki, starts implementing mentoring programmes all over Singapore and have achieved serving over 10,000 pairs of mentors and mentees. Other major developments includes: 1) a mentoring platform for the registration, communication, network building and information dissemination functions, 2) a steering committee on mentoring to coordinate the promotion and development work in mentoring, 3) two national conferences on mentoring to present and recognise achievements in mentoring work and mentors.
65. While the promotion, recruitment and selection of mentors have post challenges to the NGOs operating CDF projects in Hong Kong, these activities are planned, organised and supported by nationwide agency in the two countries under this review (i.e., the USA and Singapore) (OJJDP, 2006; Mohamad Maliki, Chua, Gan, & Sudha, 2008). Systems were also developed to sustain the process.
66. To assure the role and functioning of mentors in their relationship with children in the Hong Kong CDF projects, regular monitoring and support are the keys. Mentors therefore should be provided with supportive supervision and receive continuous training throughout the programme.
67. In implementing the CDF pilot projects, local NGOs in the community form alliances to actualise the CDF components that include mentoring, personal development, and targeted savings. The nature of CDF calls for the expertise and resources from different parties (e.g. NGO for leadership, client recruitment, and social service expertise; faith-based organisations and business partners for mentor recruitment; financial institutions for managing targeted savings; government bodies for regulation and policy enforcement; academic and research institute for evaluation and training, corporate and charitable foundations for matched savings donation). It is with this process that organisations of various disciplines join forces and bring forth pooled resources and synergy.
68. Coalitions are characterised by an eclectic representation of individuals representing diverse organisations and community sectors, a formal working relationship, durability, a goal-oriented and structured approach to the issue in hand, and individual as well as organisational representation in terms of advocacy to the goal of any particular coalition (Butterfoss, Goodman, & Wandersman, 1993).
69. A coalition is generally formed by different stakeholders of the issue and act as an alliance between people and organisations whose objectives typically differ, but who pool together their resources to effect changes, something they cannot achieve on their own (Pluye, Potvin, & Denis, 2004, p. 122). Worldwide, community coalitions are often formed to mobilise community resources and coordinate concerted activities towards the improvement of public well-being (Berkowitz & Wolff, 2000; Wolff, 2001).
70. Suggested in a recent review, coalition capacity could be captured in essence with several major factors, including leadership, level of formalisation, group cohesion, level of members' participation, diversity of membership, and member agency collaboration (Zakocs & Edwards, 2006, p. 357). The

capacity of community coalitions working on the CDF pioneer projects will evolve and grow in time to show funders, decision makers, and evaluators about the potential of these alliances in concerted efforts to making mentorship programmes more effective for the adolescents and accountable to the Hong Kong society.

## Annex 1: CDA in Singapore

### *Comparison of CDA Enhanced Scheme in 2004 and 2008*

	Enhanced Scheme in 2004	Enhanced Scheme in 2008
<b>Period</b>	<ul style="list-style-type: none"> <li>The Scheme now benefits the 1st and 4th child born on or after 1 August 2004.</li> </ul>	<ul style="list-style-type: none"> <li>The Baby Bonus cash gift and matching Government contribution in the CDA have been enhanced for Singapore citizen babies born on or after 17 August 2008 to lawfully married parents.</li> </ul>
<b>Initiating of the saving account / Cash Gift</b>	<ul style="list-style-type: none"> <li>An eligible first and second child will receive a cash gift of \$3,000 each and \$6,000 each for the 3rd and 4th child.</li> </ul>	<ul style="list-style-type: none"> <li>An eligible first and second child will receive up to \$4,000 in cash gift.</li> <li>The benefits for a third and fourth child remain unchanged i.e. cash gift of up to \$6,000 each.</li> </ul>
<b>Government contributions/ Matching Pattern</b>	<ul style="list-style-type: none"> <li>The savings will be matched up to the cap of \$6,000 for the 2nd child and \$12,000 each for the 3rd and 4th child.</li> </ul>	<ul style="list-style-type: none"> <li>The savings contributed to the child's CDA will be matched dollar-for-dollar up to the cap of \$6,000 each for a first and second child, \$12,000 each for the third and fourth child and \$18,000 each for the fifth and subsequent child.</li> </ul>

### *Total Baby Bonus Benefits by Birth Order*

Birth Order	Cash Gift from Government		Maximum Matching Government Contribution	
	on or after 17 August 2008	before 17 August 2008	on or after 17 August 2008	before 17 August 2008
/				
First	\$4,000	\$3,000	\$6,000	
Second	\$4,000	\$3,000	\$6,000	\$6,000
Third	\$6,000	\$6,000	\$12,000	\$12,000
Fourth	\$6,000	\$6,000	\$12,000	\$12,000
Fifth and beyond			\$18,000	

#### **P.S.**

- The amount of matching Government contribution may be pro-rated if the child is not a citizen by birth. All \$ are Singapore \$.
- Interest earned is not considered as a contribution and will not be matched. Savings above the cap will not be matched as well.

## Annex 2: PSEA in Singapore

*The amounts of government payout in 2008 in Singapore dollars*

Age of Child in 2008	Annual Value of Home \$10,000 or less			Annual Value of Home more than \$10,000		
	1st top-up	Additional top-up	Total	1st top-up	Additional top-up	Total
7 to 12	\$200	\$300	\$500	\$100	\$150	\$250
13 to 20	\$400	\$600	\$1,000	\$200	\$300	\$500

**P.S.**

All \$ are Singapore \$

## Annex 3: Withdrawal of money of Taiwan's targeted saving programme

出人頭地發展帳戶 and 臺北市青蘋果發展帳戶

<b>1.5 years</b>	<ul style="list-style-type: none"> <li>can withdraw 50% of 1.5 years saving amount</li> </ul>
<b>2 years</b>	<ul style="list-style-type: none"> <li>can withdraw 55% of 2 years saving amount</li> <li>those who have already withdrawn in the 1.5<sup>th</sup> years can only withdraw 5% of the 2 years saving amount</li> </ul>
<b>2.5 years</b>	<ul style="list-style-type: none"> <li>can withdraw 60% of 2.5 years saving amount</li> <li>those who have already withdrawn in the 1.5<sup>th</sup> year / 2<sup>nd</sup> year can only withdraw 10% of the 2.5 years saving amount; those who have already withdrawn both 1.5<sup>th</sup> and 2<sup>nd</sup> year can only withdraw 5% of 2.5 years saving amount</li> </ul>

伴我童行 - 兒童希望發展帳戶

<b>1 year</b>	<ul style="list-style-type: none"> <li>can withdraw 50% of 1 year saving amount</li> </ul>
<b>2 years</b>	<ul style="list-style-type: none"> <li>can withdraw 60% of 2 years saving amount</li> <li>those who have already withdrawn in the 1st year can only withdraw 10% of the 2 years saving amount</li> </ul>
<b>3 years</b>	<ul style="list-style-type: none"> <li>can withdraw 70% of 3 years saving amount</li> <li>those who have already withdrawn in the 1<sup>st</sup> year or in the 2<sup>nd</sup> years can only withdraw 20% and 10% of 3 years saving amount respectively</li> </ul>
<b>4 years</b>	<ul style="list-style-type: none"> <li>can withdraw 80% of 4 years saving amount</li> <li>those who have already withdrawn in the 1<sup>st</sup> year / 2<sup>nd</sup> year / 3<sup>rd</sup> year can only withdraw 30%, 20 % and 10% of 4 years saving amount respectively</li> </ul>

## **Annex 4: Taiwan's Hundred Educational Mentorship Programme**

The programme is divided into 2 phases:

### **1. Phase 1 has 4 parts:**

Part 1: Organise a common platform for resource sharing of “臺灣出狀元教育百人團”

Part 2: Invite different famous host to form the “名嘴開講團” to increase promotion.

Part 3: Launch the on-line promotion –“百人團網路創意競飆”to attract more participants.

Part 4:

- Organise “百人團大會師”
- Conduct the prize presentation of “百人團網路創意競飆”
- Release the application of Hundred Educational Mentor Programme. “名嘴開講團” conducted presentations in schools and community.

### **2. Phase 2 has 3 parts :**

Part 1:

- Review the application of Hundred Educational Mentor Programme and release the final name list of the programme.

Part 2:

- Hundred Educational Mentors and their referees organise “教育百人團高峰會” “Group Discussion and Symposium”.
- Compile a special album of the Hundred Educational Mentor Programme.
- Writing column report and producing the online and broadcast programme

Part 3:

- Produce TV drama and broadcast it in TV channels.
- Publish the special album of the Hundred Educational Mentor Programme
- The Hundred Educational Mentors join as tutors of “挑戰學習計畫” and provide learning resources and guidance for the participants

### Appendix 13. Mentoring Relationship Dimensions

C1	K1	My mentor almost always asks me what I want to do.	o										o						
C2	K2	My mentor and I like to do a lot of the same things.	o										o						
C3	K3	My mentor thinks of fun and interesting things to do.	o										o						
C4	K4	My mentor and I do thing I really want to do.	o										o						
C5a	K5a	When I'm with my mentor, I feel special.		o										o					
C5b	K5b	When I'm with my mentor, I feel excited.		o										o					
C5c	K5c	When I'm with my mentor, I feel important.		o										o					
C5d	K5d	When I'm with my mentor, I feel happy.		o										o					
C5e	K5e	When I'm with my mentor, I feel bored.		o											o				
C5f	K5f	When I'm with my mentor, I feel mad.		o											o				
C5g	K5g	When I'm with my mentor, I feel disappointed.		o											o				
C5h	K5h	When I'm with my mentor, I feel sad.		o											o				
C5i	K5i	When I'm with my mentor, I feel ignored.		o											o				
C6	K6	My mentor is always interested in what I want to do.	o										o						
C7	K7	My mentor makes fun of me in ways I accept.			o								x	x	x	x	x	x	x
C8	K8	I wish my mentor was different.			o								x	x	x	x	x	x	x
C9	K9	Sometimes my mentor promises/promised that we will do something and then we don't do it.			o								x	x	x	x	x	x	x
C10	K10	When my mentor gives me advice, it makes me feel stupid.			o											o			



# Report of Consultancy Study on the Child Development Fund Pioneer Projects

Question No. of Mentor's Questionnaire	Question No. of Children's Questionnaire	MRQ Questions	Original structure										Revised Structure						
			Youth-centred relationship	Emotional engagement	Not dissatisfied	Helped to Cope	Engagement	Empowerment / Zest	Authenticity	Performance standards	Positive emotions	Instrumental and role modeling	Youth-centred relationship	Positive emotional engagement	No negative emotional engagement	Trust	Psychological proximity seeking	Help to cope	Empowerment and performance standard
C11	K11	I feel I can't trust my mentors with secrets - my mentor would tell my parent/guardian.			o										o				
C12	K12	I wish my mentor asked me more about what I think.			o											o			
C13	K13	I wish my mentor knew my better			o											o			
C14	K14	I wish my mentor spent more time with me.	o													o			
C15	K15	When something is bugging me, my mentor listens while I get it off my chest.				o							x	x	x	x	x	c	x
C16	K16	My mentor has lost of good ideas about how to solve a problem.				o							x	x	x	x	x	c	x
C17	K17	My mentor helps me take my mind off things by doing something with me.				o							x	x	x	x	x	c	x
C18	K18	I believe my mentor tries to understand my development goals (e.g., professionally/academically and personally).					o												o
C19	K19	I feel as though I know my future better because of my mentor.						o											o
C20	K20	I try to emulate the values of my mentor (such as social, academic, religious, physical/athletic).						o											o
C21	K21	My relationship with my mentor inspires me to seek other relationships like this one.						o											o
C22	K22	My connections with my mentor give me the opportunity to build up good relationships with other adults.						o											o
C23	K23	My mentor shares stories about his/her own experiences of personal development with me in a way that enhances my personal development.							o										o
C24	K24	My mentor gave me advice about my personal life.								o									o
C25	K25	My mentor pushed me to do a good job.								o									o
C26	K26	My mentors gave me constructive criticism.								o									o

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

Question No. of Mentor's Questionnaire	Question No. of Children's Questionnaire	MRQ Questions	Original structure									Revised Structure						
			Youth-centred relationship	Emotional engagement	Not dissatisfied	Helped to Cope	Engagement	Empowerment / Zest	Authenticity	Performance standards	Positive emotions	Instrumental and role modeling	Youth-centred relationship	Positive emotional engagement	No negative emotional engagement	Trust	Psychological proximity seeking	Help to cope
C27	K27	My mentor pushed me to do things on my own.							o									o
C28	K28	We talked together and shared ideas.								o								o
C29	K29	I learned how to do things by watching my mentor to do them.									o							o
C30	K30	I acquired knowledge, information or skills from my mentor.									o							o
C31	K31	My mentor introduced me to new ideas interests, and experiences.									o							o

- Remark: "o" indicates the dimension a question represented, "x" indicates deleted questions, c indicates questions used only in analysis of participants

### Appendix 14. The Consulting Team

#### Consulting Team

- I. An accomplished researcher who pioneered in systematic effectiveness evaluation of youth mentoring in Hong Kong, Dr. Charles C. Chan led the research team in the capacity of the project director. He directed the first systematically evaluated Intensive Community Mentoring Scheme (ICMS) funded by the Quality Education Fund (QEF) between 2004 and 2006. Since then, he has become a key stakeholder of the ongoing Faith-based Mentoring Scheme by The Church Network for the Poor which provides mentoring programmes in five districts in Hong Kong via three NGOs, two of which were awarded the Kowloon East and Kowloon West region first batch Projects. Dr. Chan has devoted himself to local mentoring research and development in terms of publications of a number of academic papers and training manuals, network building between the health, education and welfare sectors, as well as bridging of relevant professional bodies for the provision of training and supervision, with an aim to set up quality standards for mentors in Hong Kong. Beyond his psychology background, Dr. Chan is interested in not only how individuals are transformed through large-scale social interventions, but also the interplay of context, process and implementation in determining the effectiveness of these interventions.
- II. Professor Chan Yuk Chung has an extensive research track record on interventions tackling disadvantaged families and family violence. In the recent three decades, he has been conducting an action research on developing community capacity as a strategy for family violence prevention in Tin Shui Wai. Through this action research, Professor Chan has developed a good network with the formal and informal social service providers in the Tin Shui Wai community. His action research project has expanded this research team's depth of understanding on the needs and intricate dynamics observed in families from a region densely populated with disadvantaged parents and children. His contribution will best be utilised to cover the interactive effects of the family and community resources and individual adolescent asset building.
- III. Supervision of mentoring relationship is the key to quality assurance in the Projects. Professor Tsui Ming Sum, an expert on social work supervision and a former frontline social work manager, contributed his expertise to the evaluation of supervision structures and activities as proposed and required in the Projects. Accumulating from his active and longtime engagement with the Social Workers' Registration Board, as well as his engagement with the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), the experience of Professor Tsui on supervision and professional development guided the evaluation of mentoring supervision.
- IV. In his capacities as an academic researcher and a second term Legislative Councilor, Dr. Fernando Cheung Chiu Hung has been a keen and visible advocate to the issues on poverty alleviation. Having served the LegCo panel on welfare service throughout his entire elected term and chaired the panel between 2007 and 2008, Dr. Cheung is known for his profound insight on the formulation and implementation of welfare policies from both local and global perspectives. Dr. Cheung contributed consultation on the policy implication of findings derived from this study.

## Report of Consultancy Study on the Child Development Fund Pioneer Projects

- V. Professor Michael Sherraden is best known for his pioneering effort in the study and advocacy of Individual Development Accounts (IDA) in the United States. Leading the Center for Social Development at the Washington University in St. Louis, Professor Sherraden and his colleagues have studied the structures, implementation and outcomes of targeted savings extensively for a wide array of population globally, including disadvantaged families, children, youth and elders. He visited PolyU in the capacity as a distinguished Chair Professor on a regular basis.

### **Study Implementation and Report Writing Team**

- VI. Led by Dr. Charles C. Chan, the study implementation team delivered one inception report and six interim reports and gave account on each report to the Task Force on Consultancy Study. The study implementation team also participated in meetings and sharing sessions held by SWD, so as to exchange different experiences with representatives from the SWD and operating NGOs.
- VII. Dr. Simon M. K. Lai, research associate of the Department of Applied Social Sciences of the Hong Kong Polytechnic University, was the head of the research team providing supervision and support to the fieldwork of the study and the drafting of the reports. With his psychology background and doctoral training in public health, he has substantial experiences in youth research and research methodologies.
- VIII. Dr. Eddie C. W. Ng, who is a community psychologist, was responsible for instrumentation, data analysis and report writing in the study. He actively stayed in touch with the operating NGOs and developed local networks. His expertises include community research, poverty alleviation, and youth development.
- IX. Ms Wendy S. Y. Lau has a cognitive psychology / neuropsychology background. She was involved in a longitudinal study of reading disability children conducted by The University of Hong Kong and worked as a research executive in an international market research company. She was responsible for data collection of survey, FGD and process data and report writing in this study.

**Acknowledgement**

The Team would like to express our heartfelt gratitude to the seven operating NGOs, participating children, parents, mentors and control group participants of the first batch pioneer projects for their participation and support. We would also like to thank all individuals and parties who have provided assistance and guidance to this study.