

Further Study on the Long Term Development of Child Development Fund Project Participants



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Report

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Executive Summary

Background

1. The Child Development Fund (CDF) project aims at encouraging the children and the youth who participate in it to plan for the future, develop an asset-building habit as well as accumulate savings and intangible assets such as positive attitudes, personal resilience and capacities, social networks, etc. for their future development.
2. Chan et al. (2012) conducted the first longitudinal evaluation study on the CDF projects that had been implemented between 2008 and 2012. In July 2015, another study entitled “Study on the Longer Term Development of Child Development Fund Project Participants” (the “Second Study”)¹ was conducted to examine the long-term effect of the CDF project on the CDF participants. The results of the Second Study have demonstrated that the CDF project helped the participating children to enhance their ability in managing resources, develop persistent savings habits, and formulate a vision for their future. A longitudinal study is recommended to track the long-term achievements and psychological well-being of the beneficiaries of the CDF projects.
3. In January 2018, the Labour and Welfare Bureau (“LWB”) of the Government of the Hong Kong Special Administrative Region (HKSAR) of the People’s Republic of China commissioned a consultancy study (the “Further Study”) to explore the long-term development of participants who have completed the CDF projects.

Objectives

4. The Further Study is to keep track of the CDF participants and non-CDF-participants who took part in the Second Study (“Target Interviewees”) and examine the situation and circumstances of CDF participants four to seven years after completing their CDF projects. The objectives of the Further Study are to:

¹ https://www.cdf.gov.hk/en/resources/download/files/CDF_hku_report_e.pdf

- (a) keep engaging the Target Interviewees and to invite all of them to participate in the Further Study;
- (b) examine, measure, analyse and report the long-term developments and psychological well-being of the CDF participants, such as their education level, career situation, future expectations, social network, sustainability of their savings habits, employment situation, income level etc., as well as the economic activity status and income level of their family; and
- (c) carry out an analytical comparison of the development of CDF participants against the comparison group of non-CDF-participants from the Second Study (“Comparison Group”), with the aim to analyse the long-term impact of CDF.

Methodology

5. Mixed data collection methods were adopted. Quantitative information was gathered by means of questionnaire surveys, and qualitative information was obtained through in-depth interviews.
6. The questionnaire survey was conducted between January and June 2019. Before conducting the questionnaire survey, two engagement exercises were organised to update the contact methods of the Target Interviewees and facilitate the collection of the updated demographic characteristics of the Target Interviewees. In total, 335 CDF participants (177 elder and 158 younger CDF participants²) and 211 non-CDF-participants participated in the Questionnaire Survey. The response rate is 61%.
7. The in-depth interviews with stakeholders including CDF participants, mentors, parents / guardians of the CDF participants, non-governmental organisation (NGO) operators and a supporting organisation were conducted between January and July 2019. In total, 46 in-depth interviews were conducted.

² “Elder participants” refers to CDF participants who joined CDF projects when they were aged 14 to 16. “Younger participants” refers to CDF participants who joined CDF projects when they were aged 10 to 13.

Demographic profiles of the questionnaire respondents

8. Of the CDF participants, 54.6% were female and the other 45.4% were male, their mean age was 20.8 years, and 63.0% of them were students and 32.5% were employed. Of the non-CDF-participants, 54.0% were female and the other 46.0% were male, their mean age was 20.4 years, and 63.5% of them were students and 31.8% were employed. The profiles of the CDF participants and non-CDF-participants did not differ significantly in terms of gender, age and economic activity status. This indicates that the recruited non-CDF-participants were an appropriate comparison group.
9. Regarding the educational attainment, more CDF participants (about 70.4%) than non-CDF-participants (about 52.1%) had attended a sub-degree or above (e.g. higher diploma, associate degree and bachelor's degree) course ($p < .05$). The results of the Further Study showed that CDF participants had better academic performance, as compared to the non-CDF-participants.

Key Findings

Personal Development Plan (PDP)

10. The CDF participants are required to draw up PDPs with specific targets (both short-term and long-term ones), under the guidance of mentors and the NGO operators. In the third year, the NGO operators monitor the progress of the children and determine whether they have achieved their development targets.
11. Analysis of the quantitative and qualitative data revealed that the CDF participants benefited from having PDPs in longer-term impacts. The CDF participants were motivated to improve themselves in order to achieve their future career goals. Compared to the non-CDF-participants, the CDF participants showed significant improvements in emotional symptoms, conduct problems and peer problems, had a greater motivation to study and found more pleasure in learning and studying, had higher academic expectations, and had higher levels of positive exploration of and commitment to their future education and careers.

12. Among those participants who had completed their studies, more non-student CDF participants than non-student non-CDF-participants had attended a sub-degree or above (e.g. higher diploma, associate degree and bachelor's degree) course, obtained professional qualifications (e.g. registered nurse, social worker, surveyor, teacher, etc.) and other skills (e.g. STEM – Science, Technology, Engineering and Mathematics, arts, sports, music, leadership, etc.).
13. The NGO operators, the mentors and the parents of the CDF participants indicated that the CDF participants became more sociable and established a social network after participating in the different activities of the CDF projects. In general, the CDF participants built up positive values and improved their personal character.
14. Furthermore, most of the NGO operators and mentors expressed that the CDF participants had improved their social and communication skills. They opined that this would be a long-lasting impact on the personal development of the CDF participants as those skills would be useful in helping the CDF participants expand their personal network and build up their social capital.

Mentorship Programme

15. The NGO operators assign a volunteer personal mentor to each CDF participant. These mentors help the CDF participants draw up and implement the specific development targets set out in the PDPs, and they share with the children their experiences of life.
16. Through the Mentorship Programme, the mentors discuss their life experiences with their mentees, offer useful advice to them, and help them develop personal values. During the in-depth interviews, the CDF participants, mentors, and NGO operators stressed the importance of the Mentorship Programme and how it had positive impacts on the long-term development of the participants. Some CDF participants said that their mentors had a profound impact on improving their manner and personal character through proactive interactions, patient companionship and persistent encouragement. On the other side, most of the mentors pointed out that the CDF participants became more mature and confident. The NGO operators expressed that some mentors had positive impacts on the long-term development of the CDF participants as they not only

acted as role models but also offered meaningful advice to the participants during their adolescence.

17. The results of the questionnaire survey revealed that the CDF participants received higher levels of social support from family and others, as compared to the non-CDF-participants. Compared to the non-CDF-participants who did not take part in any mentorship programme, the CDF participants who only took part in the CDF Mentorship Programme achieved significantly higher levels of positive exploration of and commitment to their future education and career.

The Targeted Savings

18. The Targeted Savings aims at helping CDF participants accumulate financial assets in order to realise their PDPs. In the third year of the project, the CDF participants use these savings (comprising their own savings, a matching contribution, and a special financial incentive from the Government) to implement their PDPs. It is also hoped that CDF participants, through their experiences of taking part in the Targeted Savings, would build a savings habit.
19. The results of the study revealed that the CDF participants (80.8%) were more likely to have a savings habit than the non-CDF-participants (56.3%), indicating that the CDF participants sustained their savings habits after they had completed the CDF projects. Among the non-student participants, the amount of savings of the CDF participants (HK\$2,836) was significantly higher than that of the non-CDF-participants (HK\$1,623), indicating that CDF participants, especially non-students, adopt a saving lifestyle when they start earning an income.
20. During the in-depth interviews, some of the CDF participants indicated that they changed their attitudes towards saving after participating in the CDF projects. They indicated that they would sustain their savings habits in the future as they understood that money could serve as a resource to assist them to achieve their goals. Besides, from the courses or training organised by the NGO operators, they had learnt the concept of wise spending to increase their savings.
21. In terms of long-term development, the CDF participants developed and sustained savings habits and gained a better understanding of wealth management.

Overall impact of the CDF projects

22. The results of the questionnaire survey revealed that the CDF participants had better emotional functioning, better positive feelings about their future education and career, namely courage and good mood, as compared to the non-CDF-participants. In addition, the non-student CDF participants reported a higher score in perseverance for long-term goals than the non-student non-CDF-participants.
23. Among the CDF participants and non-CDF-participants who had a job, more CDF participants (73.4%) than non-CDF-participants (38.8%) found their jobs interesting or very interesting. Regarding the monthly salary of their jobs, more CDF participants (45.9%) than non-CDF-participants (25.4%) earned HK\$15,000 or above.
24. More non-student CDF participants than non-student non-CDF-participants reported that their families did not receive any form of financial assistance from the Social Welfare Department (SWD). The results of the Further Study showed that the CDF projects had positive impacts on the alleviation of inter-generational poverty.
25. Most of the NGO operators were satisfied with the CDF projects; they believed that the CDF participants benefited from the PDPs, the Mentorship Programme, the Targeted Savings, and interactions between themselves and different stakeholders of the CDF projects. The CDF projects created a platform for the CDF participants to start planning for their future. With the help of the NGO operators, mentors, parents, and other stakeholders, the CDF participants could explore key questions about the future they want, rationalise their thoughts instead of blindly dreaming, review their life and look for a passion, start feeling proud of what they are good at, formulate their personal development plans, maintain motivation and keep track of their progress, participate in various activities, start and sustain a savings habit, and finally work out their plans step by step. Furthermore, the CDF participants achieved short-term goals through the CDF projects to help gain confidence and increase their confidence level and to prepare them for achieving major goals in the later stages of their lives.

Conclusion

Long-term development of the CDF participants

26. Four to seven years after they had completed their participation in the CDF projects, the CDF participants performed significantly better than the non-CDF-participants in many respects in terms of long-term development which are summarised as follows:

Personal Development Plans

- engaged in fewer problematic behaviours and had better mental health;
- had greater motivation for, and took pleasure in, learning and studying;
- had expectations of higher academic achievements in post-secondary education;
- had higher academic achievements among those who had completed their studies;
- had better professional qualifications and other skills;
- had higher levels of planning to accomplish goals;

Mentorship Programme

- received higher levels of social support from family and significant others;
- displayed higher levels of positive exploration of and commitment to their future education and career;

The Targeted Savings

- sustained a savings habit;
- had saved more;

Overall impact

- had a higher level of emotional functioning;
- had a higher level of interest in their work;
- had a higher monthly salary for those who had completed their studies;
- more perseverance for long-term goals for those who had completed their studies;
- more courage and better mood regarding their future education and career; and
- had positive impacts on the alleviation of inter-generational poverty.

27. The results have demonstrated that each of the three key components of the CDF projects is highly complementary to each other, and each has its unique longer-term impacts on the CDF participants. Thus, all three key components are essential to the CDF projects.
28. As prescribed by the conceptual framework for the CDF projects, the CDF projects aim to bring about positive changes in tangible assets, attitudes and competencies of the CDF participants. The targeted savings is a tangible means of helping the CDF participants who lack resources. To most of them, it was the first time for them to learn to make use of their targeted savings to implement PDPs. The guidance of mentors and the process of implementing PDPs brought about positive attitudes among the CDF participants towards study and work. The CDF participants had made significant improvements in social skills and problem solving abilities, managing resources, developing persistent savings habits, and formulating a vision for their future long-term development. These benefits are important for their future success.
29. The findings that the CDF participants who were currently working reported a higher monthly salary and fewer of them were receiving financial assistance from SWD than the non-CDF-participants revealed that the CDF projects had positive impacts on the alleviation of inter-generational poverty and the CDF participants were empowered to strive for their future.

Recommendations

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

(1) Formulating tailor-made programmes for younger and elder participants:

In consideration of the different needs and goals of the younger participants and elder participants, CDF operators should be encouraged to provide some different tailor-made programmes for younger and elder participants. For example, more development programmes can be organised for the younger participants to explore their potentials and strengths whereas more career-oriented programmes can be organised for the elder participants to enhance their job-readiness and employability.

(2) Sharing good practices in organising mentorship through workshops:

Mentorship is a key element of the CDF projects. Some workshops can be held for CDF operators to share their good practices in organising mentorship programmes and learn from other operators' successful experience.

(3) Promoting the interactions among CDF participants in different batches

It is suggested that CDF operators could be encouraged to take more proactive role in promoting the interactions among CDF participants in different batches, benefiting the CDF participants of both the current batch and the previous batches.

Section I Introduction

1. Background

- 1.1 The Child Development Fund (“CDF”), set up in April 2008, aims at promoting the longer-term development of children from a disadvantaged background through collaboration of the family, the private sector, the community and the Government, thereby reducing inter-generational poverty.³
- 1.2 The objective of the CDF is to encourage the participants to plan for the future, develop an asset-building habit as well as accumulate savings and intangible assets such as positive attitudes, personal resilience and capacities, social networks, etc. for their future development.
- 1.3 Chan et al. (2012) conducted the first longitudinal evaluation study on the CDF projects from 2008 to 2012 (the “First Study”). Using mixed data collection methods, the researchers analysed data from 2,224 children, parents, and mentors, and demonstrated that children participating in the CDF projects outperformed the non-participating controls in several aspects. These included children’s ability to set lifelong goals and future plans, academic expectations and performances, use of time to attend activities, personal and community network, sense of importance toward studying, level of self-esteem, and their degree of family cohesion. Besides, the CDF projects also helped reduce delinquency among the participating children. Although their data did not allow the evaluation of the CDF projects in the long run, Chan et al. suggested that the CDF projects could serve as a good foundation for children to build up promising condition and human capital to reduce poverty.
- 1.4 In July 2015, another study entitled “Study on the Longer Term Development of Child Development Fund Project Participants” (the “Second Study”)⁴ was conducted to examine the long-term effect of the CDF project on the participants. The results of the Second Study confirmed that after the CDF participants had completed their part in the CDF projects through the contribution of the three key components (the Personal Development Plans (PDPs), the Mentorship Programme, and the Targeted Savings), they would have greater motivation and pleasure in learning and studying, higher academic expectations, greater self-confidence, and greatly improved communication skills; they also received higher levels of social support; displayed higher levels of positive exploration of and commitment to their future education and careers; and had a more positive future orientation, as compared with the non-CDF-participants.

³ Legislative Council Panel on Welfare Services – Child Development Fund: LC Paper No. CB(2)697/07-08(01) and LC Paper No. CB(2)721/07-08(05), 14 January 2008.

⁴ https://www.cdf.gov.hk/en/resources/download/files/CDF_hku_report_e.pdf

1.5 In addition, there were also positive changes to the siblings of the CDF participants: these siblings were more willing to meet other people, draw up their own personal plans for their future, and develop persistent savings habits. As the results have demonstrated that each of the three key components are highly complementary to each other and each component has its unique longer-term impacts on the CDF participants, all the three key components are essential to the CDF projects.

1.6 In summary, the CDF project helps the participating children to enhance their ability in managing resources, develop persistent savings habits, and formulate a vision for their future. These benefits are important for their future success and will help alleviate poverty in the long term. A longitudinal study is recommended to track the long-term achievements and psychological well-being of the beneficiaries of the CDF projects.

1.7 In January 2018, the Labour and Welfare Bureau (“LWB”) of the Government of the Hong Kong Special Administrative Region (HKSAR) of the People’s Republic of China commissioned a consultancy study (the “Further Study”) to explore the long-term development of participants who have completed the CDF projects.

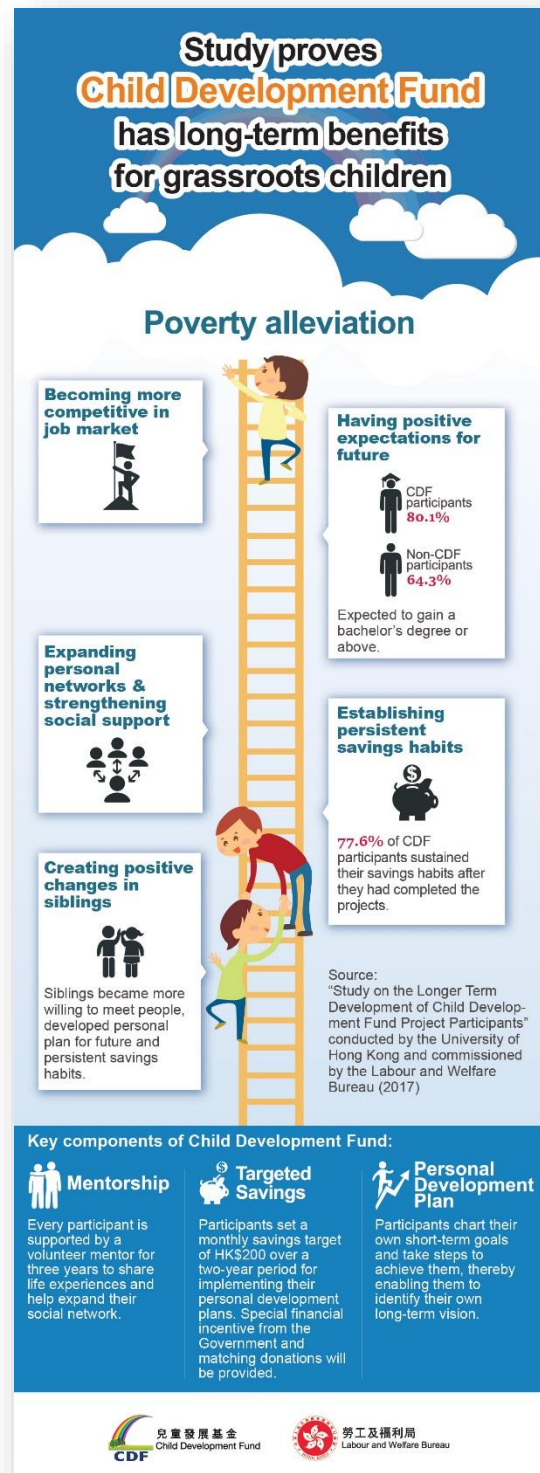


Figure extracted from CDF website

2. Objectives

- 2.1 The Further Study is to keep track of the CDF participants and non-CDF-participants who took part in the Second Study⁵ (“Target Interviewees”) and examine their long-term achievements and psychological well-being in the first half of 2019. The situation and the circumstances of the CDF participants four to seven years after completing their CDF projects are to be examined.
- 2.2 The objectives of the Further Study are to:
- (a) keep engaging the Target Interviewees and to invite all of them to participate in the Further Study;
 - (b) examine, measure, analyse and report the long-term developments and psychological well-being of the CDF participants, such as their education level, career situation, future expectations, social network, sustainability of their savings habits, employment situation, income level etc., as well as the economic activity status and income level of their family; and
 - (c) carry out an analytical comparison of the development of CDF participants against the comparison group of non-CDF-participants from the Second Study (“Comparison Group”), with the aim to analyse the long-term impact of CDF.

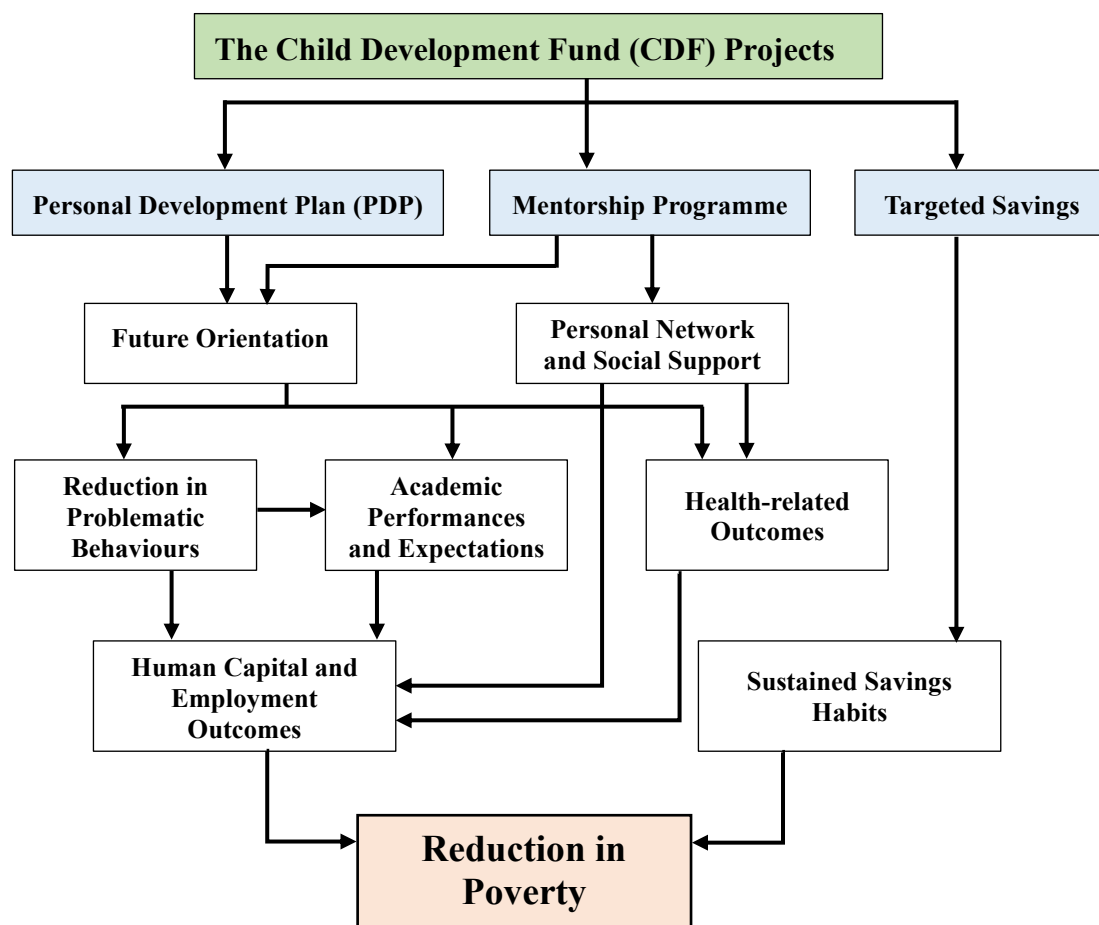
⁵ A total of 552 CDF participants and 350 non-CDF-participants participated in the questionnaire interviews in the Second Study.

Section II Methodology

3. Conceptual Framework

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

Figure 3.1: Conceptual framework for the CDF projects



The Personal Development Plans (PDPs)

3.4 Personal goal development, non-familial network building, and financial assistance – which are the major components of the CDF project – are seen as ways to “change the equation” (Riccio et al., 2010). After developing some short-term and long-term goals, children participating in the CDF project can utilise the financial assistance and personal networks. It provides to take steps to achieve their future goals and to promote their longer-term best interests. Academic achievement is closely associated with future employment outcomes and is one of the keys to escaping inter-generational poverty (Riccio et al., 2010). Research has consistently shown that a more positive future orientation, which can be enhanced by better-developed personal goals and plans, is predictive of better academic performance and higher levels of educational attainment (Brown & Jones, 2004; Horstmannshof & Zimitat, 2007). Indeed, better academic performance and expectations of higher academic achievement were shown to be the major outcomes of the CDF project by Chan et al. (2012). In addition to the direct influence on academic outcomes, a positive future

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

The Mentorship Programme

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

The Targeted Savings

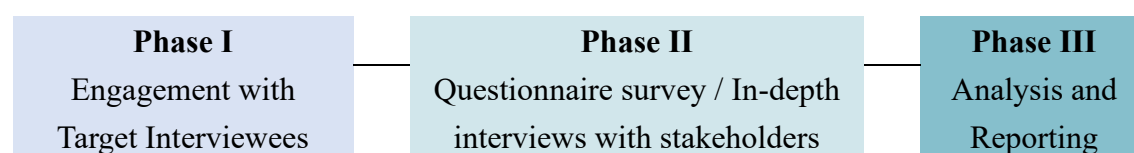
- 3.6 The Targeted Savings not only provides immediate financial assistance to children and their families but also helps inculcate a healthy savings habit in them. Although the actual financial assistance provided by the Targeted Savings is temporary and one-off, it undoubtedly helps its participants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

4. Study Methodology

Methods adopted for the data collection

- 4.1 Mixed data collection methods were adopted. Quantitative information was gathered by means of questionnaire surveys, and qualitative information was obtained through in-depth interviews. There were three phases in the evidence-based study (see Figure 4.1).

Figure 4.1: The study design



Phase I: Engagement with Target Interviewees

- 4.2 For longitudinal surveys, the greatest concern is to engage the Target Interviewees and persuade them to participate in the later waves of the surveys. During Phase I, the Target Interviewees were contacted/visited twice in 2018 for the collection of demographic information (such as economically activity status), life satisfaction, and study/career planning. The Information Sheet of Engagement Exercise (1) & (2) is listed in [Appendix 1](#).

Phase II: Questionnaire survey / In-depth interviews with stakeholders

- 4.3 To obtain the recent status and long-term achievements of the 552 CDF participants and 350 non-CDF-participants four to seven years after the completion of the CDF projects, a questionnaire survey was conducted. In addition, information about the education level, career situation, employment status, and income level would also be collected from the CDF participants and non-CDF-participants. Based on the questions and comments raised by the Members of the Steering Committee on the Child Development Fund at the meeting on 15 May 2018, the questionnaires were revised for conducting the pilot survey.

- 4.4 The pilot survey started on 4 December 2018 after a briefing session on 3 December 2018 and the experience was utilised for refining the questionnaires. A total of 10 target respondents, consisting of 5 CDF participants and 5 non-CDF-participants, were recruited for the interviews which were all successfully conducted. The operational procedures and fieldwork arrangement in the pilot survey were found to be in order. After the pilot survey, the question items of the questionnaire survey and survey questionnaires for CDF participants and non-CDF-participants are listed in [Appendix 2](#) and [Appendix 3](#) respectively.
- 4.5 The main survey started on 7 January 2019, following a briefing session on 4 January 2019 during which all the interviewers read through the questionnaires and fully understood the procedures involved in conducting the interviews.
- 4.6 In-depth interviews were conducted with stakeholders, including the organisations, mentors, participants, and participants' families (i.e. parents and/or guardians), in order to obtain holistic views on the issues covered in the Further Study. Qualitative information on the scope of the Further Study such as the experience gained during the process of developing and implementing the PDPs on long-term achievements, the benefits from the mentors and/or other people who could provide guidance to the personal development or career development, future expectations and sustainability of the savings habits of CDF participants were collected. Information obtained from the interviews and discussions would help provide a detailed analysis of the issue and possible options and set out the issues of concern, the factors to be considered as well as the pros and cons for the research questions. The respondents in in-depth interviews encompassed a wide cross-section of the target participants. The in-depth interviews were conducted in Cantonese. Each discussion or interview lasted for about one hour. The discussion items of the qualitative study and the discussion guideline used in conducting the in-depth interviews are given in [Appendix 4](#) and [Appendix 5](#) respectively.

Phase III – Analysis and reporting

- 4.7 Both the qualitative and quantitative data were consolidated, analysed and reported. A special team of office staff, who had many years' experience of conducting surveys, were responsible for the data processing. The data analysis was conducted by researchers with ample experience in statistical

research and data analysis. Standard computer packages (such as SPSS 24.0) were used.

- 4.8 Attention is here drawn to the fact that, because of rounding off, in some cases the breakdown of a figure may not add up to exactly the given total and some percentage breakdowns may not sum to exactly 100%.
- 4.9 For the analyses, appropriate statistical tests were conducted, depending on the nature of the variables. Paired t-tests were conducted to study the difference between the mean scores of two different surveys (i.e. the Second Study and the Further Study) of CDF participants and non-CDF-participants; t-tests were conducted to study differences of the mean scores between CDF participants and non-CDF-participants; chi-square tests were used to study the association between pairs of categorical variables; and one-way ANCOVA (Analysis of Covariance) tests were adopted to examine the effects of CDF projects by compiling the differences between the CDF and non-CDF-participants of the Further Study, controlling for the scores of the Second Study. In these analyses, p-values were calculated in order to evaluate the statistical significance of the results, a p-value of less than .05 ($p < .05$) being considered statistically significant.
- 4.10 Apart from the comparisons between the CDF participants and the non-CDF-participants, analyses were conducted to examine the differences of various impacts between the male and female CDF participants, the elder and younger CDF participants⁶, and the economic activity statuses of the CDF participants. The results reflected that in general, the differences between the male and female CDF participants and between the elder and younger CDF participants were not significant, therefore, gender and age differences are not presented in this report. On the other hand, analyses by the economic activity status (i.e. students and non-students) showed statistically significant differences regarding a number of issues, hence, the economic activity status was a key factor for comparisons in the survey results. Significant results are to be presented in the following sections.

⁶ “Elder participants” refers to CDF participants who joined CDF projects when they were aged 14 to 16. “Younger participants” refers to CDF participants who joined CDF projects when they were aged 10 to 13.

- 4.11 Noting that this longitudinal study aims to analyse the long-term development and psychological well-being of the CDF participants, weighting and imputation were not applied in compiling the summary statistics from the survey data.

Section III Enumeration Results

5. Engagement with Target Interviewees

Engagement Exercises

- 5.1 Two engagement exercises, namely Engagement Exercise (1) and Engagement Exercise (2) were organised. The engagement exercises would not only update the contact methods of the Target Interviewees, but would also facilitate the collection of the updated demographic characteristics of the Target Interviewees. The details of two engagement exercises are shown as follows:

Table 5.1: Details of Engagement Exercises

| | Engagement Exercise (1) | Engagement Exercise (2) |
|----------------------------|--|---|
| Time | March to June 2018 | September to November 2018 |
| Information collected | (1) Current economic activity status (2) Life satisfaction (3) Study/career planning (4) Current demographic / household profile | (1) Current economic activity status (2) Life satisfaction (3) Study/career planning (4) Current demographic / household profile |
| Update contact information | Home address Mobile number E-mail address | Home address Mobile number E-mail address |
| Contacting methods | (1) telephone calls; (2) household visits; (3) NGOs' arrangements; or (4) participants' referral | (1) telephone calls; (2) household visits; (3) NGOs' arrangements; (4) participants' referral; or (5) WhatsApp groups |
| Activities | (1) Gathering updated information by various contacting methods (2) Forming several WhatsApp groups after seeking consents from the CDF participants and non-CDF-participants | (1) Board-game competition days were conducted in January 2019 |

- 5.2 Over 20 respondents participated in two board-game gathering activities on 19 January and 27 January 2019. CDF participants participated in the questionnaire survey in the Second Study and Target Interviewees were also invited to participate in the In-depth Interviews and Questionnaire Survey respectively.

Contact Results of Engagement Exercises

- 5.3 Based on the contact information (either the telephone numbers or home addresses) collected from the Second Study, all the CDF participants and the non-CDF-participants were approached to update their current status and contact information. Verbal consents to participate in the Further Study were also collected during the Engagement Exercise (1).
- 5.4 The Engagement Exercise (1) was conducted between March and June 2018. A total of 441 CDF participants and 274 non-CDF-participants responded to the Engagement Exercise (1) and provided updated information to the consulting team. The response rates of the CDF participants and non-CDF-participants were 80% and 78% respectively. There were 82 invalid contact cases, 77 non-contact cases and 28 refusal cases. The contact result of Engagement Exercise (1) is listed below:

Table 5.2: Contact result of Engagement Exercise (1)

| Target respondents | CDF participants | Non-CDF-participants | Total |
|---|------------------|----------------------|-------|
| (a) No. of respondents of the Second Study | 552 | 350 | 902 |
| (b) No. of respondents responded to the Engagement Exercise (1) | 441 | 274 | 715 |
| (c) No. of invalid contacts | 47 | 35 | 82 |
| (d) No. of non-contacts | 48 | 29 | 77 |
| (e) No. of refusals | 16 | 12 | 28 |
| (f) Response rates of the Engagement Exercise (1) (%) | 80% | 78% | 79% |

5.5 The Engagement Exercise (2) was conducted between September and December 2018. A total of 344 CDF participants and 295 non-CDF-participants responded to the Engagement Exercise (2) and provided updated information to the consulting team. The response rates of the CDF participants and non-CDF-participants were 62% and 84% respectively. There were 106 invalid contact cases, 103 non-contact cases and 54 refusal cases.

Table 5.3: Contact result of Engagement Exercise (2)

| Target respondents | CDF participants | Non-CDF-participants | Total |
|---|------------------|----------------------|-------|
| (a) No. of respondents of the Second Study | 552 | 350 | 902 |
| (b) No. of respondents responded to the Engagement Exercise (2) | 344 | 295 | 639 |
| (c) No. of invalid contacts | 68 | 38 | 106 |
| (d) No. of non-contacts | 98 | 5 | 103 |
| (e) No. of refusals | 42 | 12 | 54 |
| (f) Response rates of the Engagement Exercise (2) (%) | 62% | 84% | 71% |

6. Quantitative study

Enumeration results

6.1 The questionnaire survey was conducted between January and June 2019. In total, 335 CDF participants (177 elder and 158 younger CDF participants) and 211 non-CDF-participants participated in the Questionnaire Survey. The response rate is 61%.

6.2 The enumeration result of the Questionnaire Survey is shown in Table 6.1.

Table 6.1: Enumeration result of Questionnaire Survey

| Target respondents | CDF participants | Non-CDF-participants | Total |
|--|------------------|----------------------|-------|
| (a) No. of respondents of the Second Study | 552 | 350 | 902 |
| (b) No. of respondents responded to the Questionnaire Survey | 335 | 211 | 546 |
| (c) No. of invalid contacts | 76 | 48 | 124 |
| (d) No. of non-contacts | 97 | 60 | 157 |
| (e) No. of refusals | 44 | 31 | 75 |
| (f) Response rates of the Questionnaire Survey (%) | 61% | 60% | 61% |

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

- 6.3 The gender, age, educational attainment (highest level attended), and economic activity status of the CDF participants and the non-CDF-participants were surveyed.
- 6.4 Of the CDF participants, 54.6% were female and the other 45.4% were male. Their mean age was 20.8 years. 63.0% of them were students, 32.5% were employed, and 3.6% reported that they had been unemployed for an average of 2.2 months in the previous year. 70.4% of them had attended a sub-degree or above (e.g. higher diploma, associate degree and bachelor's degree) course.
- 6.5 Of the non-CDF-participants, 54.0% were female and the other 46.0% were male. Their mean age was 20.4 years. 63.5% of them were students, 31.8% were employed, and 3.8% reported that they had been unemployed for an average of 4.0 months in the previous year. 52.1% of them had attended a sub-degree or above (e.g. higher diploma, associate degree and bachelor's degree) course.
- 6.6 More CDF participants (about 70.4%) than non-CDF-participants (about 52.1%) had attended a sub-degree or above (e.g. higher diploma, associate degree and bachelor's degree) course ($p < .05$). The results of the Further Study showed that CDF participants had better academic performance, as compared to the non-CDF-participants.

Table 6.2: The gender, age, educational attainment (highest level attended), and economic activity status of the CDF participants and non-CDF-participants

| | CDF participants (%) | Non-CDF- participants (%) | p- value |
|---|-------------------------|------------------------------|-------------|
| | Further Study | Further Study | |
| Gender ^a | | | .89 |
| Male | 45.4 | 46.0 | |
| Female | 54.6 | 54.0 | |
| Average age (Standard Deviation) ^b | 20.8 (2.7) years | 20.4 (2.8) years | .07 |
| Educational attainment (highest level attended) ^a | | | .00* |
| Secondary 1-3 | 1.5 | 2.4 | |
| Secondary 4-7 | 21.8 | 34.6 | |
| Diploma / Yi Jin (Youth Employment & Training) Diploma | 6.3 | 10.9 | |
| Higher Diploma | 16.1 | 14.2 | |
| Associate Degree | 13.4 | 13.3 | |
| Bachelor's Degree | 40.9 | 24.6 | |
| Economic activity status ^a | | | .99 |
| Employee / Employer / Self- employed | 32.5 | 31.8 | |
| Homemaker | 0.9 | 0.9 | |
| Student | 63.0 | 63.5 | |
| Not working but searching for jobs | 3.0 | 3.3 | |
| Not working or searching for jobs | 0.6 | 0.5 | |
| Average length of unemployment over the previous year ^b | 2.2 months | 4.0 months | .06 |
| Total | 100.0 | 100.0 | |

^a Chi-square tests between the CDF participants and non-CDF-participants of the Further Study.

^b T-tests between the CDF participants and non-CDF-participants of the Further Study.

*p < .05.

- 6.7 By the time of the Further Study, some CDF participants and non-CDF-participants had graduated and were earning a living (non-students). Analysed by economic activity status, more non-student CDF participants (about 83.8%) than non-student non-CDF-participants (about 67.6%) had attended a sub-degree or above (e.g. higher diploma, associate degree and bachelor's degree) course ($p < .05$).
- 6.8 Among those participants who were students, more CDF participants (about 62.6%) than non-CDF-participants (about 43.2%) had attended a sub-degree or above (e.g. higher diploma, associate degree and bachelor's degree) course ($p < .05$).

Table 6.3: Analysed by economic activity status, the educational attainment (highest level attended) of the CDF participants and non-CDF-participants

| | CDF participants (%) | Non-CDF-participants (%) | p-value ^a |
|--|----------------------|--------------------------|----------------------|
| | Further Study | Further Study | |
| Non-students | | | .03* |
| Secondary 1-3 | 0.0 | 0.0 | |
| Secondary 4-7 | 7.3 | 22.1 | |
| Diploma / Yi Jin (Youth Employment & Training) Diploma | 8.9 | 10.4 | |
| Higher Diploma | 25.0 | 16.9 | |
| Associate Degree | 16.9 | 18.2 | |
| Bachelor's Degree | 41.9 | 32.5 | |
| Students | | | .00* |
| Secondary 1-3 | 2.4 | 3.7 | |
| Secondary 4-7 | 30.3 | 41.8 | |
| Diploma / Yi Jin (Youth Employment & Training) Diploma | 4.7 | 11.2 | |
| Higher Diploma | 10.9 | 12.7 | |
| Associate Degree | 11.4 | 10.4 | |
| Bachelor's Degree | 40.3 | 20.1 | |
| Total | 100.0 | 100.0 | |

^a Chi-square tests between the CDF participants and non-CDF-participants of the Further Study.

* $p < .05$.

Family economic situations of the CDF participants and non-CDF-participants

- 6.9 Both the CDF participants and the non-CDF-participants reported the average monthly household income (including all wages, all forms of financial assistance from the Government, investment income, etc.) and whether they had received any form of financial assistance from the Social Welfare Department (SWD).
- 6.10 49.6% of the CDF participants and 48.8% of the non-CDF-participants indicated that their average monthly household incomes were ranged from HK\$5,000 to HK\$19,999. Since about a quarter of the CDF participants and non-CDF-participants did not know their average monthly household income, the above observation is limited to three quarters of the CDF participants and non-participants who provided their average monthly household income. Caution should be taken in interpreting the figures as the household income is a gross figure self-reported by the participants. Besides, 68.4% of the CDF participants and 68.2% of the non-CDF-participants reported that their families did not receive any form of financial assistance from SWD.

Table 6.4: Average monthly household income of the CDF participants and non-CDF-participants

| | CDF participants (%) | Non-CDF-participants (%) | p-value ^a |
|--|----------------------|--------------------------|----------------------|
| | Further Study | Further Study | |
| Average monthly household income | | | .39 |
| Below \$5,000 | 1.8 | 0.9 | |
| \$5,000 – \$9,999 | 12.2 | 7.1 | |
| \$10,000 – \$14,999 | 15.2 | 18.5 | |
| \$15,000 – \$19,999 | 22.1 | 23.2 | |
| \$20,000 or above | 26.0 | 25.1 | |
| Did not know | 22.7 | 25.1 | |
| Received any form of financial assistance from SWD | | | .98 |
| Yes | 31.6 | 31.8 | |
| No | 68.4 | 68.2 | |
| Total | 100.0 | 100.0 | |

^a Chi-square tests between the CDF participants and non-CDF-participants of the Further Study.

*p < .05.

6.11 Analysed by economic activity status, more non-student CDF participants (about 93.5%) than non-student non-CDF-participants (about 75.3%) reported that their families did not receive any form of financial assistance from SWD ($p < .05$). The results of the Further Study showed that the CDF projects had positive impacts on the alleviation of inter-generational poverty.

Table 6.5: Analysed by economic activity status, average monthly household income of the CDF participants and non-CDF-participants

| | CDF participants (%) | Non-CDF- participants (%) | p- value ^a |
|--|-------------------------|------------------------------|--------------------------|
| | Further Study | Further Study | |
| Non-students | | | |
| Average monthly household income | | | .76 |
| Below \$5,000 | 1.6 | 0.0 | |
| \$5,000 – \$9,999 | 3.2 | 3.9 | |
| \$10,000 – \$14,999 | 11.3 | 9.1 | |
| \$15,000 – \$19,999 | 22.6 | 26.0 | |
| \$20,000 or above | 40.3 | 35.1 | |
| Did not know | 21.0 | 26.0 | |
| Received any form of financial assistance from SWD | | | .00* |
| Yes | 6.5 | 24.7 | |
| No | 93.5 | 75.3 | |
| Students | | | |
| Average monthly household income | | | .29 |
| Below \$5,000 | 1.9 | 1.5 | |
| \$5,000 – \$9,999 | 17.5 | 9.0 | |
| \$10,000 – \$14,999 | 17.5 | 23.9 | |
| \$15,000 – \$19,999 | 21.8 | 21.6 | |
| \$20,000 or above | 17.5 | 19.4 | |
| Did not know | 23.7 | 24.6 | |
| Received any form of financial assistance from SWD | | | .05 |
| Yes | 46.4 | 35.8 | |
| No | 53.6 | 64.2 | |
| Total | 100.0 | 100.0 | |

^a Chi-square tests between the CDF participants and non-CDF-participants of the Further Study.

* $p < .05$.

7. Qualitative study

7.1 The in-depth interviews with stakeholders were conducted between January and July 2019. The stakeholders include CDF participants, mentors, parents / guardians of the CDF participants, NGO operators, and a supporting organisation. In total, 46 in-depth interviews were conducted.

7.2 The result of in-depth interviews is shown in Table 7.1.

Table 7.1: Result of in-depth interviews

| Target discussants | Target no. of interviews | No. of interviews conducted |
|---|--------------------------|-----------------------------|
| Elder participants | 10 | 10 |
| Younger participants | 10 | 10 |
| Mentors | 5 | 5 |
| Parents / guardians of the CDF participants | 10 | 10 |
| NGO operators | 10 | 10 |
| Supporting organisation | - | 1 |
| Total | 45 | 46 |

Section IV Personal Development Plans

8. Quantitative study

Behaviours and school performance

The Strengths and Difficulties Questionnaire (SDQ)

- 8.1 The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire, comprising one section to assess prosocial behaviour and four sections to assess psychopathology (hyperactivity, emotional symptoms, conduct problems, and peer problems; Goodman, Meltzer, & Bailey, 1998). Each section has five items, making 25 items in the whole SDQ. The maximum score for each section is 10. In this Further Study, a total “difficulties score” was generated by summing all the scores for the items on psychopathology. The results demonstrated that the SDQ provides a genuine measure of mental health, and any differences in the scores of different groups reflected real and substantial differences in their members’ mental health.
- 8.2 One-way ANCOVA tests were conducted to examine the improvement on the SDQ between the CDF participants and the non-CDF-participants of the Further Study, controlling for the corresponding SDQ scores of the Second Study. Compared to the non-CDF-participants, the CDF participants showed significant improvements in emotional symptoms, conduct problems, peer problems, and the total difficulties score (p -values $< .05$) after controlling for the SDQ scores of the Second Study.
- 8.3 Among the participants who were students, the CDF participants showed significant improvements in emotional symptoms and conduct problems (p -values $< .05$) compared to the non-CDF-participants after controlling for the SDQ scores of the Second Study. Among the non-student participants, the CDF participants showed significant improvement in peer problems ($p < .05$) compared to the non-CDF-participants after controlling for the SDQ scores of the Second Study.

8.4 In sum, compared to the non-CDF-participants, the CDF participants who were students reported a lower level of emotional problems and conduct problems and the non-student CDF participants reported a lower level of peer problems in the Further Study.

Table 8.1: CDF participants' and non-CDF-participants' mean scores on the Strengths and Difficulties Questionnaire

| | CDF participants | | Non-CDF-participants | | p-value ^a |
|--------------------------|------------------|---------------|----------------------|---------------|----------------------|
| | Second Study | Further Study | Second Study | Further Study | |
| All participants | | | | | |
| Prosocial behaviour | 6.19 | 5.84 | 7.11 | 6.47 | .89 |
| Hyperactivity | 3.36 | 3.19 | 3.54 | 3.46 | .21 |
| Emotional symptoms | 3.01 | 2.52 | 3.50 | 3.24 | .02* |
| Conduct problems | 2.27 | 2.09 | 2.97 | 2.80 | .01* |
| Peer problems | 3.09 | 2.98 | 3.41 | 3.44 | .02* |
| Total difficulties score | 11.73 | 10.78 | 13.41 | 12.94 | .00* |
| Students | | | | | |
| Prosocial behaviour | 6.06 | 5.72 | 7.04 | 6.64 | .42 |
| Hyperactivity | 3.48 | 3.50 | 3.63 | 3.63 | .98 |
| Emotional symptoms | 2.97 | 2.57 | 3.60 | 3.51 | .01* |
| Conduct problems | 2.27 | 2.17 | 3.09 | 3.03 | .03* |
| Peer problems | 3.09 | 3.10 | 3.44 | 3.51 | .25 |
| Total difficulties score | 11.80 | 11.35 | 13.76 | 13.68 | .04* |
| Non-students | | | | | |
| Prosocial behaviour | 6.43 | 6.06 | 7.22 | 6.17 | .27 |
| Hyperactivity | 3.17 | 2.67 | 3.39 | 3.17 | .06 |
| Emotional symptoms | 3.09 | 2.42 | 3.31 | 2.75 | .46 |
| Conduct problems | 2.27 | 1.96 | 2.75 | 2.40 | .25 |
| Peer problems | 3.08 | 2.76 | 3.35 | 3.32 | .03* |
| Total difficulties score | 11.61 | 9.81 | 12.81 | 11.65 | .03* |

^a ANCOVA tests to determine the differences between the CDF participants and non-CDF-participants of the Further Study, controlling for the scores of the Second Study.

* $p < .05$.

Motivation to study

- 8.5 The CDF participants' and the non-CDF-participants' motivation to study was self-rated on a 10-point Likert scale (ranging from 1 = *I have no interest at all in studying* to 10 = *I have a strong interest in studying*). Among the non-students, the CDF participants' mean score was 7.06 and the non-CDF-participants' mean score was 6.39, indicating that the motivation to learn was above average in both groups, and compared to the non-CDF-participants, there was a significant increase on motivation to study for the CDF participants ($p < .05$) after controlling for the scores of the Second Study.
- 8.6 The CDF participants and non-CDF-participants reported their agreement with the statement "learning can make me happy" on a 5-point Likert scale (ranging from 1 = *strongly disagree* to 5 = *strongly agree*). Among the students, the mean scores of the CDF participants and non-CDF-participants were 3.68 and 3.46, respectively, and the CDF participants' level of agreement with the statement "learning can make me happy" was significantly higher than that of the non-CDF-participants ($p < .05$) after controlling for the scores of the Second Study.

Table 8.2: CDF participants' and non-CDF-participants' motivation to study and agreement with the statement "learning can make me happy"

| | CDF participants | | Non-CDF-participants | | p-value ^a |
|------------------------------|------------------|---------------|----------------------|---------------|----------------------|
| | Second Study | Further Study | Second Study | Further Study | |
| All participants | | | | | |
| Study motivation | 6.69 | 6.94 | 6.45 | 6.43 | .00* |
| ‘Learning can make me happy’ | 3.57 | 3.72 | 3.47 | 3.49 | .00* |
| Students | | | | | |
| Study motivation | 6.69 | 6.86 | 6.42 | 6.46 | .08 |
| ‘Learning can make me happy’ | 3.55 | 3.68 | 3.50 | 3.46 | .00* |
| Non-students | | | | | |
| Study motivation | 6.69 | 7.06 | 6.51 | 6.39 | .01* |
| ‘Learning can make me happy’ | 3.60 | 3.79 | 3.42 | 3.55 | .10 |

^a ANCOVA tests to determine the differences between the CDF participants and non-CDF-participants of the Further Study, controlling for the scores of the Second Study.

* $p < .05$.

Participation in other youth programmes

- 8.7 Both the CDF participants (about 72.2%) and non-CDF-participants (about 68.7%) indicated that they had taken part in extracurricular activities, tutorial classes, or counselling schemes that were not part of the CDF projects.

Table 8.3: CDF participants' and non-CDF-participants' participation in other (non-CDF) extracurricular activities, tutorial classes, or counselling schemes

| | CDF participants (%) | | Non-CDF-participants (%) | | p-value ^a |
|--|----------------------|---------------|--------------------------|---------------|----------------------|
| | Second Study | Further Study | Second Study | Further Study | |
| Took part in other (non-CDF) extra-curricular activities, tutorial classes, or counselling schemes | 57.0 | 72.2 | 54.0 | 68.7 | .38 |
| Did not take part in other (non-CDF) extra-curricular activities, tutorial classes, or counselling schemes | 43.0 | 27.8 | 46.0 | 31.3 | |

^a Chi-square test between the CDF participants and non-CDF-participants of the Further Study.

*p < .05.

Academic achievements, other aspects of personal development, and expectations

Academic achievements

- 8.8 About 77.3% of the CDF participants had taken the Hong Kong Diploma of Secondary Education (HKDSE) examinations; about 19.7% of them were studying in secondary schools but had not yet sat the local public examinations.
- 8.9 About 64.9% of the non-CDF-participants had taken the HKDSE examinations; about 30.3% of them were studying in secondary schools but had not yet sat the local public examinations.
- 8.10 The results of the Further Study showed that more CDF participants than non-CDF-participants had taken the HKDSE examinations ($p < .05$).

Table 8.4: Academic performance of the CDF participants and non-CDF-participants

| | CDF participants (%) | | Non-CDF-participants (%) | | p-value ^a |
|---|----------------------|---------------|--------------------------|---------------|----------------------|
| | Second Study | Further Study | Second Study | Further Study | |
| Hong Kong Diploma of Secondary Education (HKDSE) examinations ^b | 52.8 | 77.3 | 38.9 | 64.9 | .01* |
| I am studying in secondary school and have not yet sat the local public examinations ^b | 44.5 | 19.7 | 57.8 | 30.3 | |
| I took other public examinations ^b | 0.0 | 0.3 | 0.5 | 0.9 | |
| I did not sit local public examinations ^b | 2.7 | 2.7 | 2.8 | 3.8 | |

^a Chi-square test between the CDF participants and non-CDF-participants of the Further Study.

* $p < .05$.

Professional qualifications and other skills

- 8.11 In the Further Study, about 13.7% of the CDF participants and 6.6% of the non-CDF-participants reported that they had obtained professional qualifications. Examples of their professional qualifications included registered nurse, social worker, surveyor, and teacher. Regarding other skills (e.g. STEM – Science, Technology, Engineering and Mathematics, arts, sports, music, leadership, etc.), about 24.8% of the CDF participants and 16.6% of the non-CDF-participants in the Further Study reported that they had obtained other skills.
- 8.12 In the Further Study, more non-student CDF participants (26.6%) than non-student non-CDF-participants (9.1%) reported that they had obtained professional qualifications ($p < .05$), and more non-student CDF participants (22.6%) than non-student non-CDF-participants (13.0%) reported that they had obtained other skills ($p < .05$).

Table 8.5: Professional qualifications and other skills of the CDF participants and non-CDF-participants analysed by economic activity status

| | CDF participants (%) | | Non-CDF-participants (%) | | p-value ^a |
|--------------------------------------|----------------------|---------------|--------------------------|---------------|----------------------|
| | Second Study | Further Study | Second Study | Further Study | |
| All participants | | | | | |
| Obtained professional qualifications | 8.4 | 13.7 | 3.8 | 6.6 | .01* |
| Obtained other skills | - | 24.8 | - | 16.6 | .02* |
| Students | | | | | |
| Obtained professional qualifications | 4.3 | 6.2 | 2.2 | 5.2 | .72 |
| Obtained other skills | - | 26.1 | - | 18.7 | .11 |
| Non-students | | | | | |
| Obtained professional qualifications | 15.3 | 26.6 | 6.5 | 9.1 | .00* |
| Obtained other skills | - | 22.6 | - | 13.0 | .04* |

^a Chi-square tests between the CDF participants and non-CDF-participants of the Further Study.

* $p < .05$.

Academic expectations

8.13 About 46.3% of the CDF participants and 44.1% of the non-CDF-participants expected to gain a bachelor's degree. About 38.8% of the CDF participants and 28.9% of the non-CDF-participants expected to gain a master's degree or above. The results of the Further Study showed that more CDF participants (85.1%) than non-CDF-participants (73.0%) expected to gain a bachelor's degree or above ($p < .05$).

8.14 In addition, the results of the Further Study showed that more CDF participants (86.9%) than non-CDF-participants (76.3%) felt that their parents expected them to gain a bachelor's degree or above ($p < .05$).

Table 8.6: CDF participants' and non-CDF-participants' expectations of educational attainment and perceptions of their family members' expectations regarding their level of educational attainment

| | CDF participants (%) | | Non-CDF-participants (%) | | p-value ^a |
|---|----------------------|---------------|--------------------------|---------------|----------------------|
| | Second Study | Further Study | Second Study | Further Study | |
| Self-expectations | | | | | .01* |
| Senior Secondary Education / Graduate of Secondary 6 or 7 | 8.1 | 3.6 | 11.8 | 8.1 | |
| Post-secondary diploma or certificate | 7.5 | 6.6 | 10.4 | 10.0 | |
| Associate degree | 4.8 | 4.8 | 8.1 | 9.0 | |
| Bachelor's degree | 43.6 | 46.3 | 45.5 | 44.1 | |
| Master's degree or above | 36.1 | 38.8 | 24.2 | 28.9 | |
| Family members' expectations | | | | | .01* |
| Senior Secondary Education / Graduate of Secondary 6 or 7 | 6.9 | 4.5 | 11.8 | 8.1 | |
| Post-secondary diploma or certificate | 8.4 | 6.3 | 7.6 | 8.5 | |
| Associate degree | 2.4 | 2.4 | 7.6 | 7.1 | |
| Bachelor's degree | 62.1 | 66.0 | 49.8 | 55.0 | |
| Master's degree or above | 20.3 | 20.9 | 23.2 | 21.3 | |

^a Chi-square tests between the CDF participants and non-CDF-participants of the Further Study.

* $p < .05$.

Future orientation

- 8.15 The CDF participants' and non-CDF-participants' future orientations were assessed using the Hope Scale (Snyder et al., 1991), which measures two components of hope: agency (i.e., goal-directed energy) and pathways (i.e. planning to accomplish goals). This measurement instrument consists of 12 items. The CDF participants and non-CDF-participants answered each item on a 4-point scale (ranging from 1 = *definitely false* to 4 = *definitely true*).
- 8.16 Compared to the non-CDF-participants, the CDF participants reported higher levels of planning to accomplish goals (pathway, $p < .05$) after controlling for the scores of the Second Study. However, no significant difference was found on goal-directed energy.

Table 8.7: The Hope Scale scores of the CDF participants and non-CDF-participants

| | CDF participants | | Non-CDF-participants | | p-value ^a |
|------------------|------------------|---------------|----------------------|---------------|----------------------|
| | Second Study | Further Study | Second Study | Further Study | |
| All participants | | | | | |
| Agency | 11.04 | 11.08 | 10.62 | 10.69 | .46 |
| Pathway | 11.91 | 12.22 | 11.31 | 11.47 | .00* |
| Students | | | | | |
| Agency | 10.89 | 10.94 | 10.38 | 10.43 | .44 |
| Pathway | 11.91 | 12.15 | 11.11 | 11.29 | .02* |
| Non-students | | | | | |
| Agency | 11.30 | 11.31 | 11.04 | 11.14 | .89 |
| Pathway | 11.93 | 12.34 | 11.65 | 11.78 | .04* |

^a ANCOVA tests to determine the differences between the CDF participants and non-CDF-participants of the Further Study, controlling for the scores of the Second Study.

* $p < .05$.

Views on the PDPs

- 8.17 The great majority of the CDF participants (94.0%) in the Further Study considered that the CDF projects had been helpful for achieving their personal development plans (e.g. academic, sports, arts, career, social life, etc.). Compared to the Second Study, more CDF participants in the Further Study perceived that the CDF projects had been helpful in their long-term personal development ($p < .05$).
- 8.18 The results of the Further Study showed that more CDF participants (94.0%) than non-CDF-participants who joined other personal development programmes (68.9%) perceived that the CDF projects / other personal development programmes had been helpful in their long-term personal development ($p < .05$).

Table 8.8: Perceived helpfulness for achieving personal development

| | CDF participants (%) | | | Non-CDF-participants who joined a different personal development programme (%) | | | p-value ^c |
|--------------------|----------------------|---------------|----------------------|--|---------------|----------------------|----------------------|
| | Second Study | Further Study | p-value ^a | Second Study | Further Study | p-value ^b | |
| Not helpful at all | 0.9 | 0.9 | .00* | 0.0 | 0.0 | .30 | .00* |
| Not very helpful | 6.0 | 5.1 | | 10.3 | 31.0 | | |
| Somewhat helpful | 44.5 | 38.8 | | 69.0 | 37.9 | | |
| Quite helpful | 37.9 | 42.1 | | 20.7 | 27.6 | | |
| Very helpful | 10.7 | 13.1 | | 0.0 | 3.4 | | |

^a Chi-square test between the CDF participants of the Second Study and the Further Study.

^b Chi-square test between the non-CDF-participants of the Second Study and the Further Study who joined a different personal development programme.

^c Chi-square test between the CDF participants and the non-CDF-participants who joined a different personal development programme of the Further Study.

* $p < .05$.

8.19 The great majority of the CDF participants (91.0%) in the Further Study considered that the CDF projects had been helpful for formulating their career development plans. Compared to the Second Study, more CDF participants in the Further Study perceived that the CDF projects had been helpful in their long-term career development ($p < .05$).

8.20 Analysed by economic activity status, compared to the Second Study, more student CDF participants (94.8%) and non-student CDF participants (83.7%) in the Further Study perceived that the CDF projects had been helpful in their long-term career development (p -values $< .05$).

Table 8.9: Perceived helpfulness for formulating career development analysed by economic activity status

| | CDF participants (%) | | |
|--------------------|----------------------|---------------|----------------------|
| | Second Study | Further Study | p-value ^a |
| All participants | | | |
| Not helpful at all | 2.7 | 1.2 | .00* |
| Not very helpful | 13.7 | 7.8 | |
| Somewhat helpful | 48.4 | 48.1 | |
| Quite helpful | 25.4 | 31.9 | |
| Very helpful | 9.9 | 11.0 | |
| Students | | | |
| Not helpful at all | 2.4 | 0.5 | .00* |
| Not very helpful | 12.3 | 4.7 | |
| Somewhat helpful | 46.9 | 48.8 | |
| Quite helpful | 28.0 | 34.6 | |
| Very helpful | 10.4 | 11.4 | |
| Non-students | | | |
| Not helpful at all | 3.2 | 2.4 | .00* |
| Not very helpful | 16.1 | 12.9 | |
| Somewhat helpful | 50.8 | 45.8 | |
| Quite helpful | 21.0 | 27.4 | |
| Very helpful | 8.9 | 10.5 | |

^a Chi-square tests between the CDF participants of the Second Study and the Further Study.

* $p < .05$.

9. Qualitative study

Long term influence on personal development

Improve personal characters and values

- 9.1 Some of the CDF participants expressed that their characters had changed in a positive way after participating in the CDF projects. The NGO operators and mentors devoted a lot of effort to induce such changes by persistently encouraging the CDF participants to engage in a variety of activities and to expand their social circle. Their encouragement had a far-reaching impact in terms of improving the personal character and values of participants. For instance, a number of CDF participants used to be introverted before participating in the CDF projects, but they became more sociable and proactive during the CDF projects owing to the encouragement of the NGO operators and the mentors. One CDF participant described his experience:

“

I used to be very introverted and would not intentionally speak with others if it was not necessary. However, during the three years of the programme, the social workers of the NGO operator used many approaches to encourage and take care of me. Gradually, I have built up relationships with the social workers and other CDF participants. I felt that the work of the NGO operator was very meaningful and inspired me to study social work.

Without the advice I received from the NGO operator, it would not be possible for me to study at the Department of Social Work and Social Administration now and to become a social worker in the future.

”

(Participant A)

- 9.2 The NGO operators stated that under the PDP framework, they had organised diverse types of activities and courses to enrich the experience of the CDF participants, to encourage them to explore their potential, and to assist them to build up positive values. In addition, the NGO operators had regular individual meetings with the CDF participants to talk about their interests and aspirations.
- 9.3 Furthermore, the NGO operators provided advice on activities that the CDF participants could undertake to develop their interests or strengths. The NGO operators considered that this process could help the CDF participants build up positive characters and values. For example, one NGO operator organised a positive psychology course and other courses that helped the CDF participants build up positive values and self-confidence. This NGO operator described the experience of one CDF participant:

“

The CDF participant spent his targeted savings on a singing course. He used to be a shy youngster. We provided a performance platform for him and offered a positive psychology course and an image-building course for him. After several years, he successfully changed his image and built up his self-confidence.

”

(NGO Operator A)

- 9.4 Some of the NGO operators not only focused on the individual growth of the CDF participants but also placed importance on their parents and other family members. They attempted to narrow the gap between the CDF participants and their parents. For example, some NGO operators taught the parents how to use smart phones, enabling them to interact with their children proactively and hence cultivating harmony within the CDF participants' families.
- 9.5 It was commonly indicated by the mentors that they had made attempts to improve the personal character and values of the CDF participants. They usually participated in different activities with the mentees, thereby getting close to them and instilling positive values into them. For example, one mentor played basketball with a CDF participant and persuaded him to be more cooperative. The mentor shared that after several years, the CDF participant became more sociable and had a strong social network.

Enhance knowledge and skills

- 9.6 Some of the elder CDF participants stated that they had used their targeted savings to take some courses (e.g. piano, driving, first aid, etc.). The knowledge and skills acquired from these courses made a lasting impact on the personal development of those CDF participants as they could still apply them in their lives or to pursue their career. One participant used his targeted savings to join a first-aid course in the third year of the CDF project. He shared that he could now apply his first-aid knowledge and skills in daily life and that the knowledge was relevant to what he studied in school.

“

I have learnt some knowledge and skills that I can still apply now, such as first aid. The knowledge also facilitates my study as it is relevant to what I am studying in school.

”

(Participant B)

- 9.7 As regards the younger participants, some of them expressed that they used their targeted savings to attend some courses, but they did not have chances to apply the knowledge they learnt. Nevertheless, they had learnt different types of skills in the activities of the CDF project, such as communication skills, financial knowledge, and management skills. One NGO operator shared that the PDPs enabled the younger CDF participants to explore and further develop their interests. The following is the NGO operator's description of one CDF participant:

“

One of our CDF participants was interested in making desserts. Through the programme, she studied the related courses and bought some equipment to make desserts.

After graduating from secondary school, she continued to apply for relevant courses to enhance her skills and finally became a pastry chef in a hotel.

”

(NGO Operator B)

- 9.8 Most of the NGO operators indicated that the regular activities held during the three years of the CDF projects and the targeted savings helped the CDF participants to learn new knowledge and skills and to further develop their strengths. The knowledge and skills they gained could be valuable assets for them to pursue their aspirations. One NGO operator shared that the PDPs enabled the CDF participants to explore and further develop their interests. The following is the NGO operator's description of one CDF participant:

“

One CDF participant impressed us very much. She set herself the goal of becoming a doctor. Understanding the necessity of having a high level of academic performance and physical fitness for the medical profession, she pushed herself hard to improve herself during the programme by attending relevant courses using her targeted savings and keeping herself healthy by doing gymnastics. After years of hard work and perseverance, she became a medical student and inspired us so much.

”

(NGO Operator C)

- 9.9 Some of the mentors pointed out that when the CDF participants spent their targeted savings in the right place, this had positive impacts on their long-term and whole-person development. One mentor shared how he had advised a CDF participant to apply for an English course as the participant's English was poor. After attending the English course, the CDF participant made significant progress in their academic performance in English as well as in their other school subjects. The mentor believed that the participant's improvement in English could enhance the participant's competitiveness in his further study and career.

- 9.10 Most of the parents indicated that they had discussed the PDPs with their children and let them set their own goals. They shared that the CDF projects had provided ample resources and opportunities for their children to cultivate their interests and nurture their talents. In compliance with the goals set in their PDPs, their children usually used their targeted savings to purchase equipment or join courses that could enhance their knowledge and skills. For example, one parent stated that her daughter had used the savings to learn the piano, which could assist her to pursue her career as a kindergarten teacher. The mother commented:

“

My daughter wanted to learn piano before participating in the CDF project. The project gave her an opportunity to learn the piano, and she continued to practise after completing the project. Acquiring the skill of piano playing makes her more competitive in pursuing her career as a kindergarten teacher.

”

(Parent A)

Expand personal network

- 9.11 Some of the CDF participants stated that the CDF projects enabled them to expand their personal network as they could still maintain their friendships with other CDF participants from the projects. In addition, the activities and courses held during the CDF projects enhanced the interpersonal skills of the CDF participants and hence promoted their social network in the long term.
- 9.12 Most of the NGO operators and mentors stated that the CDF participants had improved their social and communication skills. They opined that this would have a long-lasting impact on the personal development of the CDF participants as those skills would be useful in helping them to expand their personal network and build up their social capital.

Significant changes in attitudes towards personal growth and career planning

Explore different pathways of personal growth and career planning

- 9.13 Some of the CDF participants expressed that participating in diverse types of activities, such as pre-employment training workshops and career-oriented programmes, ignited thoughts of exploring different pathways of personal growth and career planning. During the three-year CDF projects, the CDF participants gained a variety of brand new experiences that they may not have experienced at home or in school. Those experiences stimulated new thoughts or ideas about their aspirations and careers when formulating their PDPs. The following illustrates the experience of one CDF participant:

“

There were some new and good experiences, such as organising a Lunar New Year Fair stall. I might not have been able to have this type of experience in school or in daily life. I have learnt much from this activity and have begun to rethink my merits and future career.

”

(Participant C)

- 9.14 Some of the mentors indicated that the CDF participants considered different pathways of personal development after they had participated in various types of activities, such as vocational and workplace visits, and came to understand the diversity of careers that exist in society. A mentor recalled that his mentee began to think about his career prospects during the course of the CDF project.

Inspired to make thoughtful decisions on personal growth and career planning

- 9.15 Some of the CDF participants and mentors pointed out that the process of formulating their own PDPs and planning how to use their targeted savings created motives and incentives for the CDF participants to proactively contemplate their short-term and long-term goals on a step-by-step basis. Moreover, the process of formulating PDPs was encouraging as it gave the CDF participants a sense of accomplishment when they could achieve the short-term goals one by one. Through this process, the CDF participants were able to understand that every long-term goal could be reached by practically achieving a number of attainable short-term goals. The following illustrates the views of a mentor:

“

The process of setting PDPs was practical and encouraging. The CDF participants could learn how to plan their career prospects on a step-by-step basis. This process gave them a sense of accomplishment, and so they would insist on achieving the goals.

”

(Mentor A)

Influence of mentors in PDPs

- 9.16 Some of the CDF participants considered that the mentors played an assisting role during the process of formulating PDPs. When drafting their PDPs, some of the CDF participants discussed their interests, aspirations, short-term goals, and long-term goals with the mentors in detail. They would adjust their PDPs on the basis of the mentors' advice. However, some of the CDF participants preferred to discuss their PDPs with the NGO operators as they considered that their mentors were not of their generation and might not understand their thoughts.

- 9.17 Some of the mentors expressed that they had actively engaged in the formulation of their mentees' PDPs. They helped the CDF participants to explore their interests and aspirations and provided advice. One mentor described how he had adopted SWOT analysis (a strategic planning technique used to help a person or organisation identify strengths, weaknesses, opportunities and threats related to planning) to help a CDF participant draft his PDP:

“

I discussed PDPs with the mentee regularly. I used SWOT analysis to help him understand his strengths, weaknesses, opportunities and threats. After that, he learned how to conduct an analysis of his personal development and career planning in a comprehensive way.

”

(Mentor B)

Influence of NGO operators in PDPs

- 9.18 Many of the CDF participants indicated that the NGO operators played a crucial role during the process of formulating PDPs. The CDF participants indicated that the NGO operators usually met them regularly and provided them with guidance to build up their personal development planning. Some CDF participants stated that with the patient and attentive guidance of the NGO operators, they had learnt to think seriously about their future and to set their goals practically and thoughtfully. One CDF participant stated:

“

The NGO operator is like someone guiding a group of people to think about their personal development and career planning step by step. Without the NGO operators, I might not have thought about these issues in school.

”

(Participant D)

Section V The Mentorship Programme

10. Quantitative study

CDF participants' and non-CDF-participants' views on the Mentorship Programme

10.1 59.7% of the CDF participants only took part in the CDF Mentorship Programme whereas 40.3% of them took part in other mentorship programmes. 85.8% of the non-CDF-participants did not take part in any mentorship programmes whereas 14.2% of them took part in other mentorship programmes.

Table 10.1: CDF participants' and non-CDF-participants' participation in mentorship programmes

| | CDF participants (%) | | Non-CDF-participants (%) | |
|--|----------------------|---------------|--------------------------|---------------|
| | Second Study | Further Study | Second Study | Further Study |
| Took part in the CDF Mentorship Programme but no other mentorship programmes | 71.9 | 59.7 | - | - |
| Took part in other mentorship programmes | 28.1 | 40.3 | 12.8 | 14.2 |
| Did not take part in any mentorship programmes | - | - | 87.2 | 85.8 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 |

- 10.2 About 76.5% of the CDF participants who only took part in the CDF Mentorship Programme and 83.3% of the non-CDF-participants who took part in other mentorship programmes indicated that their mentors had provided guidance on formulating and implementing their personal development plan (e.g. academic, sports, arts, career, social life, etc.).
- 10.3 Compared to the Second Study, more of the CDF participants in the Further Study who only took part in the CDF Mentorship Programme indicated that their mentors had provided guidance on formulating and implementing their personal development plan ($p < .05$).

Table 10.2: Views on whether mentors provided guidance on the formulation and implementation of a personal development plan

| | CDF participants who only took part in the CDF Mentorship Programme (%) | | | Non-CDF-participants who took part in other mentorship programmes (%) | | | p- value ^c |
|--|--|------------------|--------------------------|--|------------------|--------------------------|--------------------------|
| | Second Study | Further Study | p- value ^a | Second Study | Further Study | p- value ^b | |
| The mentor provided guidance | 69.5 | 76.5 | .00* | 79.2 | 83.3 | .00* | .45 |
| The mentor did not provide guidance | 30.5 | 23.5 | | 20.8 | 16.7 | | |
| Total | 100.0 | 100.0 | | 100.0 | 100.0 | | |

^a Chi-square tests between the CDF participants of the Second Study and the Further Study who took part in only the CDF Mentorship Programme.

^b Chi-square test between the non-CDF-participants of the Second Study and the Further Study who took part in other mentorship programmes.

* $p < .05$.

- 10.4 Both the CDF participants and non-CDF-participants were asked to evaluate the helpfulness of the mentors by responding to eight questionnaire items concerning whether their mentor was able to communicate with them, was interested in the experiences they had in their other programmes, could help them solve problems, and so on. A 4-point Likert scale was adopted (ranging from 1 = *not at all helpful* to 4 = *very helpful*).
- 10.5 Not surprisingly, the CDF participants who only took part in the CDF Mentorship Programme perceived that the helpfulness of mentors decreased significantly ($p < .05$) over the years. The results showed that the support from mentors diminished as the involvement of mentors decreased significantly when the CDF participants grew up.

Table 10.3: Helpfulness of mentors as perceived by the CDF participants and non-CDF-participants (mean scores)

| | CDF participants who only took part in the CDF Mentorship Programme | | | Non-CDF-participants who took part in other mentorship programmes | | | p- value ^c |
|--------------------------|---|------------------|--------------------------|---|------------------|--------------------------|--------------------------|
| | Second Study | Further Study | p- value ^a | Second Study | Further Study | p- value ^b | |
| Perceived helpfulness | 2.91 | 2.75 | .00* | 2.67 | 2.59 | .30 | .98 |

^a Paired t-test between the CDF participants of the Second Study and the Further Study who only took part in the CDF Mentorship Programme.

^b Paired t-test between the non-CDF-participants of the Second Study and the Further Study who took part in other mentorship programmes.

^c ANCOVA test to determine the differences between the CDF participants who only took part in the CDF Mentorship Programme and the non-CDF-participants who took part in other mentorship programmes of the Further Study, controlling for the scores of the Second Study.

* $p < .05$.

Social support

- 10.6 The respondents' perceptions of social support was captured by the Multidimensional Scale of Perceived Social Support (Zimet et al., 1988), which is a 12-item scale that has three 4-item subscales and is used to assess the level of perceived social support from family, friends, and others. A score of between 1 and 2.9 may be taken as indicating a low level of social support, a score of between 3 and 5 may be taken as indicating a moderate level of social support, and a score of between 5.1 and 7 may be taken as indicating a high level of social support.
- 10.7 The responses to the items on the family and friends subscale indicated that the CDF participants and the non-CDF-participants received high levels of social support from their families (all of their mean scores were over 5).
- 10.8 A significant other is understood to be any person of great importance to an individual's well-being and self-evaluation. A significant other may be a non-family member or a spouse, partner, parent, uncle, grandparent, or sibling. It was found that the CDF participants and the non-CDF-participants felt that they received high levels of social support from their significant others (the mean scores on the significant others subscale were all above 5).

Table 10.4: CDF participants' and non-CDF-participants' mean scores on the Multidimensional Scale of Perceived Social Support

| | CDF participants | | | Non-CDF-participants | | | p-value ^c |
|-----------------------------|------------------|---------------|----------------------|----------------------|---------------|----------------------|----------------------|
| | Second Study | Further Study | p-value ^a | Second Study | Further Study | p-value ^b | |
| Family subscale | 5.41 | 5.37 | .37 | 5.20 | 5.18 | .68 | .49 |
| Friends subscale | 5.55 | 5.52 | .46 | 5.31 | 5.35 | .48 | .98 |
| Significant others subscale | 5.60 | 5.61 | .80 | 5.39 | 5.38 | .74 | .14 |
| Total mean score | 5.52 | 5.50 | .57 | 5.30 | 5.30 | .98 | .42 |

^a Paired t-tests between the CDF participants of the Second Study and the Further Study.

^b Paired t-tests between the non-CDF-participants of the Second Study and the Further Study.

^c ANCOVA tests to determine the differences between the CDF participants and non-CDF-participants of the Further Study, controlling for the scores of the Second Study.

*p < .05.

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

Table 10.5: Mean scores on the Multidimensional Scale of Perceived Social Support of the CDF participants who only took part in the CDF Mentorship Programme and the non-CDF-participants who did not take part in any mentorship programmes

| | CDF participants who only took part in the CDF Mentorship Programme | | | Non-CDF-participants who did not take part in any mentorship programmes | | | p- value ^c |
|--------------------------------|---|------------------|--------------------------|---|------------------|--------------------------|--------------------------|
| | Second Study | Further Study | p- value ^a | Second Study | Further Study | p- value ^b | |
| Family subscale | 5.43 | 5.47 | .39 | 5.21 | 5.15 | .37 | .03* |
| Friends subscale | 5.52 | 5.57 | .12 | 5.33 | 5.31 | .73 | .07 |
| Significant others subscale | 5.60 | 5.70 | .00* | 5.43 | 5.36 | .19 | .00* |
| Total mean score | 5.52 | 5.58 | .03* | 5.33 | 5.27 | .35 | .01* |

^a Paired t-test between the CDF participants of the Second Study and the Further Study who only took part in the CDF Mentorship Programme.

^b Paired t-test between the non-CDF-participants of the Second Study and the Further Study who did not take part in any mentorship programmes.

^c ANCOVA test to determine the differences between the CDF participants who only took part in the CDF Mentorship Programme and the non-CDF-participants who did not take part in other mentorship programmes of the Further Study, controlling for the scores of the Second Study.

* $p < .05$.

Future orientation

- 10.10 The Exploration and Commitment Questionnaire (Nurmi, Seginer, & Poole, 1990) was used to measure two domains (future education and future career) of the future orientation of the CDF participants and non-CDF-participants. Each domain consists of 14 items. A higher score indicates that the respondent has a higher level of positive exploration of and commitment to his or her future education and career.
- 10.11 Compared to the Second Study, the CDF participants in the Further Study had a significantly higher level of positive exploration of and commitment to their future education ($p < .05$) and career ($p < .05$).
- 10.12 The CDF participants reported significantly higher levels of positive exploration of and commitment to their future education ($p < .05$) and career ($p < .05$) than the non-CDF-participants, after controlling for the scores of the Second Study.

Table 10.6: CDF participants' and non-CDF-participants' mean scores on the Exploration and Commitment Questionnaire

| | CDF participants | | | Non-CDF-participants | | | p-value ^c |
|------------------|------------------|---------------|----------------------|----------------------|---------------|----------------------|----------------------|
| | Second Study | Further Study | p-value ^a | Second Study | Further Study | p-value ^b | |
| Future education | 62.30 | 63.16 | .04* | 59.52 | 58.58 | .06 | .00* |
| Future career | 62.50 | 63.55 | .01* | 58.50 | 58.26 | .59 | .00* |

^a Paired t-tests between the CDF participants of the Second Study and the Further Study.

^b Paired t-tests between the non-CDF-participants of the Second Study and the Further Study.

^c ANCOVA tests to determine the differences between the CDF participants and non-CDF-participants of the Further Study, controlling for the scores of the Second Study.

* $p < .05$.

- 10.13 Compared to the Second Study, in the Further Study, the CDF participants who only took part in the CDF Mentorship Programme had a significantly higher level of positive exploration of and commitment to their future education ($p < .05$) and career ($p < .05$). On the contrary, compared to the Second Study, in the Further Study, the non-CDF-participants who did not take part in any mentorship programmes had a significantly lower level of positive exploration of and commitment to their future education ($p < .05$).
- 10.14 The results of the one-way ANCOVA tests showed that compared to the non-CDF-participants who did not take part in any mentorship programme, the CDF participants who only took part in the CDF Mentorship Programme achieved significantly higher levels of positive exploration of and commitment to their future education ($p < .05$) and career ($p < .05$), after controlling for the scores of the Second Study.

Table 10.7: Mean scores on the Exploration and Commitment Questionnaire of the CDF participants who only took part in the CDF Mentorship Programme and the non-CDF-participants who did not take part in any mentorship programmes

| | CDF participants who only took part in the CDF Mentorship Programme | | | Non-CDF-participants who did not take part in any mentorship programmes | | | p- value ^c |
|------------------|---|------------------|--------------------------|---|------------------|--------------------------|--------------------------|
| | Second Study | Further Study | p- value ^a | Second Study | Further Study | p- value ^b | |
| Future education | 62.09 | 63.38 | .00* | 59.56 | 58.07 | .00* | .00* |
| Future career | 62.71 | 63.88 | .00* | 58.31 | 57.90 | .38 | .00* |

^a Paired t-tests between the CDF participants of the Second Study and the Further Study who only took part in the CDF Mentorship Programme.

^b Paired t-tests between the non-CDF-participants of the Second Study and the Further Study who did not take part in any mentorship programmes.

^c ANCOVA tests to determine the differences between the CDF participants who only took part in the CDF Mentorship Programme and the non-CDF-participants who did not take part in other mentorship programmes of the Further Study, controlling for the scores of the Second Study.

* $p < .05$.

11. Qualitative study

Interaction between mentors and CDF participants after completing the CDF

- 11.1 Some of the CDF participants maintained communication with their mentors after they had completed the CDF projects and regarded their mentors as friends. They had meals and chatted with each other monthly or several times annually. However, most of the CDF participants did not keep in contact with their mentors after completing the CDF projects; this was because there were no official channels for the mentors and CDF participants to meet.
- 11.2 Some of the mentors met or chatted with their CDF participants regularly through social media after the participants had completed the CDF project. Some shared that they had already built up friendships with each other. One mentor stated that he had invited a CDF participant to join the church he belonged to, and this was an effective way to keep in touch with the participant.
- 11.3 The NGO operators expressed that they knew that some mentors still communicated with CDF participants but it was difficult for them to trace the interactions between mentors and CDF participants after CDF projects had been completed. Some of the NGO operators invited former CDF participants to become mentors on CDF projects so that the experience of participating in the projects could be passed on to future groups of participants.
- 11.4 Some of the parents sometimes communicated with the mentors during the course of the CDF projects to discuss issues related to their children, such as daily life and education. Only a few parents kept in contact with the mentors after their children had completed the CDF project.

Relationship with mentors and mentees

- 11.5 The CDF participants expressed diverse views on their relationship with mentors. Some regarded their mentors as friends, companions, or elders who cared about them. They reported that the mentors accompanied them throughout the three years of the project, providing advice and comfort. On the other hand, some participants indicated that as there was a generation gap between the mentors and themselves, it was difficult for them to communicate. One CDF participant described his long-term relationship with his mentor:

“

I participated in a CDF project when I was in primary school. The mentor of our group met and talked with us regularly. Even after the DSE, I kept in contact with my mentor, who gave me advice on further studies.

”

(Participant E)

- 11.6 Most of the mentors had good relationships with their mentees. They regarded their mentees as friends and engaged in activities with them regularly. Even after completing the CDF projects, most of the mentors maintained contact with some of their mentees. Some mentors expressed that they maintained a humble attitude in their contacts with CDF participants and avoided being serious elders. Moreover, friendship and trust formed the cornerstone of their relationships. One mentor talked about how he got along with one CDF participant:

“

I regard my mentee as my friend. I talk with him about his studies, daily life and even moral values. I am humble when I meet him and seek to instil my values, such as being cooperative, into him when I play basketball with him.

”

(Mentor C)

- 11.7 The NGO operators matched mentors and CDF participants using diverse methods and activities. Some NGO operators carried out mentorship on an individual basis by matching one mentor to one or two CDF participants, while other operators did it on a group basis by matching one group of mentors to one group of CDF participants. They usually matched mentors and CDF participants according to interests, age, and interaction. Some of the NGO operators expressed that although it was impossible for them to trace every mentorship pair, they knew their relationships through activities, social media, and WhatsApp groups. On the whole, the NGO operators considered that the relationships between the mentors and CDF participants were good and that some mentors acted as good role models for the participants. However, a few NGO operators expressed that they lacked sufficient time and resources to closely monitor the progress of the mentorship programme and were not able to put a lot of effort into maintaining close relationships between the mentors and CDF participants. These NGO operators understood that some CDF participants were remote when interacting with mentors.
- 11.8 Most of the parents indicated that the relationships between the mentors and their children were good. They gained a deeper understanding of their children's thoughts when talking with the mentors and sought advice from the mentors when dealing with daily matters. A few parents indicated that they maintained a long-term friendship with the mentors who had accompanied their children throughout their adolescence. One parent was grateful to a mentor because when her child decided to use his targeted savings to purchase a computer, the mentor gave them good advice on computer models.

“

I remember that during the second year of the programme, our home computer did not work. I was frustrated and helpless as my son often needed a computer to do his homework. But I really could not afford a new computer. Fortunately, we could use the targeted savings to buy a computer. The mentor gave us some advice on computer models. I was really grateful to the CDF programme and the mentor. Others might perceive that it was peanuts, but for me, it was a big issue.

”

(Parent B)

Influence of mentors on the development of the CDF participants

Improved manner and personal character

- 11.9 Some CDF participants said that their mentors had profound impacts on their manner and personal character. They indicated that the mentors assisted them to improve their manner and personal character through proactive interactions, patient companionship, and persistent encouragement. One participant shared that his temper improved a lot after participating in a CDF project as his mentor told him to calm down first and find out the true reasons for his anger. Another participant expressed that his mentor told him stories of other people and asked him to think about the reasons for those people's misbehaviours. He always remembered those stories when he needed to make critical decisions in daily life. The following illustrates his experience of getting along with his mentor:

“

My mentor told me many stories of other people and asked me to think about the reasons for their misbehaviours. They were like movies appearing in my mind, impressing me deeply. Even now, before I make any critical decision, I first stop and think about those stories. They help me to identify what is right and what is wrong.

”

(Participant F)

- 11.10 Most of the mentors pointed out that the CDF participants became more mature and confident and also showed improvement in their manner and personal character. One mentor shared that one CDF participant used to have low self-esteem. The mentor encouraged the participant to give his opinions bravely, and after completing the CDF project, the participant was more confident about talking to other people. Another mentor indicated that one CDF participant used to be timid and disobedient to his mother, so this mentor occasionally reminded him to follow the rules of filial piety and respect his mother. Gradually, the CDF participant started to rebuild a good relationship with his mother. The following illustrates the experience of this mentor:

“

He used to be timid. But after the programme, he not only had a more mature mindset but was also willing to get along and communicate with others, as well as becoming more self-confident and empathic. Moreover, he used to not get along well with his mother. I would occasionally remind him to follow the rules of filial piety and to be more considerate about her toils working outside and respect her ideas more. What impressed me most was that I saw him take care of his mother during dinner in a home visit. This was a good start to rebuilding his relationship with his mother. It makes me very happy.

”

(Mentor D)

Valuable advice on personal development

- 11.11 Some of the CDF participants stated that the mentors gave them valuable advice at critical moments, such as when they were selecting tertiary education programmes after taking the open examination. One participant expressed that when she was hesitant about selecting an appropriate subject at university after the DSE, her mentor asked her to thoroughly examine the information about JUPAS and contemplate her aspirations carefully. The following illustrates the experience of this participant:

“

When I was hesitant about selecting an appropriate subject at university after the DSE, I sought advice from my mentor. She asked me to collect all the information about JUPAS and contemplate my aspirations deeply. Finally, I selected the Early Childhood Education course as I aspire to become a kindergarten teacher.

”

(Participant G)

11.12 The NGO operators expressed that some mentors had positive impacts on the long-term development of the CDF participants as they not only acted as role models but also offered meaningful advice to the participants during their adolescence. For example, one mentor assisted a CDF participant to build up self-confidence, and this participant progressed to study engineering at university. The following illustrates the experience of this participant:

“

One CDF participant was a senior secondary student when he joined the programme. His dream was to become an engineer. He lacked self-confidence and was afraid of expressing his feelings to others. Throughout the programme, his mentor encouraged him to express his views bravely.

He did not obtain an ideal result in DSE and was hesitant about repeating Form 6. The mentor encouraged him to repeat and kept in contact with him even after the programme had finished. The mentor continued to provide him with advice during the repeat school year. Finally, he proceeded to study engineering at university.

”

(NGO Operator D)

Section VI The Targeted Savings

12. Quantitative study

Savings habits

12.1 About 77.6% of the CDF participants and 74.4% of the non-CDF-participants earned an income or received pocket money.

Table 12.1: Proportions of CDF participants and non-CDF-participants who earned an income or received pocket money

| | CDF participants (%) | | Non-CDF-participants (%) | | p-value ^a |
|--|----------------------|---------------|--------------------------|---------------|----------------------|
| | Second Study | Further Study | Second Study | Further Study | |
| Earned an income or received pocket money | 76.1 | 77.6 | 67.3 | 74.4 | .39 |
| Did not earn an income or receive pocket money | 23.9 | 22.4 | 32.7 | 25.6 | |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | |

^a Chi-square test between the CDF participants and non-CDF-participants of the Further Study.

* $p < .05$.

12.2 The views on developing a sustained savings habit and on ways to save were collected from the questionnaire survey of the CDF participants and non-CDF-participants. With regard to those participants who earned an income or received pocket money, more CDF participants (80.8%) and non-CDF-participants (56.3%) reported currently having a savings habit in the Further Study (p-values $< .05$) as compared to in the Second Study.

12.3 In addition, the results of the Further Study showed that the CDF participants (80.8%) were more likely to have a savings habit than the non-CDF-participants (56.3%) ($p < .05$), indicating that the CDF participants sustained their savings habits after they had completed the CDF projects.

Table 12.2: Proportions of the CDF participants and non-CDF-participants who had a savings habit

| | CDF participants (%) | | | Non-CDF-participants (%) | | | p-value ^c |
|------------------|----------------------|---------------|----------------------|--------------------------|---------------|----------------------|----------------------|
| | Second Study | Further Study | p-value ^a | Second Study | Further Study | p-value ^b | |
| Students | 74.5 | 76.5 | .69 | 44.0 | 50.0 | .44 | .00* |
| Non-students | 74.5 | 87.3 | .02* | 44.8 | 65.5 | .03* | .00* |
| All participants | 74.5 | 80.8 | .00* | 44.4 | 56.3 | .00* | .00* |

^a Chi-square test between the CDF participants of the Second Study and the Further Study.

^b Chi-square test between the non-CDF-participants of the Second Study and the Further Study.

^c Chi-square test between the CDF participants and non-CDF-participants of the Further Study.

* $p < .05$.

- 12.4 For the CDF participants who currently had a savings habit, the amount they saved was significantly higher in the Further Study (HK\$1,446) than in the Second Study (HK\$780) ($p < .05$). By the time of the Further Study, some CDF participants had graduated and were earning a living (non-students); therefore, the amount they saved was significantly higher in the Further Study (HK\$2,836) than in the Second Study (HK\$1,332) ($p < .05$). For the CDF participants who were students, no significant difference in amount of savings was found between the Second Study and the Further Study.
- 12.5 For the non-CDF-participants who currently had a savings habit, no significant difference in amount of savings was found between the Second Study and the Further Study.
- 12.6 The amount of savings of the non-student CDF participants (HK\$2,836) was significantly higher than the savings amount of the non-student non-CDF-participants (HK\$1,623) ($p < .05$), indicating that CDF participants, especially non-students, sustained their savings habits after they had completed the CDF projects.

Table 12.3: Average monthly amount saved by the CDF participants and non-CDF-participants (HK\$)

| | CDF participants (%) | | | Non-CDF-participants (%) | | | p-value ^c |
|------------------|----------------------|---------------|----------------------|--------------------------|---------------|----------------------|----------------------|
| | Second Study | Further Study | p-value ^a | Second Study | Further Study | p-value ^b | |
| Students | \$411 | \$520 | .06 | \$419 | \$418 | .94 | .26 |
| Non-students | \$1,332 | \$2,836 | .00* | \$1,304 | \$1,623 | .33 | .02* |
| All participants | \$780 | \$1,446 | .00* | \$784 | \$915 | .33 | .03* |

^a Paired t-tests between the CDF participants of the Second Study and the Further Study.

^b Paired t-tests between the non-CDF-participants of the Second Study and the Further Study.

^c T-tests between the CDF participants and non-CDF-participants of the Further Study.

*p < .05.

Perceived helpfulness of the Targeted Savings

12.7 About 83.9% of the CDF participants indicated that the CDF projects had helped them develop a savings habit for their personal development. About 2.4% of them reported that the CDF projects had not helped them to develop a savings habit for their personal development because they already had such a habit. The remaining CDF participants (13.7%) reported that the CDF projects had not helped them to develop a savings habit for their personal development and that they still did not have a savings habit.

12.8 Compared to the Second Study, more CDF participants in the Further Study perceived that the Targeted Savings was helpful (p < .05).

Table 12.4: CDF participants' perceptions of the helpfulness of the Targeted Savings in fostering a savings habit

| | CDF participants (%) | | |
|--------------------------------------|----------------------|---------------|----------------------|
| | Second Study | Further Study | p-value ^a |
| The Targeted Savings was helpful | 79.1 | 83.9 | .00* |
| The Targeted Savings was not helpful | 20.9 | 16.1 | |
| Had a savings habit | 6.0 | 2.4 | |
| Did not have a savings habit | 14.9 | 13.7 | |
| Total | 100.0 | 100.0 | |

^a Chi-square test between the CDF participants of the Second Study and the Further Study.

*p < .05.

13. Qualitative study

Influence on savings habit

- 13.1 The CDF participants held diverse views on the influence of the Targeted Savings on their savings habits. Some participants considered that Targeted Savings had nurtured their savings habits in an effective way. During the first two years of saving on a monthly basis, they gradually understood that a big target could be achieved by a number of small steps and that saving a small amount per month could help them pursue their interests and aspirations. This method of saving provided motivation for them to sustain a savings habit and made them recognised the importance of this habit.

“

During the two-year Targeted Savings, I gradually understood that I could achieve my goals if I could save an amount of money regularly. This gave me the motivation to save money and nurtured my savings habit.

”

(Participant H)

- 13.2 On the other hand, some younger participants indicated that the Targeted Savings failed to nurture their savings habits as all their monthly savings were provided by their parents. It seemed that those savings were not generated by their own efforts and so they did not learn how to save money during the CDF projects.
- 13.3 The NGO operators stated that they used different methods to carry out the Targeted Savings. Some asked the CDF participants and/or their parents to come in person to deposit savings, while others cooperated with banks to open bank accounts for the CDF participants. Moreover, the NGO operators organised various talks and courses about the importance of financial management for the CDF participants.

- 13.4 On the whole, most of the NGO operators thought that the Targeted Savings could effectively nurture the savings habits of CDF participants as it gave them a target to keep saving money. The CDF participants who had bank accounts during the CDF projects felt a sense of accomplishment when they traced their savings records, and this gave them the motivation to sustain their savings habits. Some NGO operators devised programmes and board games to teach participants savings habits. The following illustrates the experience of an NGO operator who nurtured the savings habits of CDF participants:

“

In the interview, we asked the CDF participants to fill in a questionnaire to understand their savings habits. During the CDF projects, we devised training and board games to teach them how to manage their finances better. We wanted to deliver the message that savings can help them obtain resources to develop their interests and aspirations. When they know more, their motivation to save would increase.

”

(NGO Operator E)

- 13.5 Most of the mentors opined that the Targeted Savings could nurture the savings habits of the CDF participants because it generated a motive for them to save monthly as they knew that they could use the savings to pursue their interests and aspirations.
- 13.6 Most of the parents stated that the Target Savings scheme could cultivate the savings habits of CDF participants. Apart from saving monthly during the CDF projects, their children had learnt to save their pocket money regularly and spend money wisely.

Changes in attitudes towards saving

- 13.7 The CDF participants held diverse views on the influence of the Targeted Savings on changes in their attitudes towards saving. Some of them indicated that they had changed their attitudes towards saving after participating in the CDF projects. They stated that they would sustain their savings habits in the future as they understood that money could serve as a resource that could assist them to achieve their goals. In addition, they had learnt how to spend wisely to increase their savings from the courses or training organised by the NGO operators. Moreover, they came to realise that was not easy for parents from low-income households to save monthly, and therefore the efforts of their parents made the CDF participants understand the importance of saving. The following reveals how the programme changed one participant's attitudes towards saving:

“

It was not easy for my parents to put aside \$200 a month for saving. It made me understand the difficulty of earning money and the necessity of maintaining a savings habit.

”

(Participant I)

- 13.8 Nevertheless, some of the CDF participants indicated that the Targeted Savings did not change their attitudes towards saving because all of their savings were provided by their parents. Their personal efforts to save were minimal.
- 13.9 The NGO operators considered that the Targeted Savings had changed the attitudes of some CDF participants towards saving. During the three-year CDF projects, the NGO operators organised different types of courses to teach the participants to develop a savings habit and manage their finances wisely. One NGO operator stated that many participants in their centre had learnt the concept of “save before spend” and to resist the temptation of consumption with respect to unnecessary products. Furthermore, those participants took actions to improve the financial situation of their families after completing the CDF projects. Moreover, these concepts had also changed the attitudes of the parents towards saving.

- 13.10 Most of the parents stressed that their children had changed their attitudes towards saving after participating in the CDF projects. Their children had greatly reduced their consumption of unnecessary purchases and were proactively saving their pocket money. To a certain extent, this change spread to other family members. The following is one parent's description of her children's attitudes towards saving:

“

My son does not spend in a wilful way now and only buys things when necessary. Also, he always prices different products. For example, he prices the fees of different tutorial centres before attending tutorials. My daughter regards him as a role model, and so she compares prices when doing online shopping.

”

(Parent C)

Maintenance of a savings habit

- 13.11 Most of the CDF participants and their parents indicated that the former sustained a savings habit after completing the CDF projects, although the savings habits of some participants were not necessarily attributable to the projects. The major reason for sustaining their savings habit was that they understood that savings could assist them to pursue their goals on a step-by-step basis. Also, they knew that a persistent savings habit and wise spending could improve the financial situation of their families.

Section VII Other Impacts of the CDF Projects and Views on the CDF Projects

14. Quantitative study

Health outcomes

- 14.1 The health outcomes of the CDF participants and non-CDF-participants were assessed using the Pediatric Quality of Life Inventory (4.0 Generic Core Scale), which has four dimensions: physical, emotional, social, and school functioning (ranging from 0 = *very poor* to 100 = *very good*). A higher score indicates better health quality of life.
- 14.2 Regarding emotional functioning, the CDF participants reported better emotional functioning (77.55) in the Further Study as compared to the Second Study (74.88) ($p < .05$). On the contrary, the non-CDF-participants reported lower emotional functioning (76.47) in the Further Study as compared to the Second Study (78.67) ($p < .05$). The one-way ANCOVA test showed that the CDF participants had better emotional functioning than the non-CDF-participants in the Further Study after controlling for the scores of the Second Study ($p < .05$).
- 14.3 Regarding physical and social functioning, no significant differences were found between the Second Study and the Further Study.
- 14.4 Regarding school functioning, both the CDF participants and the non-CDF-participants had better school functioning in the Further Study as compared to the Second Study. The results were not surprising as more participants had graduated and thus did not encounter problems related to schooling.

Table 14.1: Health outcomes of the CDF participants and non-CDF-participants

| | CDF participants | | | Non-CDF-participants | | | p-value ^c |
|-----------------------|------------------|---------------|----------------------|----------------------|---------------|----------------------|----------------------|
| | Second Study | Further Study | p-value ^a | Second Study | Further Study | p-value ^b | |
| Physical functioning | 86.93 | 86.62 | .59 | 86.08 | 85.43 | .38 | .49 |
| Emotional functioning | 74.88 | 77.55 | .00* | 78.67 | 76.47 | .03* | .00* |
| Social functioning | 84.81 | 85.55 | .28 | 84.60 | 84.24 | .65 | .24 |
| School functioning | 75.36 | 83.52 | .00* | 75.62 | 83.58 | .00* | .95 |

^a Paired t-tests between the CDF participants of the Second Study and the Further Study.

^b Paired t-tests between the non-CDF-participants of the Second Study and the Further Study

^c ANCOVA tests to determine the differences between the CDF participants and non-CDF-participants of the Further Study, controlling for the scores of the Second Study.

*p < .05.

Human capital and employment outcomes

14.5 About 32.5% of the CDF participants and 31.8% of the non-CDF-participants were currently working. Of the CDF participants who were currently working, about 17.4% had a part-time job and 82.6% had a full-time job, and 65.1% had worked in their job for less than 1 year. Of the non-CDF-participants who were working, about 19.4% had a part-time job and 80.6% had a full-time job, and 61.1% had worked in their job for less than 1 year.

14.6 The CDF participants and non-CDF-participants who had a job self-rating on how interesting their jobs were on a 5-point Likert scale (ranging from 1 = *It is or was uninteresting* to 5 = *It is or was very interesting*). More CDF participants (73.4%) than non-CDF-participants (38.8%) found their jobs interesting or very interesting (p < .05). Regarding the monthly salary of their jobs, more CDF participants (45.9%) than non-CDF-participants (25.4%) earned HK\$15,000 or above (p < .05).

Table 14.2: CDF participants' and non-CDF-participants' work experience and attitudes to their jobs

| | CDF participants (%) | Non-CDF- participants (%) | P- value ^a |
|--|-------------------------|------------------------------|--------------------------|
| | Further Study | Further Study | |
| Not currently an employee / employer / self-employed | 67.5 | 68.2 | .21 |
| Currently an employee / employer / self-employed | 32.5 | 31.8 | |
| Nature of the job | | | .74 |
| Part-time | 17.4 | 19.4 | |
| Full-time | 82.6 | 80.6 | |
| Participants' view of their job | | | .00* |
| Uninteresting | 2.8 | 9.0 | |
| Slightly interesting | 12.8 | 23.9 | |
| Not sure | 11.0 | 28.4 | |
| Interesting | 59.6 | 28.4 | |
| Very interesting | 13.8 | 10.4 | |
| Monthly salary of job | | | .02* |
| Less than \$5,000 | 11.9 | 11.9 | |
| \$5,000 – \$9,999 | 10.1 | 26.9 | |
| \$10,000 – \$14,999 | 32.1 | 35.8 | |
| \$15,000 – \$19,999 | 33.0 | 16.4 | |
| \$20,000 or more | 12.8 | 9.0 | |
| Length of employment | | | .86 |
| Less than 1 month | 10.1 | 10.4 | |
| 1 to < 3 months | 11.9 | 14.9 | |
| 3 to < 6 months | 22.9 | 20.9 | |
| 6 months to < 1 year | 20.2 | 14.9 | |
| 1 year to < 2 years | 21.1 | 19.4 | |
| 2 years or more | 13.8 | 19.4 | |
| Total | 100.0 | 100.0 | |

^a Chi-square tests between the CDF participants and non-CDF-participants of the Further Study.

*p < .05.

Perseverance and passion for long-term goals

- 14.7 The CDF participants' and non-CDF-participant's grit was assessed using the Short Grit Scale (Grit-S; Duckworth, Peterson, Matthews, & Kelly, 2007), which measures perseverance and passion for long-term goals. This measurement instrument consists of 12 items. The CDF participants and non-CDF-participants answered each item on a 5-point scale (ranging from 1 = *not at all like me* to 5 = *very much like me*). A higher score indicates higher grit.
- 14.8 The non-student CDF participants (3.52) reported a higher score on perseverance for long-term goals than the non-CDF-participants who were non-students (3.24) ($p < .05$). However, no significant difference was found in terms of passion for long-term goals between the CDF participants and non-CDF-participants.

Table 14.3: Grit Scale scores of the CDF participants and non-CDF-participants

| | CDF participants | Non-CDF-participants | p-value ^a |
|------------------|------------------|----------------------|----------------------|
| | Further Study | Further Study | |
| All participants | | | |
| Perseverance | 3.40 | 3.28 | .01* |
| Passion | 3.14 | 3.06 | .09 |
| Students | | | |
| Perseverance | 3.33 | 3.29 | .57 |
| Passion | 3.14 | 3.09 | .49 |
| Non-students | | | |
| Perseverance | 3.52 | 3.24 | .00* |
| Passion | 3.14 | 3.00 | .07 |

^a T-tests between the CDF participants and non-CDF-participants of the Further Study.

* $p < .05$.

Feelings about future education and career

- 14.9 To describe their current feelings about their future education and future career, the CDF and non-CDF-participants provided responses to five pairs of words on a 7-point Likert scale (1 = *the most unpleasant feeling* and 7 = *the most pleasant feeling*). The midpoint of 4 represents a neutral feeling.
- 14.10 The ratings of the CDF participants with regard to feelings about future education ranged from 4.45 to 4.82. Compared to the Second Study, the results of the Further Study showed that the CDF participants had more positive feelings, namely courage and good mood, about their future education (p-values <.05). The ratings of the non-CDF-participants with regard to feelings about their future education ranged from 4.22 to 4.45, and no significant differences were found between the Second Study and the Further Study.
- 14.11 One-way ANCOVA tests showed that the CDF participants had better positive feelings about their future education, namely courage (p < .05) and good mood (p < .05), than the non-CDF-participants after controlling for the scores of the Second Study.

Table 14.4: CDF participants' and non-CDF-participants' feelings about future education

| | CDF participants | | | Non-CDF-participants | | | p-value ^c |
|-------------------------------------|------------------|---------------|----------------------|----------------------|---------------|----------------------|----------------------|
| | Second Study | Further Study | p-value ^a | Second Study | Further Study | p-value ^b | |
| Future education | | | | | | | |
| Fear – Courage | 4.67 | 4.82 | .02* | 4.56 | 4.44 | .06 | .00* |
| Frustration – Passion | 4.64 | 4.69 | .51 | 4.56 | 4.45 | .13 | .03* |
| Bad mood – Good mood | 4.50 | 4.73 | .00* | 4.50 | 4.45 | .52 | .00* |
| Negative emotion – Positive emotion | 4.46 | 4.45 | .96 | 4.32 | 4.22 | .13 | .06 |
| Worry – Anticipation | 4.51 | 4.53 | .67 | 4.39 | 4.33 | .37 | .13 |

^a Paired t-tests between the CDF participants of the Second Study and the Further Study.

^b Paired t-tests between the non-CDF-participants of the Second Study and the Further Study

^c ANCOVA tests to determine the differences between the CDF participants and non-CDF-participants of the Further Study, controlling for the scores of the Second Study.

*p < .05.

14.12 The ratings of the CDF participants on feelings about future career ranged from 4.53 to 4.94. Compared to the Second Study, the results of the Further Study showed that the CDF participants had more positive feelings, namely courage and good mood, about their future career (p-values <.05). The ratings of the non-CDF-participants on feelings about future career ranged from 4.35 to 4.48, and no significant differences were found between the Second Study and the Further Study.

14.13 One-way ANCOVA tests showed that the CDF participants had better positive feelings about their future career, namely courage (p < .05) and good mood (p < .05), than the non-CDF-participants after controlling for the scores of the Second Study.

Table 14.5: CDF participants' and non-CDF-participants' feelings about future career

| | CDF participants | | | Non-CDF-participants | | | p-value ^c |
|-------------------------------------|------------------|---------------|----------------------|----------------------|---------------|----------------------|----------------------|
| | Second Study | Further Study | p-value ^a | Second Study | Further Study | p-value ^b | |
| Future career | | | | | | | |
| Fear – Courage | 4.81 | 4.94 | .04* | 4.60 | 4.48 | .08 | .00* |
| Frustration – Passion | 4.70 | 4.62 | .15 | 4.56 | 4.45 | .08 | .37 |
| Bad mood – Good mood | 4.64 | 4.88 | .00* | 4.51 | 4.45 | .45 | .00* |
| Negative emotion – Positive emotion | 4.63 | 4.53 | .11 | 4.51 | 4.41 | .12 | .58 |
| Worry – Anticipation | 4.64 | 4.57 | .16 | 4.41 | 4.35 | .40 | .58 |

^a Paired t-tests between the CDF participants of the Second Study and the Further Study.

^b Paired t-tests between the non-CDF-participants of the Second Study and the Further Study

^c ANCOVA tests to determine the differences between the CDF participants and non-CDF-participants of the Further Study, controlling for the scores of the Second Study.

*p < .05.

Views on the CDF projects

14.14 In the Further Study, the CDF participants were asked for their views on the overall helpfulness of the CDF projects. The great majority of the CDF participants (95.6%) in the Further Study perceived that the CDF projects were helpful. Analysed by economic activity status, more non-student CDF participants (41.9%) than student CDF participants (16.1%) reported that the CDF projects were quite or very helpful ($p < .05$).

Table 14.6: CDF participants' views on the helpfulness of the CDF projects

| | CDF participants | | | p-value ^c |
|--------------------|------------------|--------------|-------|----------------------|
| | Further Study | | | |
| | Students | Non-students | All | |
| Not helpful at all | 0.0 | 1.6 | 0.6 | .00* |
| Not very helpful | 4.3 | 3.2 | 3.9 | |
| Somewhat helpful | 79.6 | 53.2 | 69.9 | |
| Quite helpful | 11.8 | 37.9 | 21.5 | |
| Very helpful | 4.3 | 4.0 | 4.2 | |
| Total | 100.0 | 100.0 | 100.0 | |

^a Chi-square test between the student CDF participants and the non-student CDF participants of the Further Study.

* $p < .05$.

15. Qualitative study

Long-term impact on CDF participants

Benefits of participating in the CDF projects

- 15.1 Generally speaking, all of the NGO operators were satisfied with the CDF projects, which benefited participants through the PDPs, the Mentorship Programme, the Targeted Savings, and the interactions between participants and other stakeholders of the CDF projects.
- 15.2 Forming goals from a very early age is considered important as it gives our life a direction. Their participation in the Mentorship Programme, the PDPs, and interactions with different stakeholders enabled the CDF participants to make efforts to achieve their goals and assisted their personal development. They formulated their goals to lead them to the path of success, to allow them to take risks, and to set challenges for themselves. Despite obstacles and difficulties, they kept trying to achieve their goals. Furthermore, they achieved short-term goals through the CDF projects to help them gain and increase their confidence level and to prepare them for achieving major goals at a later stage of their lives.
- 15.3 The CDF participants and their parents, the mentors, and the NGO operators shared the view that the encouragement of mentors and the benefits of the CDF projects had a far-reaching impact in terms of improving the personal character and values of the CDF participants. Furthermore, the participants became more mature and confident.
- 15.4 Most of the NGO operators indicated that the regular activities during the three years of the CDF projects and the Targeted Savings helped the CDF participants to learn new knowledge and skills and to further develop their strengths. Further, most of the NGO operators and mentors expressed that the CDF participants had improved their social and communication skills.
- 15.5 The NGO operators expressed that some mentors had positive impacts on the long-term development of the CDF participants as they not only acted as role models but also offered meaningful advice to them during their adolescence.

- 15.6 Regarding the Targeted Savings, some of the CDF participants indicated that they changed their attitudes towards saving after participating in the CDF projects. They indicated that they would sustain their savings habits in the future as they understood that money could serve as a resource to assist them to achieve their goals. Furthermore, from the courses and training organised by the NGO operators, they had learnt the concept of wise spending to increase their savings. In terms of their long-term development, the CDF participants had developed and sustained savings habits and gained a better understanding of wealth management.

Views on the CDF projects

- 15.7 Most of the NGO operators, CDF participants, mentors, and parents shared similar views on the effect of the CDF projects on poverty alleviation. A PDP is one of the most effective tools for students who want to achieve excellence in their future education and career. The stakeholders shared the view that in the CDF projects, the concept of reflection is adopted in the PDP process to enable the CDF participants keep track of the steps they have made towards acquiring skills and knowledge, developing interpersonal, communication and social skills, and gaining hands-on experience. With better preparation for the future, the CDF participants can enhance their abilities in various respects to develop a persistent savings habit and to become more ambitious. These benefits are important to their future success and should help combat poverty in the long term.
- 15.8 Furthermore, the stakeholders stated that personal development is the process of achieving and expanding the full potential of the CDF participants. The CDF projects created a platform for the CDF participants to start planning for their future. With the help of the NGO operators, mentors, parents and other stakeholders, the CDF participants could explore key questions about the future they want, rationalise their thoughts instead of blindly dreaming, review their life and look for a passion, start feeling proud of what they are good at, formulate their personal development plans, maintain their motivation and keep track of their progress, participate in various activities, start and sustain a savings habit, and finally work out their plans step by step.

Section VIII Conclusion

16. Long-term developments

Personal Development Plans

Better mental health

- 16.1 The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire comprising one section to assess prosocial behaviour and four sections to assess psychopathology (hyperactivity, emotional symptoms, conduct problems, and peer problems; Goodman, Meltzer, & Bailey, 1998). Compared to the non-CDF-participants, the CDF participants exhibited significant improvements in emotional symptoms, conduct problems, peer problems and total difficulties scores (p -values $< .05$) after controlling for the SDQ scores of the Second Study.
- 16.2 Most of the NGO operators and mentors indicated that the CDF participants became more sociable and established a social network after participating in the different activities of the CDF projects. In general, the CDF participants built up positive values and improved their personal character.

More motivated to study

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

Higher academic expectations

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

Higher academic achievements

- 16.5 Among those participants who had completed their studies, more non-student CDF participants than non-student non-CDF-participants had attended a sub-degree or above (e.g. higher diploma, associate degree and bachelor's degree) course ($p < .05$).

Better professional qualifications and other skills

- 16.6 Regarding professional qualifications (e.g. registered nurse, social worker, surveyor, teacher, etc.) and other skills (e.g. STEM – Science, Technology, Engineering and Mathematics, arts, sports, music, leadership, etc.), more non-student CDF participants than non-student non-CDF-participants reported that they had obtained professional qualifications ($p < .05$) and other skills ($p < .05$).

More positive future orientation

- 16.7 The future orientation of the CDF participants and the non-CDF-participants was assessed using the Hope Scale. Compared to the non-CDF-participants, the CDF participants reported higher levels of planning to accomplish goals (pathway, $p < .05$) after controlling for the scores of the Second Study.
- 16.8 The NGO operators, the mentors, and the parents indicated that the knowledge and skills of the CDF participants were enhanced by various activities, such as attending day camps, adventure training programmes, and vocational and workplace visits. The CDF participants obtained a deeper understanding of themselves and society, explored their abilities, and formulated ambitions for their future. In terms of long-term development, some of the CDF participants could apply their knowledge and skills in their daily lives.

Positive views on the PDPs

- 16.9 The great majority of the CDF participants in the Further Study considered that the CDF projects had been helpful for achieving their personal development plans (e.g. academic, sports, arts, career, social life, etc.) and formulating their career development plans. Compared to the Second Study, more CDF participants in the Further Study perceived that the CDF projects had been helpful to their long-term personal development ($p < .05$) and long-term career development ($p < .05$).

- 16.10 Most of the NGO operators and mentors expressed that the CDF participants had improved their social and communication skills. They opined that this would be a long-lasting impact on the personal development of the CDF participants as those skills would be useful in helping the CDF participants expand their personal network and build up their social capital.
- 16.11 Some of the CDF participants expressed that participating in diverse types of activities, such as pre-employment training workshops and career-oriented programmes, had ignited thoughts of exploring different pathways of personal growth and career planning. Besides, some of the CDF participants and mentors pointed out that the process of formulating their own PDPs and the plan to use targeted savings created motives and incentives for the participants to proactively contemplate their short-term and long-term goals on a step-by-step basis.

The Mentorship Programme

Higher levels of perceived social support

- 16.12 The perceived levels of social support from family, friends, and significant others (any person of great importance to an individual's well-being and self-evaluation) were assessed using the Multidimensional Scale of Perceived Social Support. Compared to the non-CDF-participants who did not take part in any mentorship programme, the CDF participants who took part in the CDF Mentorship Programme but no other mentorship programmes reported significantly higher levels of social support from family ($p < .05$) and significant others ($p < .05$). The results demonstrated that the CDF participants established a support network and received continuing social support from their family members and significant others.

More positive future orientation

- 16.13 The Exploration and Commitment Questionnaire was employed to measure two domains of the future orientation (education and career) of the CDF participants and non-CDF-participants. Compared to the non-CDF-participants who did not take part in any mentorship programme, the CDF participants who took part in the CDF Mentorship Programme but no other mentorship programmes achieved significantly higher levels of positive exploration of and commitment

to their future education ($p < .05$) and career ($p < .05$).

Improved manner and personal character

- 16.14 Some CDF participants said that their mentors had a profound impact on improving their manner and personal character through proactive interactions, patient companionship and persistent encouragement. On the other side, most of the mentors pointed out that the CDF participants became more mature and confident.

Helpfulness of the mentors on the Mentorship Programme

- 16.15 Compared to the Second Study, more CDF participants in the Further Study who took part in the CDF Mentorship Programme but no other mentorship programmes indicated that their mentors had provided guidance on formulating and implementing their personal development plan (e.g. academic, sports, arts, career, social life, etc.) ($p < .05$).

- 16.16 The perceived helpfulness of the mentors was measured by eight questionnaire items concerning whether the mentor was able to communicate with participants, whether the mentor was interested in the experiences they had in their other programmes, whether the mentor could help them solve problems, and so on. The CDF participants who only took part in the CDF Mentorship Programme considered that their mentors were helpful; however, they perceived that the helpfulness of mentors decreased significantly ($p < .05$) four to seven years after they had completed the CDF projects. The results showed that the support received from mentors diminished as the involvement of mentors decreased significantly when the CDF participants grew up.

- 16.17 The CDF participants, mentors, and NGO operators stressed the importance of the Mentorship Programme and how it had positive impacts on the long-term development of the participants.

The Targeted Savings

Sustained savings habit

- 16.18 Over three quarters of the CDF participants currently had a savings habit, and, on average, they saved HK\$1,446 per month. The CDF participants were more likely to have a savings habit than the non-CDF-participants ($p < .05$), indicating that CDF participants sustained their savings habits four to seven years after completing the CDF projects.
- 16.19 Among the non-student participants, the amount of savings of the CDF participants (HK\$2,836) was significantly higher than that of the non-CDF-participants (HK\$1,623) ($p < .05$), indicating that CDF participants, especially non-students, adopt a saving lifestyle when they start earning an income.
- 16.20 Most of the NGO operators, mentors, and parents opined that the Targeted Savings could effectively nurture the savings habits of the CDF participants as it gave them a target to keep saving money.

Positive views on the Targeted Savings

- 16.21 The majority of the CDF participants indicated that the Targeted Savings had helped them develop a savings habit to aid their personal development. Compared to the Second Study, more CDF participants in the Further Study perceived that the Targeted Savings was helpful ($p < .05$).
- 16.22 As the qualitative study shows, some of the CDF participants indicated that they changed their attitudes towards saving after participating in the CDF projects. They indicated that they would sustain their savings habits in the future as they understood that money could serve as a resource to assist them to achieve their goals. Besides, from the courses or training organised by the NGO operators, they had learnt the concept of wise spending to increase their savings.
- 16.23 In terms of long-term development, the CDF participants developed and sustained savings habits and gained a better understanding of wealth management.

Overall impact of the CDF projects

Better emotional functioning

- 16.24 Health outcomes were assessed using the Pediatric Quality of Life Inventory (4.0 Generic Core Scale). The CDF participants had better emotional functioning than the non-CDF-participants in the Further Study after controlling for the scores of the Second Study ($p < .05$).

More interest in work and higher monthly salary

- 16.25 The CDF participants and non-CDF-participants who had a job self-rating on how interesting their jobs were on a 5-point Likert scale. More CDF participants than non-CDF-participants found their jobs interesting or very interesting ($p < .05$). Regarding the monthly salary of their jobs, more CDF participants than non-CDF-participants earned HK\$15,000 or above ($p < .05$).

Alleviation of inter-generational poverty

- 16.26 More non-student CDF participants than non-student non-CDF-participants reported that their families did not receive any form of financial assistance from SWD ($p < .05$). The results of the Further Study showed that the CDF projects had positive impacts on the alleviation of inter-generational poverty.

More perseverance for long-term goals

- 16.27 The CDF participants' and non-CDF-participant's grit was assessed using the Short Grit Scale (Grit-S; Duckworth, Peterson, Matthews, & Kelly, 2007), which measures perseverance and passion for long-term goals. The non-student CDF participants reported a higher score in perseverance for long-term goals than the non-student non-CDF-participants ($p < .05$).

More courage and better mood for future education and career

- 16.28 To describe their current feelings about their future education and future career, the participants provided responses to five pairs of words on a 7-point Likert scale (1 = *the most unpleasant feeling* and 7 = *the most pleasant feeling*). The CDF participants had better positive feelings about their future education and

career, namely courage ($p < .05$) and good mood ($p < .05$), than the non-CDF-participants after controlling for the scores of the Second Study.

Positive views on the CDF projects

- 16.29 The great majority of the CDF participants perceived that the CDF projects were helpful. More non-student CDF participants than student CDF participants reported a higher level of helpfulness of the CDF projects ($p < .05$) four to seven years after they had completed the CDF projects.
- 16.30 Most of the NGO operators were satisfied with the CDF projects; they believed that the CDF participants benefited from the PDPs, the Mentorship Programme, the Targeted Savings, and interactions between themselves and different stakeholders of the CDF projects. The CDF projects created a platform for the CDF participants to start planning for their future. With the help of the NGO operators, mentors, parents, and other stakeholders, the CDF participants could explore key questions about the future they want, rationalise their thoughts instead of blindly dreaming, review their life and look for a passion, start feeling proud of what they are good at, formulate their personal development plans, maintain motivation and keep track of their progress, participate in various activities, start and sustain a savings habit, and finally work out their plans step by step. Furthermore, the CDF participants achieved short-term goals through the CDF projects to help gain confidence and increase their confidence level and to prepare them for achieving major goals in the later stages of their lives.

Long-term development of the CDF participants

- 16.31 Four to seven years after they had completed their participation in the CDF projects, compared to the non-CDF-participants, the CDF participants engaged in fewer problematic behaviours and had better mental health; had greater motivation for, and took pleasure in, learning and studying; had expectations of higher academic achievements in post-secondary education; had higher academic achievements among those who had completed their studies and better professional qualifications and other skills; had higher levels of planning to accomplish goals; received higher levels of social support from family and significant others; displayed higher levels of positive exploration of and commitment to their future education and career; sustained a savings habit; and had saved more.

16.32 The long-term development of the CDF participants in respect of the three key components of CDF projects (the PDPs, the Mentorship Programme, and the Targeted Savings) is summarised below.

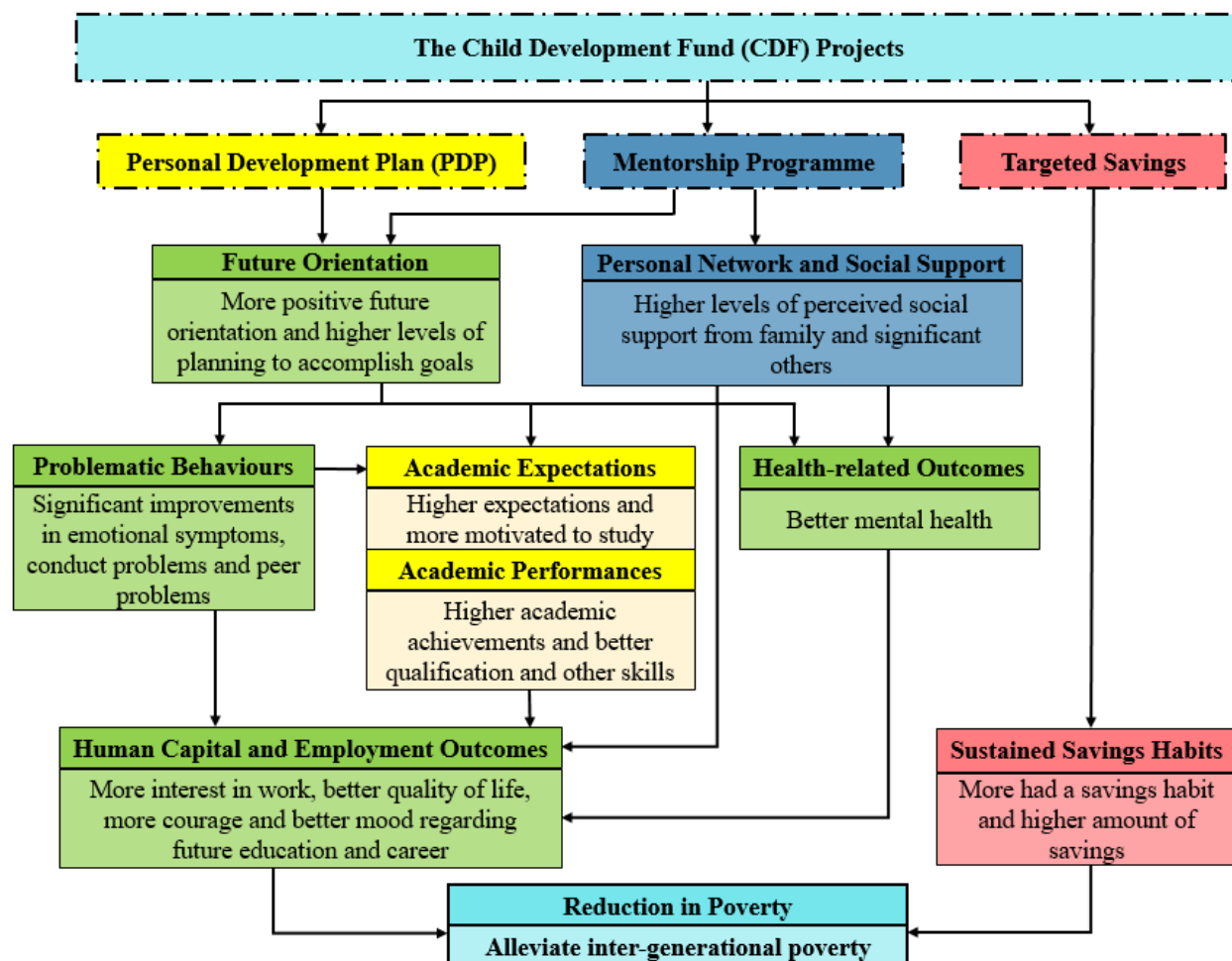
| | Second Study | Further Study |
|---|--|--|
| Personal Development Plans | | |
| Fewer problematic behaviours and better mental health | Less hyperactive behaviour, emotional problems, conduct problems, and peer problems | Significant improvements in emotional symptoms, conduct problems, peer problems |
| More motivated to study | Greater motivation to study | Greater motivation to study |
| Higher academic expectations | More expected to gain a bachelor's degree or above | More expected to gain a bachelor's degree or above |
| Higher academic achievements | – | More (who had completed their studies) had attended a sub-degree or above course |
| Better professional qualifications and other skills | – | More had obtained professional qualifications and other skills |
| More positive future orientation | Higher levels of goal-directed energy and planning to accomplish goals | Higher levels of planning to accomplish goals |
| Mentorship Programme | | |
| Higher levels of perceived social support | Higher levels of social support from family, friends, and significant others | Higher levels of social support from family and significant others |
| More positive future orientation | Higher levels of positive exploration of and commitment to their future education and career | Higher levels of positive exploration of and commitment to their future education and career |
| The Targeted Savings | | |
| Sustained savings habit | More had a savings habit | More had a savings habit |
| Higher amount of savings | – | Saved a higher amount |

16.33 Regarding the long-term overall impact of the CDF projects, compared to the non-CDF-participants, the CDF participants had a higher level of emotional functioning, a higher level of interest in their work, a higher monthly salary for those who had completed their studies, more perseverance for long-term goals for those who had completed their studies, and more courage and better mood regarding their future education and career four to seven years after they had completed the CDF projects.

16.34 The long-term overall impact of the CDF projects on the CDF participants is summarised below.

| | Second study | Further Study |
|---|------------------------------------|---|
| Overall impact | | |
| Better quality of life | Higher level of social functioning | Higher level of emotional functioning |
| More interest in work | Higher level of interest in work | Higher level of interest in work |
| Higher monthly salary | – | Higher monthly salary for those who had completed their studies |
| Positive impacts on the alleviation of inter-generational poverty | – | More families did not receive any form of financial assistance from SWD |
| More perseverance for long-term goals | – | More perseverance for long-term goals for those who had completed their studies |
| Future education and career | – | More courage and better mood regarding future education and career |

Figure 16.1: Outcomes of the CDF projects as prescribed by the conceptual framework



16.35 The results have demonstrated that each of the three key components of the CDF projects (the PDPs, the Mentorship Programme, and the Targeted Savings) is highly complementary to each other, and each has its unique longer-term impacts on the CDF participants. Thus, all three key components are essential to the CDF projects.

16.36 The results have supported that mentorship is a critical component in the asset-building programmes. With the guidance of the mentors, the CDF participants developed their habits of savings and learnt to use the savings for personal development. Throughout the process, the participants were exposed to more social support and the aspiration of career development. With the positive future orientation, they were more motivated to study and more disciplined in the daily living. As a result of more organised lifestyles, better health outcomes and fewer problems in behaviours were reported. Parent-child

relationships were improved as the participants were more committed to achieve their personal development plan.

- 16.37 There were a significant proportion of the CDF participants who had started working. With higher motivation to work, their work performances were stable and thus had higher income.
- 16.38 In sum, the CDF projects could bring about positive changes in tangible assets, attitudes and competencies of the CDF participants. The targeted savings is a tangible means of helping the CDF participants who lack resources. To most of them, it was the first time for them to learn to make use of their targeted savings to implement PDPs. The guidance of mentors and the process of implementing PDPs brought about positive attitudes among the CDF participants towards study and work. The CDF participants had made significant improvements in social skills and problem solving abilities, managing resources, developing persistent savings habits, and formulating a vision for their future long-term development. These benefits are important for their future success.
- 16.39 The findings that the CDF participants who were currently working reported a higher monthly salary and fewer of them were receiving financial assistance from SWD than the non-CDF-participants revealed that the CDF projects had positive impacts on the alleviation of inter-generational poverty and the CDF participants were empowered to strive for their future.

17. Recommendations

(1) *Formulating tailor-made programmes for younger and elder participants*

17.1 Some NGO operators and CDF participants considered that the needs and goals of the younger participants and elder participants were different and therefore different methods should be adopted to take care of them. In general, younger participants lacked maturity and motivations to plan for long-term development. NGO operators and mentors may need to put more efforts to assist them to cultivate and explore their interests. On the other hand, the elder participants were usually mature and had set targets for aspirations and future careers. It should also be noted that the ultimate aim of the CDF projects is to help the participants move out of poverty and pursuing the suitable careers is the starting point to empower them to improve their quality of life.

17.2 Each CDF operator is required to provide a minimum of ten training programmes to the participants during the 3-year project period. The operators have the autonomy and flexibility to provide tailor-made or innovative training programmes to participants to best meet their needs. In consideration of the different needs and goals of the younger participants and elder participants, CDF operators should be encouraged to provide some different tailor-made programmes for younger and elder participants. For younger participants, more development programmes can be organised to explore their potentials and strengths. Examples are exposure life-wide learning activities, and skills and knowledge workshops to explore their interests. For elder participants approaching the age of making decisions that have a bearing on their career, more career-oriented programmes can be organised to enhance their job-readiness and employability beyond the classroom and increase their awareness of the multiple career pathways. Examples are pre-employment training workshops, career-related experience and relevant exposure through workplace visits, sharing from representatives of organisations and businesses, and workplace internship of different trades and enterprises.

(2) *Sharing good practices in organising mentorship through workshops*

17.3 Mentorship is a key element of the CDF projects. However, it is observed that the NGO operators matched mentors and CDF participants in different practices, resulting in varied effectiveness. For example, some NGO operators carried out mentorship on a group basis, matching a group of mentors with a group of mentees. Hence, mentors with various characters and strengths could cater to different needs of mentees. Also, some NGO operators frequently communicated with a group of mentors via instant messaging applications, such as WhatsApp groups, to allow mentors to share their experience and feelings with each other. Therefore, the NGO operators were able to maintain close connections with the mentors and provide support to them. Nevertheless, these good practices might not be widely spread among the NGO operators.

17.4 Therefore, it is suggested that some workshops can be held for the CDF operators to share their good practices in organising mentorship programmes, enabling them to learn from other NGOs' successful experience.

(3) *Promoting the interactions among CDF participants in different batches*

17.5 Some NGO operators, CDF participants and their mentors indicated that they could hardly maintain long-term relationships with each other after the CDF participants had completed the CDF projects. Some NGO operators considered the importance of "passing the torch" not only to the current CDF participants but also to future CDF participants as well. Therefore, they invited the CDF participants in previous batches to share their experiences with other CDF participants on a voluntary basis. These practices not only provide opportunities for the CDF participants of the current batch to expand social network with elder peers, but also motivate those of the previous batches to become mentors of the CDF projects in the future.

17.6 It is suggested that CDF operators could be encouraged to take more proactive role in promoting the interactions among CDF participants in different batches, benefiting the CDF participants of both the current batch and the previous batches.

Appendix 1 Information Sheet of Engagement Exercise (1) & (2)

Further Study on the Long Term Development of Child Development Fund Project Participants Information Sheet

Sample Code: _____

Research Objective :

The Labour and Welfare Bureau has commissioned the Department of Applied Social Sciences of the Hong Kong Polytechnic University (the Consultant) to conduct the current study to assess the effectiveness of Child Development Fund (CDF) and analyse the Fund's impact on the long-term development of its participants. If you have any enquiries, please feel free to contact our researcher at hotline 2511 1515.

Data Confidentiality:

Information collected within the study period will be kept **strictly confidential** and will only be used to compile aggregate statistics; only aggregate but not individual data will be shown in reports. All information will be deleted after the release of the Final Report and will not be used for other purposes.

Instructions for answering the Information Sheet:

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

Part 1: Personal information

A1 Sex:

- 1 ☐ Male 2 ☐ Female

A2 Age: _____ years old

A3 The highest educational attainment:

- 1 ☐ Primary school: P _____
2 ☐ Secondary school: S _____
3 ☐ Yi Jin / Youth Employment & Training Programme
4 ☐ Diploma
5 ☐ Higher Diploma
6 ☐ Associate Degree
7 ☐ Bachelor Degree
8 ☐ Postgraduate

A4 Your current economic activity status:

- | | |
|--|---|
| 1 <input type="checkbox"/> Employee | 4 <input type="checkbox"/> Homemaker |
| 2 <input type="checkbox"/> Self-employed | 5 <input type="checkbox"/> Student |
| 3 <input type="checkbox"/> Employer | 6 <input type="checkbox"/> Retiree |
| | 7 <input type="checkbox"/> Not working but searching for jobs |
| | 8 <input type="checkbox"/> Neither working nor searching for jobs |

Part 2: Questions related to education and career

B1 What are your feelings when you think about your future education?

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

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

B2 What are your feelings when you think about your future career?

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

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

B3 Read each statement carefully and answer quickly.

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

| | Definitely False | False | True | Definitely True |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | (1) | (2) | (3) | (4) |
| 1. I have been pretty successful in life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I meet the goals that I set for myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part 3: Contact information

C1 Home telephone: _____

C2 Mobile: _____

C3 E-mail: _____

Appendix 2 Question Items of the Questionnaire Survey

Question items of the questionnaire survey

| Key measures | Question items | Elder and younger participants | Non-participants |
|--|---|--------------------------------|------------------|
| Demographic and socioeconomic profile | | | |
| Child characteristics | Gender Age Education level Economic activity status Disability diagnosis Chronically ill Number of years of residence Place of birth | ✓ | ✓ |
| Parent characteristics | Age Education level Economic activity status Disability diagnosis Chronically ill Number of years of residence Place of birth | ✓ | ✓ |
| Family structure | Marital status of parents Household income Living arrangement Living district | ✓ | ✓ |
| Financial assistance | Financial assistance from the government | ✓ | ✓ |
| Personal information and school life | | | |
| Social support | Multidimensional Scale of Perceived Social Support (MSPSS; Zimet, et al., 1988) – 12 items (three subscales: Family subscale, Friends subscale and Significant other subscale) | ✓ | ✓ |
| Teachers' assessment | Academic results and school performance | ✓ | ✓ |
| Study motivation | Measuring the study motivation among respondents | ✓ | ✓ |
| Academic expectations | Perceived expectation on academic performance | ✓ | ✓ |
| Participation in other youth programme | Participation in other youth programme(s) if any | ✓ | ✓ |
| Academic performances and other personal development | The results of Hong Kong Diploma of Secondary Education Examination (HKDSE) and academic performances Other skills and potential: STEM (Science, Technology, Engineering and Mathematics), arts, sports, music, leadership, etc. | ✓ | ✓ |
| Work experience | Work experience, professional qualifications and employment income Job satisfaction Employment outcome | ✓ | ✓ |
| Behaviour | The Strengths and Difficulties Questionnaire (SDQ) on emotional, conduct, hyperactivity, peer, prosocial (child & parent version) – 25 items | ✓ | ✓ |
| Future orientation | Hope Scale (Snyder et al., 1991) - 12 items Long-term achievements Career aspirations | ✓ | ✓ |

| Key measures | Question items | Elder and younger participants | Non-participants |
|--|--|--------------------------------|------------------|
| Heath outcomes | | | |
| Quality of life | The Pediatric Quality of Life Inventory, Generic Core Scale (PedQL; Lau et al., 2010) – 23 items | ✓ | ✓ |
| Psychological well-being | Psychological well-being Self-confidence | ✓ | ✓ |
| Future orientation | | | |
| Future orientation | The exploration and commitment questionnaire | ✓ | ✓ |
| Perseverance and passion for long-term goals | The Short Grit Scale (Grit-S; Duckworth, Peterson, Matthews, & Kelly, 2007) – 12 items | ✓ | ✓ |
| Effectiveness of CDF | | | |
| Targeted Savings | Current savings habits | ✓ | ✓ |
| Personal Development Plan | Perceived helpfulness | ✓ | ✓ |
| Mentorship Programme | Perceived helpfulness | ✓ | – |
| The influence of CDF on siblings | | | |
| The influence of CDF | The influence of CDF participants on their siblings | ✓ | – |

Appendix 3 Survey Questionnaires

Survey Questionnaire for CDF Participants

Further Study on the Long Term Development of Child Development Fund Project Participants

Survey Questionnaire for Participants

Sample Code: _____

Research Objective

The Labour and Welfare Bureau has commissioned the Department of Applied Social Sciences of the Hong Kong Polytechnic University (the Consultant) to conduct the current study to assess the effectiveness of Child Development Fund (CDF) and analyse the Fund's long-term development on its participants. If you have any enquiries, please feel free to contact our researcher at hotline 2511 1515.

Data Confidentiality

Information collected within the study period will be kept **strictly confidential** and will only be used to compile aggregate statistics; only aggregate but no individual data will be shown in reports. All information will be deleted after the release of the Final Report and will not be used for other purposes.

Instructions for answering the Questionnaire

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

Part 1: Household and personal information

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

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

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

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

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

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

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

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

A13 Which district are you living in Hong Kong?

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

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

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

Part 2: Personal information and school life

B1 Indicate how you feel about each statement.

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

B2 Generally speaking, how is your learning motivation? Please rate from 1 to 10: 1 refers to “Not interest at all” and 10 refers to “Has strong interest”.

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

B3 Learning can make me happy.

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

B4 Which level of education do you expect to attain?

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

B5 Which level of education do your family members expect you to attain?

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

B6 Apart from joining the CDF Programme, did you take part in other extra-curricular activities, tutorial classes or counselling schemes, etc.?

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

1 ☐ Financial planning and personal assets development activities; the number of times joined: _____

2 ☐ Career aspirations / learning activities outside class; the number of times joined: _____

3 ☐ Regular sports activities led by tutors; the number of times joined: _____

4 ☐ Regular activities of uniformed groups led by tutors; the number of years joined: _____

5 ☐ Tutorial classes; the number of years: _____

6 ☐ "P.A.T.H.S. to Adulthood"

7 ☐ Others, please specify: _____; the number of times/years joined: _____

2 ☐ No.

B7 Did you sit Hong Kong Diploma of Secondary Education (HKDSE) examinations, Hong Kong Certificate of Education Examinations (HKCEE), or Hong Kong Advanced Level Examinations (HKALE)? (Can choose more than one)

1 ☐ The results of the HKDSE examinations?

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

2 ☐ The results of the HKCEE?

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

3 ☐ The results of the HKALE?

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

4 ☐ I am studying in secondary school and have not yet admitted for the local public examinations. (Jump to Question B10)

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

6 ☐ I did not sit local public examinations.

B8 Did you pursue your studies after completion of secondary education?

1 ☐ No, I did not repeat the courses of Secondary 5, 6 or 7 neither. (Jump to Question B10)

2 ☐ No, but I repeated the courses of Secondary 5, 6 or 7. (Jump to Question B10)

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

B9 After you completed secondary education, which of the following programmes did you take / are you taking?
(Can choose more than one)

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

B10 Have you ever worked? If so, how is/was your present or most recent job?

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

2 ☐ No

B11 Did you obtain any professional qualifications?

- 1 ☐ Yes. Please specify: _____
- 2 ☐ No

B12 Did you obtain other skills (e.g. STEM – Science, Technology, Engineering and Mathematics, arts, sports, music, leadership, etc.)?

- 1 ☐ Yes. Please specify: _____
- 2 ☐ No

B13 For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best as you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

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

B14 Overall, do you think that you have difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

- 1 ☐ No (Jump to Question B19)
- 2 ☐ Yes—minor difficulties
- 3 ☐ Yes—definite difficulties
- 4 ☐ Yes—severe difficulties

If you have answered "Yes", please answer the following questions about these difficulties: (B15-B18)

B15 How long have these difficulties been present?

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

B16 Do the difficulties upset or distress you?

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

B17 Do the difficulties interfere with your everyday life in the following areas?

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

B18 Do the difficulties make it harder for those around you (family, friends, teachers, etc.)?

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

Hope Scale

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

B19 Read each statement carefully and answer quickly. For each statement, there are four options, from “definitely false” to “definitely true”. Using the scale shown below, please select the number that best describes YOU and put a “√” in an appropriate box.

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

Part 3: Quality of life

Directions

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

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

“0” if it is **never** a problem

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

“2” if it is **sometimes** a problem

“3” if it is **often** a problem

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

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

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

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

Part 4: Questions related to education and career

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

Concerning future education

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Concerning future career

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

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

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

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

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

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

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

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

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

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

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

D20 How much information do you know of different career?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Short Grit Scale

| | Not like me at all (1) | Not much like me (2) | Somewhat like me (3) | Mostly like me (4) | Very much like me (5) |
|---|------------------------------|----------------------------|----------------------------|--------------------------|-----------------------------|
| D29 I have overcome setbacks to conquer an important challenge. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D30 New ideas and projects sometimes distract me from previous ones. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D31 My interests change from year to year. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D32 Setbacks don't discourage me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D33 I have been obsessed with a certain idea or project for a short time but later lost interest. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D34 I am a hard worker. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D35 I often set a goal but later choose to pursue a different one. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D36 I have difficulty maintaining my focus on projects that take more than a few months to complete. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D37 I finish whatever I begin. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D38 I have achieved a goal that took years of work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D39 I become interested in new pursuits every few months. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D40 I am diligent. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part 5: Views on CDF

The Targeted Savings

E1 How much is your total average monthly income earned from pocket money or part-time/full-time work?

- | | | |
|---|--|--|
| 1 <input type="checkbox"/> None (Jump to Question E5) | 7 <input type="checkbox"/> \$1,000– \$1,999 | 13 <input type="checkbox"/> \$7,000– \$7,999 |
| 2 <input type="checkbox"/> \$1– \$49 | 8 <input type="checkbox"/> \$2,000– \$2,999 | 14 <input type="checkbox"/> \$8,000– \$8,999 |
| 3 <input type="checkbox"/> \$50– \$99 | 9 <input type="checkbox"/> \$3,000– \$3,999 | 15 <input type="checkbox"/> \$9,000– \$9,999 |
| 4 <input type="checkbox"/> \$100– \$199 | 10 <input type="checkbox"/> \$4,000– \$4,999 | 16 <input type="checkbox"/> \$10,000 or more |
| 5 <input type="checkbox"/> \$200– \$499 | 11 <input type="checkbox"/> \$5,000– \$5,999 | |
| 6 <input type="checkbox"/> \$500– \$999 | 12 <input type="checkbox"/> \$6,000– \$6,999 | |

E2 Do you currently have a savings habit?

- 1 ☐ Yes. The average monthly amount saved: \$_____.
- 2 ☐ No. (Jump to Question E5)

E3 What is your way of saving? (Can choose more than one)

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

E4 What are your uses of targeted savings? (Can choose more than one)

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

E5 Did the CDF programme help you get into a savings habit for personal development?

- 1 ☐ Yes 2 ☐ No

Personal Development Plan

E6 To what extent that participating in the CDF programme can help you formulate and achieve personal development plans (e.g. academic, sports, arts, career, social life, etc.)?

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

E7 To what extent that participating in the CDF programme can help you formulate career development plans?

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

Mentorship Programme

E8 Did you take part in other mentorship programmes?

1 ☐ Yes

2 ☐ No (Jump to Question E10)

E9 Are you having follow-up sessions with mentors of other programmes?

1 ☐ Yes

2 ☐ No

E10 When you participated in the CDF programme, did your mentor guide you through formulation and implementation of your personal development plan (e.g. academic, sports, arts, career, social life, etc.)?

1 ☐ Yes

2 ☐ No

E11 Under the CDF programme, do you agree with the following statements about your mentor?

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

Overall

E12 In general, to what extent that participating in the CDF programme can help you?

1 ☐ Not helpful at all

2 ☐ Not helpful

3 ☐ Somewhat helpful

4 ☐ Quite helpful

5 ☐ Very helpful

Part 6: The influence of CDF on siblings

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

- 1 ☐ Yes (Jump to Question F2.)
- 2 ☐ No
- 3 ☐ I do not have siblings (End of the Questionnaire. Thank you for your participation.)

F2 Have your siblings had the following positive changes after participating in the CDF Programme? (Can choose more than one)

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

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

Survey Questionnaire for Non-CDF-Participants

Further Study on the Long Term Development of Child Development Fund Project Participants

Survey Questionnaire for Non-participants

Sample Code: _____

Research Objective

The Labour and Welfare Bureau has commissioned the Department of Applied Social Sciences of the Hong Kong Polytechnic University (the Consultant) to conduct the current study to assess the effectiveness of Child Development Fund (CDF) and analyse the Fund's long-term development on its participants. If you have any enquiries, please feel free to contact our researcher at hotline 2511 1515.

Data Confidentiality

Information collected within the study period will be kept **strictly confidential** and will only be used to compile aggregate statistics; only aggregate but no individual data will be shown in reports. All information will be deleted after the release of the Final Report and will not be used for other purposes.

Instructions for answering the Questionnaire

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

Part 1: Household and personal information

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

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

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

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

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

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

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

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

A13 Which district are you living in Hong Kong?

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

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

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

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

- 1 ☐ No.
 2 ☐ Half Amount
 3 ☐ Full Amount

Part 2: Personal information and school life

B1 Indicate how you feel about each statement.

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

B2 Generally speaking, how is your learning motivation? Please rate from 1 to 10: 1 refers to “Not interest at all” and 10 refers to “Has strong interest”.

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

B3 Learning can make me happy.

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

B4 Which level of education do you expect to attain?

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

B5 Which level of education do your family members expect you to attain?

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

B6 Did you take part in other extra-curricular activities, tutorial classes or counselling schemes, etc.?

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

B7 Did you sit Hong Kong Diploma of Secondary Education (HKDSE) examinations, Hong Kong Certificate of Education Examinations (HKCEE), or Hong Kong Advanced Level Examinations (HKALE)? (Can choose more than one)

- 1 ☐ The results of the HKDSE examinations?

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

- 2 ☐ The results of the HKCEE?

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

- 3 ☐ The results of the HKALE?

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

- 4 ☐ I am studying in secondary school and have not yet admitted for the local public examinations. (Jump to Question B10)
- 5 ☐ I took other public examinations (e.g. GCE, GCSE and IB, etc.). Please specify: _____ Please indicate the results of English Language in the examination specified: Grade _____
- 6 ☐ I did not sit local public examinations.

B8 Did you pursue your studies after completion of secondary education?

- 1 ☐ No, I did not repeat the courses of Secondary 5, 6 or 7 neither. (Jump to Question B10)
- 2 ☐ No, but I repeated the courses of Secondary 5, 6 or 7. (Jump to Question B10)
- 3 ☐ I chose to pursue my studies after completion of Secondary 6.

B9 After you completed secondary education, which of the following programmes did you take / are you taking? (Can choose more than one)

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

B10 Have you ever worked? If so, how is/was your present or most recent job?

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

2 ☐ No

B11 Did you obtain any professional qualifications?

- 1 ☐ Yes. Please specify: _____
- 2 ☐ No

B12 Did you obtain other skills (e.g. STEM – Science, Technology, Engineering and Mathematics, arts, sports, music, leadership, etc.)?

- 1 ☐ Yes. Please specify: _____
- 2 ☐ No

B13 For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best as you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

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

B14 Overall, do you think that you have difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

- 1 ☐ No (Jump to Question B19)
2 ☐ Yes – minor difficulties
3 ☐ Yes – definite difficulties
4 ☐ Yes – severe difficulties

If you have answered "Yes", please answer the following questions about these difficulties: (B15-B18)

B15 How long have these difficulties been present?

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

B16 Do the difficulties upset or distress you?

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

B17 Do the difficulties interfere with your everyday life in the following areas?

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

B18 Do the difficulties make it harder for those around you (family, friends, teachers, etc.)?

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

Hope Scale

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

B19 Read each statement carefully and answer quickly. For each statement, there are four options, from “definitely false” to “definitely true”. Using the scale shown below, please select the number that best describes YOU and put a “√” in an appropriate box.

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

Part 3: Quality of life

Directions

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

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

“0” if it is **never** a problem

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

“2” if it is **sometimes** a problem

“3” if it is **often** a problem

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

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

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

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

Part 4: Questions related to education and career

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

Concerning future education

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Concerning future career

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

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

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

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

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

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

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

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

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

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

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

D20 How much information do you know of different career?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Short Grit Scale

| | Not like me at all | Not much like me | Somewhat like me | Mostly like me | Very much like me |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | (1) | (2) | (3) | (4) | (5) |
| D29 I have overcome setbacks to conquer an important challenge. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D30 New ideas and projects sometimes distract me from previous ones. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D31 My interests change from year to year. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D32 Setbacks don't discourage me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D33 I have been obsessed with a certain idea or project for a short time but later lost interest. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D34 I am a hard worker. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D35 I often set a goal but later choose to pursue a different one. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D36 I have difficulty maintaining my focus on projects that take more than a few months to complete. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D37 I finish whatever I begin. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D38 I have achieved a goal that took years of work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D39 I become interested in new pursuits every few months. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D40 I am diligent. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part 5: Views on CDF

E1 Have you joined any personal development scheme held by any organisations?

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

E2 Why did you join this scheme? (Can choose more than one)

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

The Targeted Savings

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

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

E4 Do you currently have a savings habit?

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

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

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

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

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

Mentorship Programme

E7 Did you take part in any mentorship programme?

1 ☐ Yes

2 ☐ No (Jump to Question E10)

E8 Did your mentor guide you through formulation and implementation of your personal development plan (e.g. academic, sports, arts, career, social life, etc.)?

1 ☐ Yes

2 ☐ No

E9 Do you agree with the following statements about your mentor?

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

Personal Development Plan

E10 Have you joined any personal development programme held by any organisations?

1 ☐ Yes

2 ☐ No (End of the Questionnaire. Thank you for your participation.)

E11 To what extent that participating in personal development programme can help you formulate career development plans?

1 ☐ Not helpful at all

2 ☐ Not helpful

3 ☐ Somewhat helpful

4 ☐ Quite helpful

5 ☐ Very helpful

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

Appendix 4 Discussion Items of the Qualitative Study

Key discussion items of the qualitative study

| Discussion items | | Elder and younger participants | Mentors | Parents / guardians of the CDF participants | NGO operators |
|--|--|---|---|---|---|
| The Mentorship Programme | Relationship between participants and mentors | Interaction between mentor and participant after completion of CDF projects | Interaction between mentor and participant after completion of CDF projects | Perceived long term impacts | Ways to facilitate the interactions between mentor and participant after completion of CDF projects |
| | Sharing experiences | Good case(s) to share | Good case(s) to share | Good case(s) to share | Good case(s) to share |
| The Targeted Savings | Current savings habits | Influence on the savings habits | Involvement in participant's savings habits | Any assistance provided to participant to accomplish the targeted savings | Any means to facilitate the savings habits |
| | Effectiveness | Influence on the attitudes towards savings habits | Influence on the attitudes towards savings habits | Influence on the attitudes towards savings habits | Influence on the attitudes towards savings habits |
| | | Sustainability of their savings habits | Sustainability of their savings habits | Sustainability of their savings habits | - |
| The Personal Development Plan (PDP) | PDP | Further discussion of PDP with the mentor, parents, NGOs after completion of CDF projects | Involvement in participant's PDP after completion of CDF projects | Further discussion of participant's PDP with the mentor and NGOs after completion of CDF projects | - |
| | | Sustained impact of mentors on PDP | Role of mentors in the past two years | Role of parents in the past two years | - |
| | | Good case(s) to share | Good case(s) to share | Good case(s) to share | Good case(s) to share |
| | Perceived changes | Influence on sustainable development and growth | Influence on sustainable development and growth | Influence on sustainable development and growth | Influence on sustainable development and growth |
| | | Any significant changes after participating in CDF | Any significant changes on participants after participating in CDF | Any significant changes on the participant after participating in CDF | Any significant changes on participants after participating in CDF |
| | | | | | |
| Effectiveness of CDF | Perceived long-term developments of participants | Educational level, career situation and future expectations | Educational level, career situation and future expectations | Educational level, career situation and future expectations | Good case(s) to share |
| | Effective-ness | Long term impact of CDF on participants | Long term impact of CDF on participants | Long term impact of CDF on participants | Long term impact of CDF on participants |

Appendix 5 Discussion Guideline of the Qualitative Study

Further Study on the Long Term Development of Child Development Fund Project Participants

Discussion Guideline

Research Objective

The Labour and Welfare Bureau has commissioned the Department of Applied Social Sciences of the Hong Kong Polytechnic University (the Consultant) to conduct the current study to assess the effectiveness of Child Development Fund (CDF) and analyse the Fund's long-term development on its participants. If you have any enquiries, please feel free to contact our researcher at hotline 2511 1515.

Data Confidentiality

Information collected within the study period will be kept **strictly confidential** and will only be used to compile aggregate statistics; only aggregate but no individual data will be shown in reports. All information will be deleted after the release of the Final Report and will not be used for other purposes.

Target Discussants

45 target discussants will participate in the discussions. There will be 45 in-depth interviews with elder participants, younger participants, mentors, parents / guardians of the CDF participants and NGO operators, as follows:

| Target discussants | No. of in-depth interviews |
|---|----------------------------|
| Elder participants | 10 |
| Younger participants | 10 |
| Mentors | 5 |
| Parents / guardians of the CDF participants | 10 |
| NGO operators | 10 |
| Total | 45 |

Discussion Framework:

In-depth interviews with elder and younger participants

(1) The Mentorship Programme

- ✓ The interaction between mentor and participant after completion of CDF projects (frequency, mode, activity, etc.)
- ✓ The expectations on engagements with mentor in future (meeting arrangement, etc.)
- ✓ Relationship between mentor and participant (sharing topics: e.g. study, career path, aspiration, interpersonal relationship, values, etc.)
- ✓ Worth-sharing experiences between mentor and participant
- ✓ The influence of mentor on the life of the participant

(2) The Targeted Savings

- ✓ The influence on the savings habits
- ✓ The influence on attitudes towards savings habits
- ✓ Whether the participant keeps the savings habit and the reasons

(3) The Personal Development Plan (PDPs)

- ✓ Discussion of PDPs with mentor, parents and NGO operators after completion of CDF projects
- ✓ Sustainable influences on the longer term development and growth of the participant
- ✓ Whether there are any significant changes on views on career path or development plan after completion of CDF projects
- ✓ Influence of the mentor on the PDPs
- ✓ Influence of the NGO operators on the PDPs

(4) The overall views on the CDF programme

- ✓ Perceived long-term developments of participants (e.g. educational level, career situation and future expectations) after completion of CDF projects
- ✓ Major influences on personal development by the CDF programme
- ✓ Factors help alleviate poverty
- ✓ Overall comments on the CDF programme

In-depth interviews with mentors

(1) The Mentorship Programme

- ✓ The interactions between mentor and participants after completion of CDF projects (frequency, mode, activity, etc.)
- ✓ The expectations on engagements with participants in future (meeting arrangement, etc.)
- ✓ Relationship between mentor and participants (sharing topics: e.g. study, career path, aspiration, interpersonal relationship, values, etc.)
- ✓ Worth-sharing experiences between mentor and participants
- ✓ Motivation to build up relationship with participants

(2) The Targeted Savings

- ✓ Whether there is any discussion on participants' savings habits
- ✓ Changes on participants' attitudes towards savings habits
- ✓ The influence on the savings habits
- ✓ The influence on attitudes towards savings habits
- ✓ Whether the participant keeps the savings habit and the reasons

(3) The Personal Development Plan (PDPs)

- ✓ Involvement in participants' PDPs after completion of CDF projects
- ✓ The role of mentor on the long-term development and growth of the CDF participants in the past two years
- ✓ Whether there are any significant changes on participants after the CDF participants joined the programme

(4) The overall views on the CDF programme

- ✓ Perceived long-term developments of participants (e.g. educational level, career situation and future expectations) after completion of CDF projects
- ✓ Suggested factors help alleviate poverty
- ✓ Overall comments on the CDF programme

In-depth interviews with parents

(1) The Mentorship Programme

- ✓ Perceived long term impacts on the mentorship programme
- ✓ Worth-sharing experiences between mentor and participant's parents
- ✓ Relationships between mentor and participant

(2) The Targeted Savings

- ✓ Any assistance provided to participant to accomplish the targeted savings
- ✓ The influence on the savings habits
- ✓ The influence on attitudes towards savings habits
- ✓ Whether the participant keeps the savings habit and the reasons

(3) The Personal Development Plan (PDPs)

- ✓ Further discussion of participant's PDP with the mentor and NGOs after completion of CDF projects
- ✓ Sustainable influences on the longer term development and growth of the participant
- ✓ Whether there are any significant changes on views on career path or development plan after completion of CDF projects
- ✓ The role of parents in the past two years

(4) The overall views on the CDF programme

- ✓ Perceived long-term developments of participants (e.g. educational level, career situation and future expectations) after completion of CDF projects
- ✓ Suggested factors help alleviate poverty
- ✓ Overall comments on the CDF programme

In-depth interviews with NGO operators

(1) The Mentorship Programme

- ✓ Ways to facilitate the interactions between mentor and participant after completion of CDF projects
- ✓ Provide training/activities
- ✓ Worth-sharing cases

(2) The Targeted Savings

- ✓ Any means to facilitate the savings habits
- ✓ Influence on attitudes of participants' families towards savings habits

(3) The Personal Development Plan (PDPs)

- ✓ Sustainable influences on the longer term development and growth of the participant
- ✓ Whether there are any significant changes on views on career path or development plan after completion of CDF projects
- ✓ Worth-sharing cases

(4) The overall views on the CDF programme

- ✓ Perceived long-term developments of participants (e.g. educational level, career situation and future expectations) after completion of CDF projects
- ✓ Suggested factors help alleviate poverty
- ✓ Overall comments on the CDF programme

Appendix 6 Reference

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