

The CIIF Evaluation Consortium

Report

on

**An Evaluation Study on the Effectiveness of
Implementation of Community Investment and
Inclusion Fund (CIIF)**

**Prepared for
Health, Welfare and Food Bureau
HKSAR Government**

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Summary

Findings of this evaluation study¹ revealed that the CIIF-funded projects have promoted the development of social capital in Hong Kong. Different strategies, including the building up of the capacity of marginalized individuals and groups, changing the mindset from passive acceptance of welfare to the delivery of social service, building up network between different groups with diverse backgrounds, and enhancing joint efforts among government, business and the third sector, were launched and implemented over the past few years. In general, CIIF project workers² shared the above strategies in developing social capital. However, there were many shades of understanding of social capital in their minds and that of the Secretariat. Quite a number of them did not recognize clearly the importance of changing the mindset from passive acceptance of welfare to the delivery of social service, and enhancing joint efforts between government, business and the third sector in developing social capital. Comparatively speaking, bonding and bridging social capitals were built up steadily, while linking social capital was relatively weak. Besides, mutual care and trust have been established in the community. The project participants also engaged in the community more actively after capacity building. This study further observed that structural social capital, cognitive social capital and collective action were positively inter-correlated. The findings were consistent with the conceptual framework of this study, and in line with the arguments on the development of social capital put forth by the World Bank.

To sum up, critical success factors in facilitating the development of social capitals included:

- a. recruitment of dedicated project participants for the projects;
- b. enthusiasm of CIIF project workers;
- c. involvement of collaborating parties in project operation;
- d. popularity of project organizers; and
- e. expansion of existing networks.

The identified limitations comprised of:

- a. inadequacy of capacity building;
- b. failure in recruiting dedicated participants; and
- c. lack of a physical base for nurturing solidarity among participants.

Based on the identified success factors and limitations, the forthcoming CIIF-funded projects can make use of the best practices to implement and promote the development of social capital. More dialogue among the government, the business sector, and the third sector would be helpful in strengthening the tripartite partnerships. Research findings documenting the success and failure factors should be put to greater and more effective use to enhance the quality of on-going as well as future CIIF-funded projects. Last but not least, most of the CIIF projects faced the difficulties of lacking personnel and resources in their implementation and operation. It is recommended to review the funding approach from time to time.

¹ All the CIIF-funded projects involved in this study commenced less than 1 year at the time of project selection for evaluation.

² CIIF project workers are those NGO service providers running CIIF projects. They can be of various ranks.

1. Background of the Study

Hong Kong is undergoing major restructuring in both social and economic arenas. The people in Hong Kong are facing both opportunities and changes during this difficult time. In order for society to move forward into a revitalized situation and build a strong, compassionate, and cohesive community, it is crucial to promote partnership among the government, corporate bodies, and third sectors; and develop social capital of Hong Kong (Social Investment & Tripartite Partnership, 2004: 1).

In line with the 2001 Policy Address of the Chief Executive, the Community Investment and Inclusion Fund (CIIF) was set up and has been implemented for three years with an ultimate goal to build up social capital in Hong Kong. The establishment of CIIF aimed at providing seed money to support the collaborative efforts of community participation, mutual assistance, support, and social inclusion. It further facilitated the cooperation between organizations of different nature and collaboration across sectors (Community Investment and Inclusion Fund: Application Guide and Form, 2004: 2-3).

With a view to examining the overall effectiveness of the implementation of the CIIF in promoting the development of social capital and enhancing tripartite partnerships, a review and evaluation on projects implemented less than one year at the time of project selection has been conducted. The objectives of the evaluation include:

- assess the effectiveness of the strategies pursued in achieving the CIIF's objectives;
- appraise the contribution of the CIIF-funded projects towards promoting the development of social capital;
- evaluate the aggregated impact of the CIIF-funded projects on the groups and communities involved;
- identify the critical success factors common to the CIIF-funded projects; and
- make recommendations on the policy implications and map out future strategies for the future development of the CIIF and, if possible, social capital.

2. The Conceptual Framework

2.1 Meanings of Social Capital

According to Collier (2002), social capital is social because the non-market interaction of agents generates externalities which are always intrinsic, unintended, and not mediated through the market. These externalities induced can be positive or negative. Putnam (1993) illustrated the externalities by adopting the example of an amateur choir. The formation of choir generates an externality by establishing social networks, reinforcing social interactions, enhancing trust, and conferring benefits of trust building to non-participants. This positive externality of establishing social interaction is usually underprovided as the effects are unrecognized and confer to non-participants.

Social capital is capital because its effects are persistent (Collier, 2002). Having undergone the process of social interaction, the associated norms of reciprocity and trust can be built and internalized. Such accumulated intangibles from which the returns flow, are regarded as capital.

2.2 Concept of Social Capital

The concept of social capital has been widely debated over the last decade. Its interpretation varies within and across disciplines.

Undoubtedly, social capital is a multifaceted concept. Based on the definition adopted by the World Bank, social capital refers to “the institutions, relationships, and norms that shape the quality and quantity of a society’s social interactions ... social capital is not just the sum of the institutions which underpin a society. It is the glue that holds them together” (The World Bank, 2005).

Elaborated by Krishna and Uphoff (2002), the concept of social capital consists of two dimensions: structural and cognitive. In addition to the above two dimensions, Coleman (1988) argued that the act of collective activities within a community is another important dimension in assessing social capital. It is an output measurement, which helps understand the extent of participation, the degree of cooperation, and sense of belonging among individuals.

2.2.1 Structural Social Capital

Structural social capital refers to “relatively objective and externally observable social structures, such as networks, associations, and institutions, and the rules and procedures they embody” (Grootaert and Bastelaer, 2002: 2). The established social networks and institutions, in turn, facilitate collective action (Krishna and Uphoff, 2002: 87).

- **Network Structure: Bonding, Bridging, and Linking**

In terms of the network structure, there are three types of social capital. They are bonding, bridging, and linking. Bonding social capital is characterized with dense interactions and collective actions within the relatively homogenous groups of people (Onyx and Bullen, 2001: 46). Examples include family members and close friends with localized trust and strong ties. It is developed based on family and kinship, religious beliefs and same ethnicity, etc. Though bonding social capital strengthens norms of reciprocity, solidarity, and trust, Putnam (2000) pointed out that it tends to be “inward looking”, excluding the groups of people with diverse backgrounds. Thus, strong bonding social capital within a group may generate negative social impacts.

Bridging social capital promotes interactions between diverse and heterogeneous groups of people. Compared with bonding social capital, it is more outward looking and establishes networks with distant friends, associates, and colleagues. Examples are the United States civil rights movement, youth service groups, and ecumenical religious organizations (Putnam, 2000).

While bonding and bridging social capitals link groups in horizontal networks, linking social capital is vertical. In a hierarchy with asymmetric power relations, it strengthens ties between state and organizations, and the communities (Colletta and Cullen, 2002: 283). The linking of different groups within different societal levels enables the access of power, social status, and wealth by different groups in a society (Bryant and Norris, 2002: 3).

- **Network Shape: Horizontal and Vertical**

According to Putnam (1993), the horizontally-shaped social network is crucial to network building. Nevertheless, network formation is inhibited by vertical context, regardless of its strength. However, Berman (1997) does not agree with Putnam. He argues that an organization, which is vertically organized, is effective in building social capital (Berman, 1997: 567). Similarly, Knack and Keefer (1997) highlight that dense horizontal associational networks are unrelated to trust and civic norms.

- **Network Composition: Homogeneous and Heterogeneous**

Despite their structure and shape, network composition is also one of the possible determinants of social capital. Findings reveal that internal heterogeneity of groups is productive to social capital (Narayan and Pritchett, 1999; Grootaert, 1999). Both studies conclude that number of association memberships, internal heterogeneity of associations, and span of activities are positively correlated with household economic welfare. However, contrasting findings were indicated by Portney and Berry (1997). They conclude that more homogeneous organizations, such as neighbourhood associations, are more likely to have stronger sense of community and greater extent of civic engagement (Portney and Berry, 1997: 632-644). Diversity and heterogeneity are less effective in producing social capital.

2.2.2 Cognitive Social Capital

The second dimension of social capital is cognitive social capital. It denotes “more subjective and intangible elements, such as general accepted attitudes and norms of behavior, shared values, reciprocity, and trust” (Grootaert and Bastelaer, 2002: 3). Cognitive social capital is internalized as shared norms, values, attitudes and beliefs, predisposing people to act collectively for mutual benefits (Krishna and Uphoff, 2002: 87-88).

2.2.3 Collective Action

Coleman (1988) argued that the act of collective activities within a community is another important dimension in assessing social capital. It forms the third dimension of social capital. Different from structural and cognitive social capital, collective action emerges if significant amount of social capital is accumulated. It can be measured in terms of the extent of collective action, the type of activities undertaken collectively, and the degree of willingness in participation of community-based activities (Grootaert, 2002: 55).

3. Interrelationship among Three Types of Social Capital

An overview of the aforementioned dimensions of social capital suggests that though they vary in nature they are also closely interrelated. According to Krishna and Uphoff (2002: 87), “structural social capital *facilitates* mutually beneficial collective action through established roles and social networks supplemented by rules, procedures, and precedents. Cognitive social capital, which includes shared norms, values, attitudes, and beliefs, *predisposes* people toward mutually beneficial collective action”.

In short, social capital is both cause and effect of itself (Onyx and Bullen, 2001: 45). Grootaert (2002) points out that structural social capital is perceived as an input indicator as the networks and relationships between individuals and groups in associational life are the springhead of social capital itself. Cognitive social capital is viewed as an input and/or an output indicator. The interlocking features of associational networks and social life enable the building of trust and adherence to norms (Onyx and Bullen, 2001: 45). Collective action is an output measurement. The associations and institutions provide formal and informal arrangements for individuals and groups to interact, create shared norms, values, trust, and beliefs, and undertake collective actions for collective interest and benefit (Grootaert, 2002: 44).

4. An Integrated Approach to the Study of Social Capital

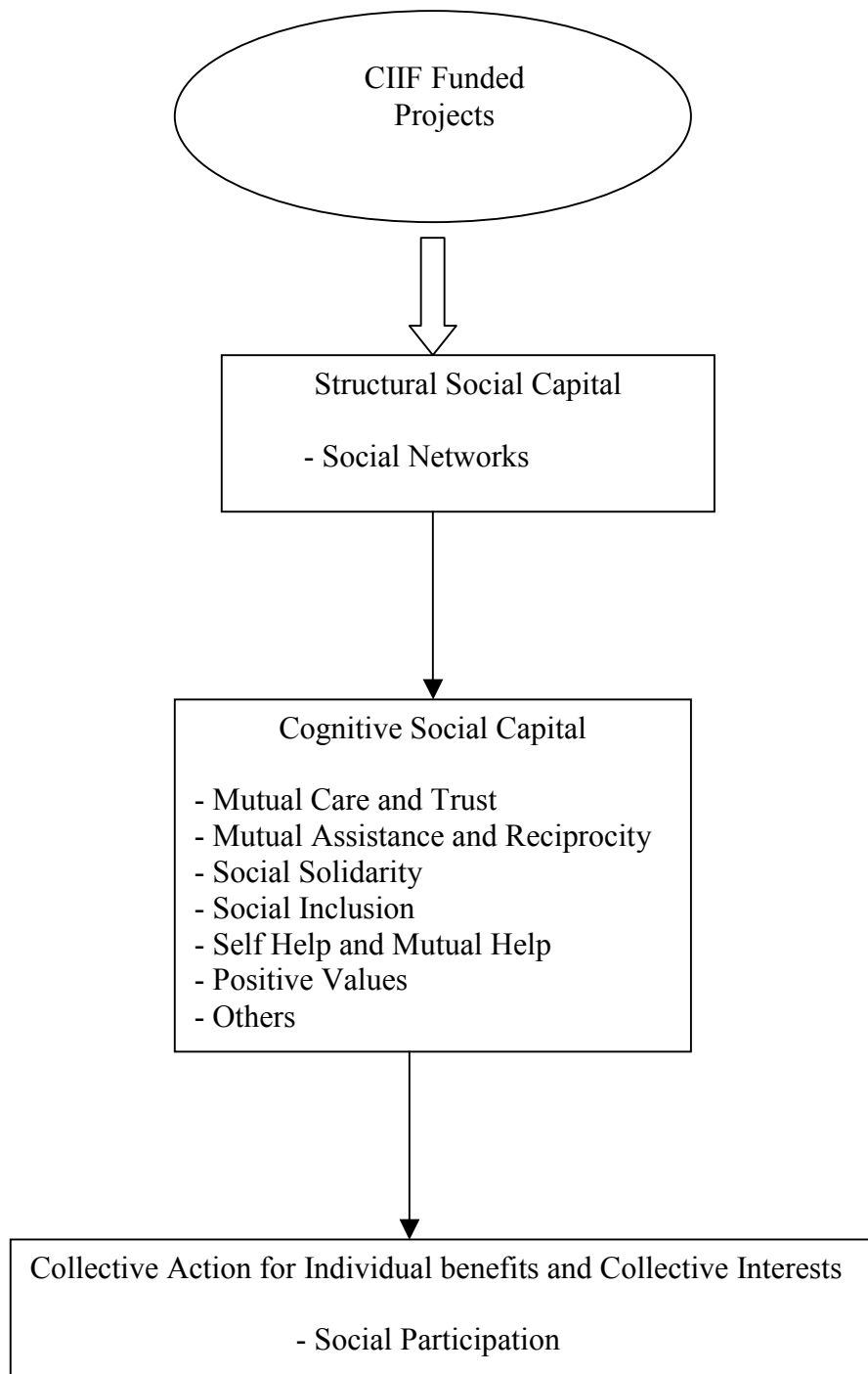
The impetus to set up CIIF came in 2001 to promote social solidarity, social inclusion, community participation, mutual assistance, and positive values through the following strategies: investing in capacity building of individual capabilities, bringing about paradigm shifts from delivery of welfare from the top-down to active capacity building, building networks within a specific group and between groups, and enhancing cooperation among different social strata.

The CIIF funded projects provide a vehicle to enable participation of individuals in social organizations. The CIIF strategies of investing in capacity building through civic engagement provide opportunities for individuals to interact, acquire skills, and change the mindset. Participation in social networks allows individuals to obtain information and obligate reciprocity (Herrerros, 2004:6). The capacities of individuals are enhanced through training and empowerment. Further, the CIIF strategy of promoting partnership among the project organizations, the government, community groups, schools, and business operators, etc. enables the building of collaborative platforms for different individuals and groups, which otherwise may rarely meet together, share experience, exchange idea, and transfer knowledge. The enhanced network and continued interaction in social networks fosters ties, trust, and cohesion among the participating individuals within groups and across groups, leading to collective actions for individual and social benefits (Putnam, 1995: 67). Figure 1 below illustrates the interrelationship between the constructs of social capital.

In short, social capital promotes collective actions, which are mutually beneficial to the community (Krishna, 2002:2). The higher the levels of structural and cognitive social capital, the more the capability of the participating individuals organize themselves for mutually beneficial collective action.

In this evaluation study, we shall see in what ways and how well the CIIF-funded projects overall have contributed to the development of social capital in terms of network, mutual care and trust, mutual assistance and reciprocity, civic engagement, social solidarity, social inclusion, social participation, self-help and mutual-help, and positive values in meso-level.

Figure 1. Interrelationship between the constructs of social capital



⇒ CIIF Strategies

→ Influence

5. Methodology

Before reporting on the methodology, it would be useful to recap key points of the definition of social capital. As already noted, the definition of social capital in this study is in line with the conceptualization adopted by the World Bank. Broadly speaking, social capital is defined as “the institutions, relationships, and norms that shape the quality and quantity of a society’s social interactions ... social capital is not just the sum of the institutions which underpin a society. It is the glue that holds them together” (The World Bank, 2005). Social capital is divided into three different dimensions, namely, structural social capital, cognitive social capital, and collective action. Structural social capital is regarded as building up of networks and linkages, which enhance social inclusion and integration of different strata, sectors, and groups. Cognitive social capital is related to the development of norms, values, attitudes, and beliefs for increasing social cohesion, mutual care and trust, and mutual assistance and reciprocity. Collective actions denote the increased involvement and participation of community members in social services and voluntary work for the community (Grootaert and Bastelaer, 2002: 3; Grootaert, 2002: 45-55).

5.1 Measure of Social Capital

Based on the Social Capital Assessment Tool (SOCAT) as adopted by the World Bank, three sets of indicator were used to measure the three dimensions of social capital. Structural social capital is assessed by the density of membership, the diversity of membership, and the extent of participation in the decision making process (Grootaert, 2002: 45). Cognitive social capital is measured by solidarity, trust and cooperation, and conflict resolution (Grootaert, 2002: 51). Collective actions are evaluated based on the extent of collective action, the type of activities undertaken collectively, and the extent of willingness to participate in collective action (Grootaert, 2002: 55).

With reference to the SOCAT, the instruments are selected, adopted and modified for measuring social capital in the Hong Kong context. Interview guidelines used in this study for soliciting views from stakeholders of the CIIF project workers, CIIF managers and government officials, and business operators, and questionnaires for different project participants, namely “participants/volunteers” and “service recipients”, are attached in the Appendix I, II, III, IV and V respectively. By analyzing the different natures of the CIIF-funded projects, it also aims to advance our understanding in the development of social capital, and identify factors contributing to the social capital formation in Hong Kong.

5.2 Selection of Projects for the Study

To avoid overlapping of samples with other Research Teams in the CIIF Evaluation Consortium, this study focused on the evaluation of CIIF projects with less than 1-year experience and under negotiation of Condition of Grant (CoG) as at 30 September 2004. Among the 44 projects, 12 projects were selected for evaluation. By proportional sampling, 8 projects with less than 1-year experience and 4 projects under negotiation of CoG were chosen. For those with less than 1-year experience, stratified random sampling by project nature, number of months completed as of 30 September 2004, and location was performed. As some of the projects have not been taken up by the Consortium, purposive sampling was further adopted to make appropriate replacements. For those under negotiation of CoG, similarly, stratified sampling and purposive sampling as stated above were adopted to select the targeted samples. It is expected that this helps the Health, Welfare and Food Bureau develop a more complete picture of the effectiveness of CIIF-funded projects.

Meanwhile, replacement was further made due to the early termination and withdrawal of projects. The list of selected projects is given in Table 1 below.

As late as June 2005, “The Hong Kong Medical Association Community Network” had not finalized CoG, and hence was not included for evaluation in this study.

Out of the 11 selected projects, one project was used as a pilot for finalizing study instruments. Data of in-depth interview with CIIF project workers of this project were excluded in the analysis as interview guidelines were modified after the pilot.

However, this pilot project as well as one another project were dropped and withdrew during the evaluation process respectively. Except the two CIIF project workers and a few project participants of the project for pilot agreed to take part in the evaluation, data of other stakeholders could not be obtained.

Thus, there were 9 on-going projects joining in this evaluation.

6. Evaluation Approach

The participatory evaluation approach was adopted by involving the CIIF project workers, CIIF managers, government officials, business operators, and project participants in the process of evaluation. This approach ensures that a more complete picture on the effectiveness of the CIIF projects can be drawn.

Table 1: The selected 12 projects

| Project name | Project nature | No. of months completed as at 30 September 2004 | No. of months completed as at 30 June 2005 | Location |
|--|--|---|--|--------------------------------|
| The Women of Cheung Hang | Capacity and network building | 6 | ^ | Kwai Tsing |
| Project SASA – South Asians Support Alliance | Capacity and network building | 7.5 | 16.5 | Sham Shui Po, Kwun Tong |
| The Journey of Birth-Prenatal & Postnatal Emotion Support and Community Network Project | Innovative approach and network building | 8.5 | 17.5 | Tsuen Wan, Kwai Tsing |
| Healthy Parents-Child' Club – A Women and Community Networking Project | Innovative approach and network building | - | 2 | Kwun Tong |
| Community Angels of Tin Shui Wai | Building supportive network for a cohesive community | 4.5 | # | Yuen Long (Tin Shui Wai) |
| Establish Tuen Mun with Chinese Intelligence | Building supportive network for a cohesive community | 5 | 14 | Tuen Mun |
| Productive Aging : Elderly Shop Project | Innovative approach and network building - running the elders shop as the hub of the community | 4.5 | 13.5 | Kowloon City (Tung Tau Estate) |
| Power Performance | Innovative approach and network building - Using arts to provide careers training to the youth-at-risk | 3 | 12 | Southern |
| Loving Tai Kok Tsui ---Neighbourhood Care and Supporting Programme | - | * | 4 | Yau Tsim Mong |
| A Neighbourhood Support Projects for Buildings in Wan Chai | Building capacity and community networking | * | 2 | Wan Chai |
| Social Inclusion for Deprived Groups-the Setting up of an Extra-ordinary Human Resource Market | Building capacity and community networking | * | 2 | Shatin |
| The Hong Kong Medical Association Community Network | - | * | * | All districts in HK |

*Projects under CoG

#Project withdrew by the mid of June 2005

^ Project was terminated after review

6.1 Methods of Data Collection

As recommended by Grootaert and Bastelaer (2002), social capital was measured by adopting both qualitative and quantitative instruments. The following methods were carried out: (1) documentary and literature review, (2) in-depth interviews with CIIF project workers, CIIF managers, government officials, and business operators, and (3) project participants' opinion survey by means of self-administered questionnaire to address the study objectives.

6.1.1 CIIF Project Workers

One project worker from each project was invited to take part in the evaluation. They were invited on the basis of their knowledge of the project operation. A total of 11 interviews were conducted. Excluding the pilot, 10 interviews were transcribed for analysis.

6.1.2 CIIF Managers and Government Officials

A total of 4 CIIF managers and government officials were selected for interview. They were invited by means of mail, e-mail and/or through telephone. Among them, 3 agreed and 1 refused to take part in this evaluation. Replacement was performed, however, the replaced respondent also refused to participate.

6.1.3 Business Operators

Of the 9 on-going projects, one business operator from each project was invited to take part in the study. Order preference was ranked according to the size of business, the extent of participation in the project, and the commencement of partnership with the CIIF project. Priority was given to large enterprises with active participation in the project, and those establishments that collaborated during the implementation of CIIF projects. As 2 projects had not yet established ties with the business sector during the data collection, 7 business operators were interviewed.

6.2 Sampling and Survey for Project Participants

The sampling frame covered all participants, volunteers, and service recipients of the 11 on-going selected projects. Originally, the Research Team planned to invite 100 participants, 100 volunteers, and 100 service recipients of each of the project to take part in the survey. As CIIF workers had difficulties in compiling a full list of participants, volunteers, and service recipients for sampling purpose, identification of project participants were performed by CIIF project workers as per clear guidelines designed by the Research Team. Based on the reporting number of participants, volunteers, and service recipients by CIIF project workers, none of the CIIF-funded projects could help distribute the maximum ceiling of questionnaire to each category of CIIF project participants. The total number of questionnaires distributed to each project organizer ranged from 29 to 200.

Two set of questionnaires, one for participants and volunteers, and the other for service recipients, were developed to assess the degrees of developing structural social capital, cognitive social capital, and community participation among project participants of the CIIF-funded projects.

The completion time for each questionnaire was about 10 minutes. The cover of the questionnaire stated clearly the assurance of anonymity and confidentiality to enable respondents to reply frankly.

As identified by the CIIF project workers, a total of 522 questionnaires for participants/volunteers and 175 for service recipients were sent out to the CIIF-funded projects. Follow-up with the CIIF project workers was carried out during data collection. By the end of November 2005, 184 questionnaires for participants/volunteers and 30 for service recipients were returned, yielding a response rate of 35.2% and 17.1% respectively. After eliminating 4 blank questionnaires from service recipients, the valid response rate of service recipients was 14.9%.

A pilot study of the survey was conducted in early August. As no amendment was required, the data were aggregated with those of main survey for analysis.

7. Findings

Before the presentation of research findings, it is important to remind the readers that all the CIIF-funded projects involved in this study commenced less than 1 year at the time of project selection for evaluation.

7.1 Qualitative Findings

Qualitative findings were based on a review of relevant documents pertaining to the 11 projects, and on interviews with different stakeholders of CIIF workers, CIIF managers, government officials, and business operators.

7.1.1 CIIF Strategies in Developing Social Capital

The CIIF promoted a new and fresh concept of social capital in Hong Kong. Strategies adopted in developing social capital included: 1) building up the capacity of marginalized individuals and groups, and changing the mindset from passive acceptance of welfare to the delivery of social service; 2) building up network among different groups with diverse backgrounds; and 3) enhancing joint efforts among the government, business and the third sector.

Social capital is enhanced through the promotion of the following three concepts. The first one is to change social values and bring in new concepts. CIIF emphasizes on capacity building of marginalized individuals and groups, aiming at taking away the labels on them. Everyone has potentials to contribute, even those who are perceived to be the needy group. Through the development of their potentials, they can help themselves and others. The introduction of new concepts enhances mutual help of the community. The second one is to establish networks among and across groups in the community. The Fund encourages collaboration across different sectors in strengthening social cohesion. The third one is to promote tripartite partnership for establishing a long-term relationship and deep collaboration network (CIIF manager, 31/05/2005:3).

Broadly speaking, CIIF project workers shared the above strategies in developing social capital. However, there was a gap between their understanding of social capital and that of the Secretariat. As revealed below, CIIF project workers identified the strategies of capacity building, and building up social network as a means to promote social capital. However, quite a number of them did not recognize the importance of changing the mindset from passive acceptance of welfare to the delivery of social service, and enhancing joint efforts among the government, business and the third sector in developing social capital.

Social capital means the use of existing resources, such as manpower and time, in the community to achieve a common goal. With the consensus of the community members, resources are re-distributed. Community members share resources, aiming at building up community inclusion (CIIF project worker, 05/04/2005:2).

Social capital refers to networking among human beings. If the network is broken, it will affect the living environment as well as the relationship among the community members. Thus, network is extremely important to a community. Building a sense of belongings to the community is also important. If community members have that sense, they will be willing to make contribution to the community spontaneously (CIIF project worker, 06/04/2005:1).

It is believed that everyone has potential to contribute. If we can find out the strength of each community member, it is possible to address different needs of the community (CIIF project worker, 07/04/2005:1).

I do not have a clear picture of social capital. There is no common consensus on the concept of social capital. Some scholars may focus on 'helping the marginalized groups', other may emphasize on 'creating positive values' and 'social inclusion'. To me, social capital is not money. If there is social capital in the community, less social issues will be arisen. No social worker will be required (CIIF project worker, 28/04/2005:2).

We aim at enhancing social inclusion of our project participants. Though the Secretariat disagreed on subvention to our service recipients, it is believed that service provision enhances social inclusion of this deprived group (CIIF project worker, 29/06/2005:1).

To some of the CIIF project workers, enhancing joint efforts between business and the third sector was not a must for building up social capital.

Project participants do not solely rely on the resources provided by the business operators. The business sector does not rely on our participants to survive. The network functions with or without business collaboration (CIIF project worker, 05/04/2005:8).

I do not think it is necessary to build up partnership with the business sector. It depends on what kind of services that we can provide (CIIF project worker, 28/06/2005:1).

These comments reflect insufficient appreciation of the added values that may accrue from collaboration with the business sector. This in turn may arise from cognitive unawareness of successful models of collaboration, motivational resistance against business interests, lack of negotiation. or behavioural skills in working with the

business sector, or simply laziness to go beyond the comfort zone of in-house practice. We shall elaborate this important issue under the section of Linking Social Capital.

7.1.2 Structural Social Capital

7.1.2.1 Bonding Social Capital

Bonding social capital had developed within groups with shared objectives and similar background. The CIIF-funded projects had provided community hubs for the project participants to interact and engage in the community. The projects excelled at this level of social capital building.

Parents having new born baby and those with young child/children tie tightly. Parents have common goal of raising child, which is not an easy task. They discuss how to take care of children, and which milk powder is the best for children development, etc. They share and exchange information among themselves. They further hold gathering and activities themselves (CIIF project worker, 05/04/2005:9, 13).

Our mentors always share their experience and hardship with the new participants (CIIF project worker, 15/04/2005:6).

Participants are very close to each other. They have a strong sense of belonging to the Centre (CIIF project worker, 28/04/2005:3).

More project participants are willing and confident in assisting and organizing activities. Our project provides chances for the community members to make contribution (CIIF project worker, 28/04/2005:20).

Participants [parents] organize different events, and recruit kids to join the activities; while we mainly provide some gifts for competition. Having designed the activities, for example, story telling competition, some participants will be responsible for borrowing books from libraries. Others will prepare food and games. So, the poor and deprived children can take part in extra-curricular activities without spending much time on them. The deprived parents, thus, can give more to their children with the aids of the Centre (CIIF project worker, 29/06/2005:4).

7.1.2.2 Bridging Social Capital

Findings revealed that collaboration was more easily built across different organizations as a result of the similar nature of the social services to the community. The CIIF project workers reinforced the ties with existing partners and explored the possibilities in establishing new relationships with potential organizations. The establishment of networks across organizations stimulated and promoted interactions

between diverse and heterogeneous groups of people. Many projects found bridging a challenging activity with exciting and potentially rewarding prospects.

Prior to the launch of this CIIF project, we have substantial years of cooperation with the hospitals. The activities provided for the hospitals have increased greatly after the implementation of CIIF projects. Despite of delivering talks and short-term courses, we held small group activities for our potential service recipients, which is a pioneering activity in hospitals. Our collaboration has been enhancing and deepening. More importantly, our trained mentors can also get in touch with parents-to-be, who could be their potential employers. This gives the opportunity for the mentors to contribute (CIIF project worker, 05/04/2005:4).

It is easier for us to cooperate with those organizations with religious background, such as schools supported and funded by churches. We have different joint projects and programmes with churches and schools. Network is already developed with them. We keep reinforcing our cooperation through organizing activities (CIIF project worker, 07/04/2005:2, 5).

One of the NGOs is very helpful in providing manpower support for large scale activities. They recruit many volunteers and help us a lot in running the activities (CIIF project worker, 28/04/2005:21).

Yes, we have cooperated with elderly centres, disabled caring organizations, halfway homes, and organizations with religious background (CIIF project worker, 29/06/2005:9).

The nature of collaboration was mainly in service delivery.

We mainly provide services, for instance, to have performance in different festivals. The service recipients are happy in getting our services (CIIF project worker, 15/04/2005:2).

We consider the elderly centres as our partners because our project participants take care of the elderly and help them receive medical consultation. To project participants, it is a kind of part-time jobs. From the perspective of the elderly centres, they offered part-time job to our project participants (CIIF project worker, 29/06/2005:6).

As mentioned by a CIIF project worker, widening the cooperation across different organizations provided more opportunities for the project participants to participate in the community.

Our strategies include the development of ties with more organizations. We shall let them know the abilities and strengths of our project participants.

Take the organizing of children activities as an example. We cannot rely on the connection with one or two church(es). Project participants have limited chances in this way. Rather than putting more efforts on providing training to the project participants, we shall concentrate more on building connection with different organizations (CIIF project worker, 29/06/2005:5).

7.1.2.3 Linking Social Capital

To many project workers, cross-sector linkages between project organizations and business operators were one of the most challenging and potentially most rewarding aspects of building social capital. Despite some project workers' guarded approach to linking with businesses, such linking activities had been nurtured and the number of participating business operators kept increasing. The support given by business operators included product sponsorship, discounts offer, training delivery, job placement, experience sharing, volunteer service, and service delivery. Note that the support given or solicited was not confined to monetary donations, which would have been relatively easy to do, but much of it implied and indeed required longer-term and on-going commitment as well as active engagement. Such deep-level linking opened up doors for meaningful mutual dialogue and mutual learning from one another.

Our business collaborators play the role of product sponsors. Our potential service recipients, who are also their potential customers too, welcomed their samples very much. Samples make our pamphlets more attractive. At the same time, the product sponsors could promote their products more easily. It is believed that their products are good quality goods. Otherwise, our organization will not cooperate with them. To me, it is a win-win situation. Our promotion activities facilitate sales and marketing of their products (CIIF project worker, 05/04/2005:5).

Our business collaborators help us do the promotion, and give our participants briefing on how to run a shop (CIIF project worker, 06/04/2005:6).

It is hard to build up trust with the company (business enterprise). Maybe we need more communication with it (CIIF project worker, 06/04/2005:8).

This business collaborator selects the project participants from time to time for further training and developing their potential. Some of them have eventually got jobs (CIIF project worker, 15/04/2005:4).

It is easier for business operators to sponsor materials required, and give the opportunities for service delivery. Comparatively speaking, finding a job placement for the project participants is more difficult (CIIF project worker, 15/04/2005:6).

The project organization has invited me to give a talk to the potential service recipients. I participate in the workshop as speaker. I teach them how to raise children (Business, 10/07/2005: 2, 3).

Proposals on performance details were prepared by the organization [CIIF-funded project] and sent to us for consideration. After a few trials, it is found that the performance was in a professional standard, and response from the audience was good. Our company then keeps appointing them [CIIF project participants] to do the performance for us (Business 2, 20/07/2005:2).

We offer 5% discount for any purchase of over HK\$300 to the participants of this CIIF-funded project (Business, 22/07/2005:1).

One of the difficulties encountered by CIIF project workers in linking was the lack of confidence in building long-term relationships with business sector. As mentioned by CIIF project workers, obtaining support from business operators was relatively difficult as their organizations were perceived as social services providers. Business operators who looked for ways of making money were even less willing to cooperate. This indicates that the importance of tripartite partnership was not yet conveyed to the business sector, as mentioned by CIIF project workers below:

I don't think it [collaboration between project organizations and business operators] is a win-win situation. Business operators mainly consider the benefit that they can enjoy in the collaboration. For example, they are interested to know if it is possible to set up promotion booth in our Centre or in our exhibition for the increase of the sales volume (CIIF project worker, 05/04/2005:3).

Only a few shops are willing to cooperate with us. This year, we shall keep exploring the cooperation opportunities with small shops (CIIF project worker, 06/04/2005:3).

The cooperation with business sector is rare for the time being. We have contacted several business operators. However, they don't have the mind set to give. They have no idea on social inclusion. Probably, we don't have the base in the community. Only a few business operators agree to offer discount coupons (CIIF project worker, 07/04/2005:7).

Business operators aimed at making profit. We need to take extra time in explaining the concepts of social capital and persuade them to involve and participate (CIIF project worker, 15/04/2005:3).

Some of them [business operators] did not go along with the goals of our project (CIIF project worker, 28/04/2005:18).

We have limitations in gaining cooperation with the business sector as we are a social service organization. Although networking with the business sector is perceived to be the weakest among different networks, we shall keep trying (CIIF project worker, 29/06/2005:10).

It is very difficult for us to build up networks with business enterprises. As you may observe, there are many shops, which are vacant. We tried to ask shops for giving discounts to our community members (CIIF project worker, 10/06/2005:1).

Working hard [in building collaboration with business enterprises]! We have just taken an initial step in liaison with the business enterprises, though the response was not good. They are not eager to join in the projects. We have contacted 30 enterprises, and only 1-2 welcomed us to further discuss with them for exploring the cooperation opportunity (CIIF project worker, 25/07/2005:1).

In line with CIIF project workers, the inadequacy of cross-sector collaboration between project organizations and business operators was also observed by government officials.

Tripartite partnership is important to the development of social capital. However, the involvement of business sector is limited (Government official, 14/07/2005:1).

From the perspective of business operators, one of the factors in encouraging the establishment of joint effort was the similarity in business activity and clientele. Business operators could approach their potential customers more easily and directly.

Since the project organization and our Company are doing the pre-schooling education, our Company can reach their servicing targets, i.e., the children aged 0 to 6 and their parents, through the collaboration, and distribute the educational materials to the parents. Before distributing the samples and souvenirs, the parents are invited to fill out a questionnaire with personal information. They are usually willing to do so as the samples are useful to the development of their children. And we can make use of the personal information for promotion of products (Business, 10/07/2005: 1).

Business operators were positive toward the collaboration with project organizations as their networks were also developed. They were interested to extend their networks with the third sector. However, they did not possess sufficient information to further develop the connections.

By organizing a series of promotion with the project organization in hospitals, doctors and nurses have become our major category of clients.

They understand the importance of stimulation in infant stage (Business, 10/07/2005: 4).

We are interested to disseminate the knowledge to the general public through the third sector. However, it is hard for us to find the ways out. If the government can give us more information, such as the functions and services provided by each organization of the third sector, it is more easily for us to establish cooperation with the social organizations (Business, 10/07/2005: 6).

One of the CIIF project workers identified the aforesaid motivator in enhancing business collaboration:

We want to achieve a ‘win-win’ situation when we develop a partnership with other sectors, such as the business sector. For example, business operators, who sell products to a particular target group, may find difficulties to approach their potential customers. In the past, it was not possible for NGOs to cooperate with the business sector. Nowadays, it is possible. We cooperate with business operators in providing different products to our community members at a lower price. Business operators can gain, and our community members can enjoy the quality products at an affordable price. In addition, the business operators are also happy to provide value-added services to our community members and disseminate the health knowledge to them (CIIF project worker, 28/04/2005:10).

Big business operators tended to be more ready to take up the social responsibility; while small and medium enterprises were less likely to. In addition, some of the “collaborating parties” even had never heard of CIIF though they were counted as collaborating parties by the CIIF project workers.

I agree that our Company [a medium to large sized enterprise] should have some responsibilities in promoting social integration and inclusion, though no Company policy has implemented to encourage our colleagues to take voluntary work (Business, 10/07/2005: 5).

I think the responsibility should be shouldered by big enterprises, instead of small and medium sized enterprises (Business, 29/06/2005: 1).

As recalled, they [the CIIF project workers] came in my shop, and gave me a leaflet. I had a look on the leaflet. The organization was providing service of job matching. As I needed to find somebody to tidy up my shop, I filled in the form and faxed back. I never heard of CIIF, and I don’t know what the organization is, and what they are doing (Business 1, 20/07/2005: 1).

Basically, we have cooperated with this organization [CIIF-funded projects] for nearly 2 years. However, I never heard of CIIF (Business 2, 20/07/2005:1).

Collaboration with the governmental sector was not too active and most of the activities were usually in a form of provision for space and leaflet posting.

District Councils help us recruit volunteers through publicizing poster on notice board (CIIF project worker, 07/04/2005:8).

We are contacting District Councils, Residential Mutual Aid Committees, schools and other social service units by sending leaflets to them. However, we have not yet planned the next step. It is hoped that they can help promote our services to potential service recipients, including single parent families, new arrivals, and middle-aged unemployed people (CIIF project worker, 29/06/2005:2).

This office is run by one of the District Council members. The member gave us office space for implementing this project (CIIF project worker, 10/07/2005:1).

Only two projects had been identified so far they had extended a network in linking different groups of members in the community through the connections with the Social Welfare Department.

These middle aged participants were recruited through the connections with the Social Welfare Department. In the past, they used to get CSSA. Though they were employed, they still visit our Centre from time to time and participate in our activities (CIIF project worker, 28/04/2005:22).

An effective way to recruit the project participants was through the Social Welfare Department (CIIF project worker, 10/06/2005:2).

7.1.3 Cognitive Social Capital

Cognitive social capital denotes “more subjective and intangible elements, such as general accepted attitudes and norms of behaviour, shared values, reciprocity, and trust” (Grootaert and Bastelaer, 2002: 3). It is internalized as shared norms, values, attitudes, and beliefs, predisposing people to act collectively for mutual benefits (Krishna and Uphoff, 2002: 87-88).

7.1.3.1 Mutual Trust and Care

Through in-depth interviews with different CIIF project workers, it becomes evident that mutual care and trust were being established in the community.

Our supportive network enables the project participants to interact and know each others. Though some of them have lost their jobs, they do not feel frightening anymore. They believe to have support among themselves (CIIF project worker, 06/04/2005:5).

Our project participants have arranged home visits to the elderly and single parent family. Community members being visited have feelings of being taken care by others. Friendship is built among project participants and service recipients (CIIF project worker, 07/04/2005:11).

However, it is found that the concept of mutual assistance and reciprocity had not been disseminated well to all project participants. They received social service but were not prepared to reciprocate by giving.

Participants join in our trainings and activities with the purpose of job seeking. No matter they are experienced or not, they are busy in job seeking and working. They seldom come to our Centre after the completion of training as they can find job on their own. For those who are interested to engage in working population, they join in our training, and become our frequent comers. To me, they are quite selfish. They concentrate on their own job, without the idea of mutual assistance and sharing. Only 10% of participants will come back from time to time (CIIF project worker, 05/04/2005:10).

Although one-sided receiving was not uncommon, devoted project participants, including volunteers, were more likely to help one another. Through their engagement in different activities, they were empowered, and had formed a strong sense of satisfaction.

Through joining of different training courses, participants know each other well. They further develop trust and friendship (CIIF project worker, 04/06/2005:4).

In home visit, a team of young volunteers will go with the project participants for service delivery. The elder participants teach and work with the youth while the youth take care of the elder participants. Project participants enjoy the process very much. They have a strong sense of satisfaction. It is because they can help themselves, and at the same time, they are helping themselves in building a positive outlook (CIIF project worker, 28/04/2005: 13 and 19).

As mentioned by a CIIF project worker, trust and cooperation among project participants had weakened when they faced conflicts of interest. For example, the CIIF-funded projects empowered the project participants through a series of training. After completed the training, the project participants would have the opportunities to join in the labour marker through job assignment and matching. However, they were

sceptical about the fairness of job assignment when some of the assigned work could help them earn more money, while others earned less.

Conflicts arise among the project participants when they come across with money. If they can overcome this issue, the idea of this project can be run in long term (CIIF project worker, 29/06/2005:7).

7.1.3.2 Social Inclusion

Social inclusion had been enhanced by taking away the labels of the marginalized groups in the community.

Before the launch of CIIF project, our project participants were labelled as young gangs. They danced on the street, disturbing the community members. However, the CIIF project enables them to be re-integrated into the community. Through the performance, the community members are impressed by their dancing skills and techniques. They play the music themselves, and assist to be a MC. With the involvement of community members from different backgrounds and strata, the community members begin to change their perception on these youngsters. They are accepted as part of the community (CIIF project worker, 15/04/2005:8).

People with the same and different background, age, and race could work together.

Social inclusion has been enhanced among the elderly, between the elderly and the women, between the elderly and the youth, and between the local Hong Kong people and the new immigrants (CIIF project worker, 28/04/2005:8).

7.1.3.3 Self Help and Mutual Help

Mutual help and self help through experience sharing and knowledge transfer had been built up.

The participants shared their experience in working as post-natal mentors, such as the requirement of employers, mistakes made, happiness and frustration among themselves (CIIF project worker, 05/04/2005:11).

The parents-to-be join in our activities. They share what they have learnt from our activities with other parents. Their knowledge of emotional issues and children bearing are being transferred. These sharing would be helpful to themselves. In addition, they also organize the exchange of second-hand toys for their children. They are very generous, and set a good example to other parents (CIIF project worker, 05/04/2005:16, 17).

“One of the categories of project participants is student. The students received training from our committee members and help the younger students in homework (CIIF project worker, 07/04/2005:6).

7.1.3.4 Positive Values

Positive values of self-confidence were fostered among the project participants.

We found changes in the level of self-confidence of our project participants. Their self perception is improved, and they are more confident than in the past (CIIF project worker, 15/04/2005:7).

“Self-confidence! (CIIF project worker, 28/04/2005:24).

Self-confidence, and they [project participants] can go to the labour market again. It helps build a strong sense of achievement (Business, 28/07/2005:1).

7.1.4 Collective Action

The opportunities for project participants to engage in the community also increased through direct contacts and a snowballing effect. The success in capacity building of project participants enabled the building up of confidence toward available services among potential service recipients. Thus, the participation of project participants in the community was magnified.

We have a committee, which is formed by our project participants and cooperation parties. All the committee members are elected, and they are responsible for planning of development direction. Indeed, they have become more confident in making use of their knowledge and skills to participate in the project (CIIF project worker, 06/04/2005:9).

Schools, housing estates, and NGOs are our potential service recipients. At the beginning, they worry about the quality of our services. They keep asking information, such as the qualification and experience of project participants. With a reasonable price offered, they begin to use our services, and make referral (CIIF project worker, 15/04/2005:6).

At the beginning, project participants told me that they cannot do it. Now, they organize self-help organization. They select a chairperson to lead the organization. They handle most of the work themselves and provide services among themselves. I see great improvements in taking up the duties. Over 60 participants have helped in shop-keeping (CIIF project worker, 28/04/2005: 7, 22, 23).

We are transferring the tasks to project participants step by step. We used to arrange all the duties for them. Recently, the project participants have tried to handle the enquiries themselves (CIIF project worker, 29/06/2005:8).

One of the effective ways in facilitating capacity building of project participants was modelling. CIIF project workers had worked with project participants closely at the beginning. When the project participants had become more familiar with the procedures and operations, they delegated more authority and duties to the participants. The extent of participation and the degree of decision-making by the participants had increased dramatically. Such empowerment enabled the building of positive values and images of the participants.

Modelling to show them how to complete the tasks is important. They gain confidence if they can work with us. They have already arranged meetings on our behalf. They do the accounts themselves. They are confident in doing job by themselves (CIIF project worker, 28/04/2005:27 and 28).

7.2 Quantitative Findings

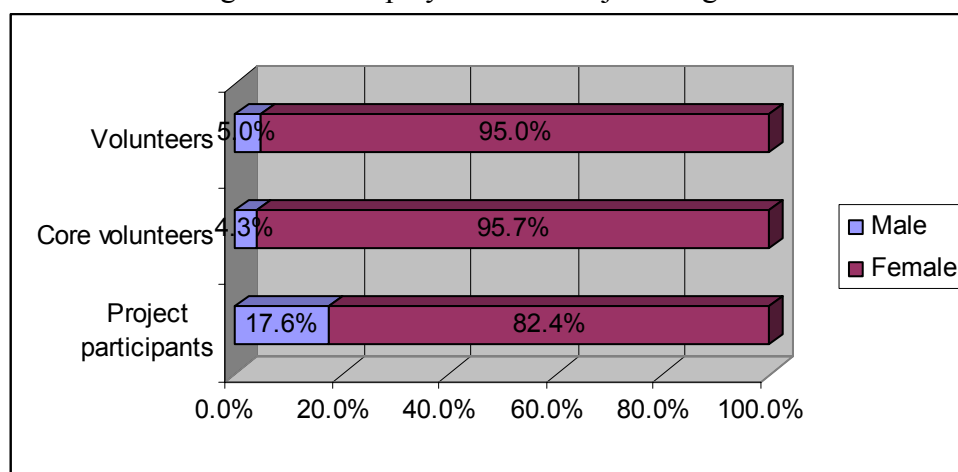
Quantitative findings were based on the survey results solicited from participants, volunteers, and service recipients.

7.2.1 Participants and Volunteers

7.2.1.1 Demographic Profile

An overwhelming majority of project participants/members, core volunteers, and volunteers were female (see Figure 2).

Figure 2. Role played in the Project vs. gender



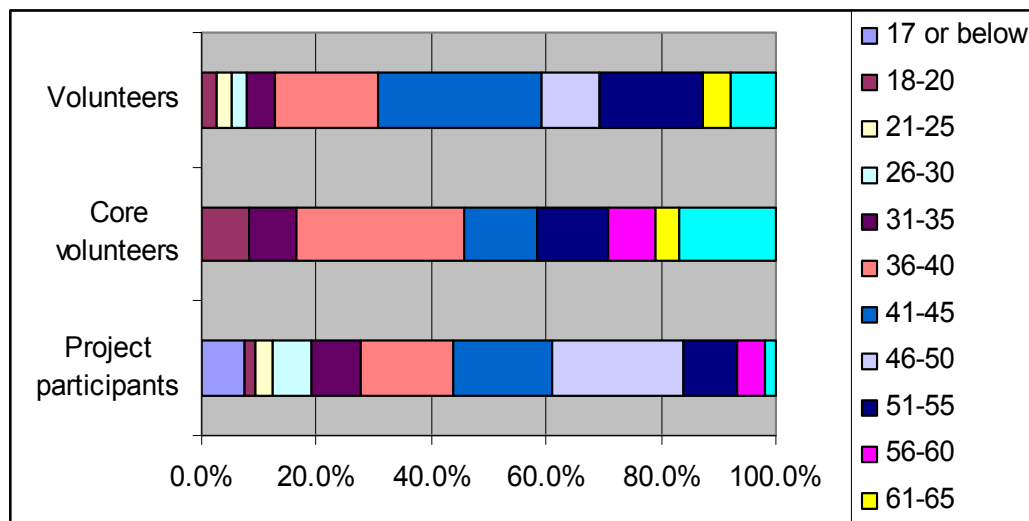
Those aged 36-40 (n=31, 18.2%), 41-45 (n=33, 19.4%), 46-50 (n=28, 16.5%), and 51-55 (n=20, 11.8%) were the dominant groups (see Table 4). Referring to Figure 3,

most of the project participants/members, core volunteers, and volunteers aged “46-50”, “36-40”, and “41-45” respectively.

Table 2. Age group

| | Frequency | Percent |
|-------------|-----------|---------|
| 17 or below | 8 | 4.7 |
| 18-20 | 5 | 2.9 |
| 21-25 | 5 | 2.9 |
| 26-30 | 8 | 4.7 |
| 31-35 | 13 | 7.6 |
| 36-40 | 31 | 18.2 |
| 41-45 | 33 | 19.4 |
| 46-50 | 28 | 16.5 |
| 51-55 | 20 | 11.8 |
| 56-60 | 7 | 4.1 |
| 61-65 | 3 | 1.8 |
| Above 65 | 9 | 5.3 |
| Total | 170 | 100.0 |

Figure 3. Roles played in the Project by various age groups



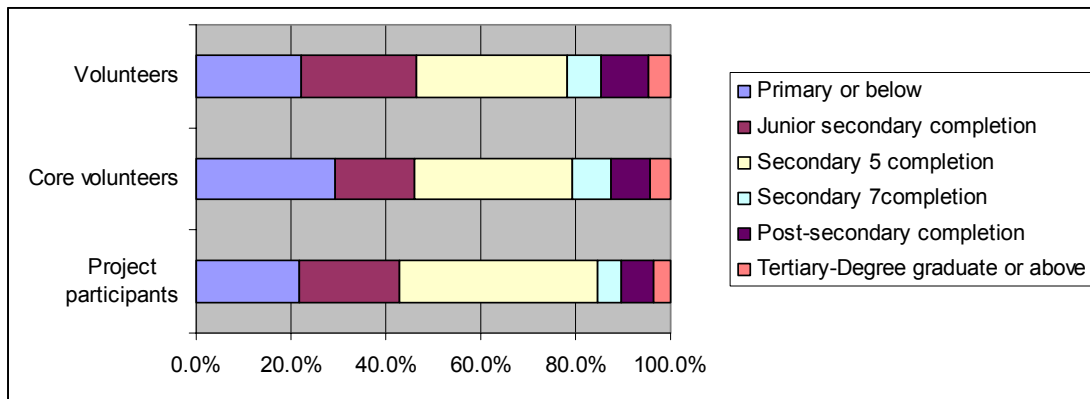
Referring to Table 3, 38.4% of the respondents (n=66) had completed secondary 4-5 schooling. Others mainly attained primary or below (n=39, 22.7%), and junior secondary (n=37, 21.5%).

Table 3. Education attainment

| | Frequency | Percent |
|---|-----------|---------|
| Primary or below | 39 | 22.7 |
| Junior secondary completion (Form 1 to 3) | 37 | 21.5 |
| Secondary 5 completion (Form 4 to 5) | 66 | 38.4 |
| Secondary 7 completion (Form 6 to 7) | 10 | 5.8 |
| Post-secondary completion | 13 | 7.6 |
| Tertiary - Degree graduate or above | 7 | 4.1 |
| Total | 172 | 100.0 |

Figure 4 below indicates that most of the project participants/members, core volunteers, and volunteers completed secondary 4-5 schooling.

Figure 4. Roles played in the Project according to various level of educational attainment



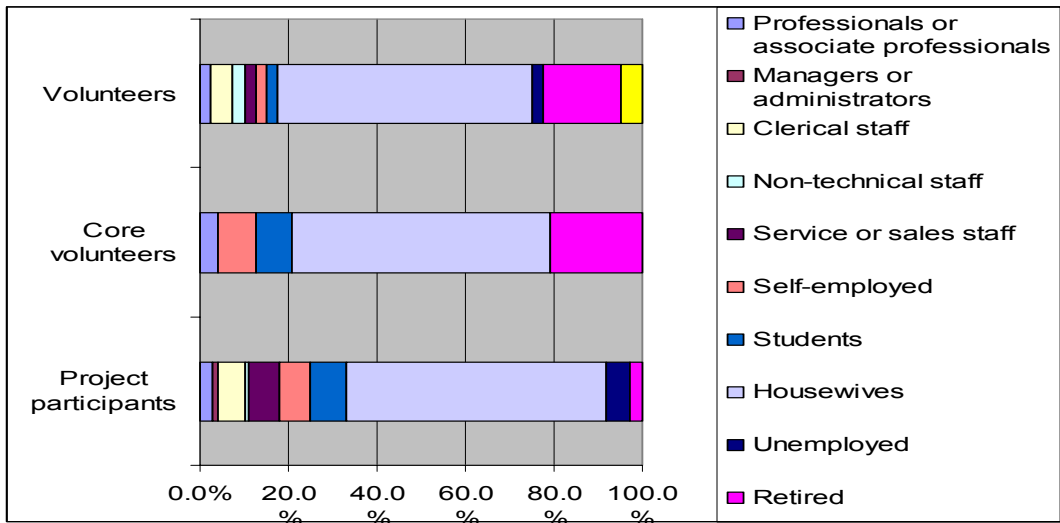
More than half of the respondents (n=97, 58.4%) were housewives, followed by the retired (n=15, 9.0%), and students (n=11, 6.6%) (see Table 4).

Table 4. Frequency distribution of respondents by occupations

| | Frequency | Percent |
|--|-----------|---------|
| Professionals or associate professionals | 5 | 3.0 |
| Managers or administrators | 1 | 0.6 |
| Clerical staff | 8 | 4.8 |
| Non-technical staff | 2 | 1.2 |
| Service or sales staff | 8 | 4.8 |
| Self-employed | 10 | 6.0 |
| Students | 11 | 6.6 |
| Housewives | 97 | 58.4 |
| Unemployed | 7 | 4.2 |
| Retired | 15 | 9.0 |
| Others | 2 | 1.2 |
| Total | 166 | 100.0 |

Figure 5 below indicates that most of the project participants/members, core volunteers, and volunteers were housewives.

Figure 5. Roles played in the Project according to occupational groups



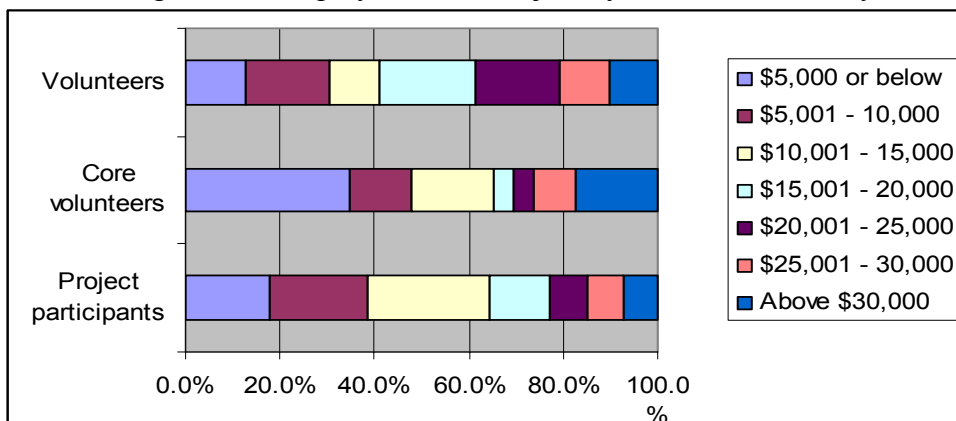
As shown in Table 5, 20.7% (n=34) of the respondents had household monthly income \$10,001 - 15,000; 19.5% (n=32), \$5,001 - 10,000; and 18.9% (n=31), \$5,000 or below.

Table 5. Frequency distribution of household monthly income

| | Frequency | Percent |
|-------------------|-----------|---------|
| \$5,000 or below | 31 | 18.9 |
| \$5,001 - 10,000 | 32 | 19.5 |
| \$10,001 - 15,000 | 34 | 20.7 |
| \$15,001 - 20,000 | 22 | 13.4 |
| \$20,001 - 25,000 | 16 | 9.8 |
| \$25,001 - 30,000 | 14 | 8.5 |
| Above \$30,000 | 15 | 9.1 |
| Total | 164 | 100.0 |

Most of the project participants/members had household monthly income “\$10,001-15,000”; core volunteers, “\$5,000 or below”, and volunteers, “\$15,001-20,000” (see Figure 6).

Figure 6. Role played in the Project by household monthly income



7.2.1.2 Structural Social Capital

In this section, we are going to look at the structural social capital by examining the nature of membership, and the extent of participation in the decision-making process.

a. Length of Membership

At the time of surveys, 38.1% (n=69) of the participants and volunteers had participated in the CIIF-funded projects for more than one year; while 19.9% (n=36) of them had joined it for 3 months or below (see Table 6).

Table 6. How long have you participated in the Project?

| | Frequency | Percent |
|---------------------|-----------|---------|
| 3 months or below | 36 | 19.9 |
| 4-6 months | 30 | 16.6 |
| 7-9 months | 16 | 8.8 |
| 10 months to 1 year | 30 | 16.6 |
| More than 1 year | 69 | 38.1 |
| Total | 181 | 100.0 |

Respondents were asked to indicate the degree of participation of all the organizations/groups that they were currently taking part in. A 5-point scale, with 1 representing “very low” and 5 “very high”, was used (see question 17 in **Appendix IV: Questionnaire – CIIF Participants/Volunteers - in Chinese**). Table 7 shows that 38.1% (n=45) and 27.1% (n=32) of the respondents indicated their level of participation as average and high respectively. The mean score in the degree of participation was 3.30.

Table 7. Degree of participation of all the organizations/groups that you are currently taking part in

| | Frequency | Percent |
|--------|-----------|---------|
| 1.00 | 7 | 5.9 |
| 2.00 | 6 | 5.1 |
| 2.50 | 4 | 3.4 |
| 2.67 | 1 | 0.8 |
| 3.00 | 45 | 38.1 |
| 3.25 | 1 | 0.8 |
| 3.33 | 1 | 0.8 |
| 3.50 | 8 | 6.8 |
| 3.67 | 2 | 1.7 |
| 4.00 | 32 | 27.1 |
| 4.50 | 4 | 3.4 |
| 5.00 | 7 | 5.9 |
| Total | 118 | 100.0 |
| Mean | | 3.30 |
| Median | | 3.00 |
| Mode | | 3.00 |

Over half of the participants (n=93, 53.8%) had participated in the Project activities 1-10 time(s) (see Table 8).

Table 8. Since your participation in "the Project", how many time(s) have you participated in its activities?

| | Frequency | Percent |
|----------|-----------|---------|
| 0 | 21 | 12.1 |
| 1-10 | 93 | 53.8 |
| 11-20 | 29 | 16.8 |
| 21-30 | 5 | 2.9 |
| 31-40 | 4 | 2.3 |
| 41-50 | 13 | 7.5 |
| above 50 | 8 | 4.6 |
| Total | 173 | 100.0 |

b. Diversity of Membership

By using a 5-point scale, 1 representing “strongly disagree” and 5, “strongly agree”, respondents were asked to indicate the level of agreement on the diversity of the profile of project participants and volunteers, i.e. questions 10-15 (**See Appendix IV: Questionnaire – CIIF Participants/Volunteers - in Chinese**). A sum score was formed by adding these 6 questions. The possible minimum and maximum scores were 6 and 30 respectively. Score 12 was the mid-point of this scoring scale. The lower the score was, the richer the diversity of membership would be. If the score went above 12, it indicated that the membership was more homogenous.

Table 9 depicts that the profile of project participants and volunteers was fairly homogenous with a mean score of 16.96.

Table 9. Level of diversity of membership

| | Frequency | Percentage |
|--------|-----------|------------|
| 8.00 | 1 | 0.9 |
| 9.00 | 1 | 0.9 |
| 10.00 | 1 | 0.9 |
| 11.00 | 3 | 2.6 |
| 12.00 | 14 | 12.0 |
| 13.00 | 4 | 3.4 |
| 14.00 | 6 | 5.1 |
| 15.00 | 12 | 10.3 |
| 16.00 | 12 | 10.3 |
| 17.00 | 7 | 6.0 |
| 18.00 | 15 | 12.8 |
| 19.00 | 8 | 6.8 |
| 20.00 | 12 | 10.3 |
| 21.00 | 8 | 6.8 |
| 22.00 | 5 | 4.3 |
| 23.00 | 3 | 2.6 |
| 24.00 | 5 | 4.3 |
| Total | 117 | 100.0 |
| Mean | | 16.96 |
| Median | | 17.00 |
| Mode | | 18.00 |

c. Extent of Participation in the Decision-making Process

More than half of the respondents (54.4%, n=99) indicated that they had the opportunities in making decision of the format, content, details and schedule etc. of the activities held by the CIIF-funded projects (see Table 10).

Table 10. Opportunities in making decision of the format, content, details and schedule etc. of the activities held by “the Project”

| | Frequency | Percent |
|-------|-----------|---------|
| Yes | 99 | 54.4 |
| No | 83 | 45.6 |
| Total | 182 | 100.0 |

Generally speaking, the most popular way in making decision was “the Chairperson of the committee invites participants/members to discuss and then makes decisions” (22.8%, n=42), and followed by “Decided by participants/members by voting” (20.1%, n=37) (see Table 11).

Table 11. Generally speaking, how does your team make decisions?

| | Frequency | Percent |
|---|-----------|---------|
| Decided by chairperson of the committee/cooperative | 5 | 2.7 |
| The Chairperson of the committee invites participants/members to discuss and then makes decisions | 42 | 22.8 |
| Decided by participants/members by voting | 37 | 20.1 |
| Decided by the staff of project organization | 20 | 10.9 |
| Others, please specify: | 1 | 0.5 |

d. Composite Score of Structural Social Capital

To evaluate the level of structural social capital, a composite score was formed by consolidating and aggregating Questions 2-7, 9, 10-16 (See **Appendix IV: Questionnaire – CIIF Participants/Volunteers - in Chinese**). Response items of negative questions, including questions 5, 6, 7 and 9, were reversed before summation. Reliability test on these 13 items³ was performed with Cronbach's alpha⁴ of 0.7412. The possible minimum and maximum scores of structural social capital were 0 and 55 respectively. The higher the score was, the higher the level of structural social capital would be.

Results showed that the minimum and maximum levels of structural social capital were 1.00 and 50.00 respectively with a mean score of 25.78 (see Table 12).

Table 12. Level of structural social capital

| Score | Frequency | Percent |
|-------|-----------|---------|
| 1.00 | 1 | 0.5 |
| 4.00 | 1 | 0.5 |
| 5.00 | 2 | 1.1 |
| 6.00 | 1 | 0.5 |
| 8.00 | 3 | 1.6 |
| 9.00 | 3 | 1.6 |
| 10.00 | 1 | 0.5 |
| 11.00 | 1 | 0.5 |
| 12.00 | 1 | 0.5 |
| 13.00 | 3 | 1.6 |
| 14.00 | 1 | 0.5 |
| 15.00 | 1 | 0.5 |
| 16.00 | 8 | 4.3 |
| 17.00 | 7 | 3.8 |
| 18.00 | 2 | 1.1 |

³ Question 5 and 6 were aggregated before computing the composite score.

⁴ Cronbach's alpha measures how well a set of items (or variables) measures a single unidimensional latent construct. When data have a multidimensional structure, Cronbach's alpha will usually be low. Technically speaking, Cronbach's alpha is not a statistical test - it is a coefficient of reliability (or consistency).

Table 12. Level of structural social capital (Continued)

| Score | Frequency | Percent |
|--------|-----------|---------|
| 19.00 | 4 | 2.2 |
| 20.00 | 5 | 2.7 |
| 21.00 | 7 | 3.8 |
| 22.00 | 7 | 3.8 |
| 23.00 | 7 | 3.8 |
| 24.00 | 15 | 8.2 |
| 25.00 | 5 | 2.7 |
| 26.00 | 10 | 5.4 |
| 27.00 | 8 | 4.3 |
| 28.00 | 9 | 4.9 |
| 29.00 | 17 | 9.2 |
| 30.00 | 8 | 4.3 |
| 31.00 | 2 | 1.1 |
| 32.00 | 8 | 4.3 |
| 33.00 | 4 | 2.2 |
| 34.00 | 2 | 1.1 |
| 35.00 | 3 | 1.6 |
| 36.00 | 2 | 1.1 |
| 37.00 | 4 | 2.2 |
| 38.00 | 4 | 2.2 |
| 39.00 | 6 | 3.3 |
| 40.00 | 3 | 1.6 |
| 42.00 | 2 | 1.1 |
| 43.00 | 2 | 1.1 |
| 44.00 | 1 | 0.5 |
| 45.00 | 1 | 0.5 |
| 46.00 | 1 | 0.5 |
| 50.00 | 1 | 0.5 |
| Total | 184 | 100.0 |
| Mean | | 25.78 |
| Median | | 26.00 |
| Mode | | 29.00 |

To sum up, structural social capital began to nurture up. However, it was not yet well-developed as the mean score was below average of 27.50 (i.e. $55 \div 2$).

7.2.1.3 Cognitive Social Capital

a. Composite Score of Cognitive Social Capital

To evaluate the level of cognitive social capital, a composite score was formed by aggregating Questions 21-40, 41.1-41.7, 42, 52-54 (See **Appendix IV: Questionnaire – CIIF Participants/Volunteers - in Chinese**). Response items of negative questions, including questions 22, 28, 34, and 52-54, were reversed before summation. Reliability test on these 31 items was performed with Cronbach's alpha

of 0.9372. The possible minimum and maximum scores were 0 and 137 respectively. The higher the score was, the higher the level of cognitive social capital would be.

Results showed that the minimum and maximum levels of cognitive social capital were 0.00 and 125.00 respectively with a mean score of 89.22, which was fairly high (see Table 13).

Table 13. Level of cognitive social capital

| Score | Frequency | Percent |
|-------|-----------|---------|
| 0.00 | 3 | 1.6 |
| 6.00 | 1 | 0.5 |
| 12.00 | 1 | 0.5 |
| 15.00 | 1 | 0.5 |
| 24.00 | 1 | 0.5 |
| 30.00 | 1 | 0.5 |
| 57.00 | 2 | 1.1 |
| 61.00 | 2 | 1.1 |
| 64.00 | 1 | 0.5 |
| 66.00 | 1 | 0.5 |
| 68.00 | 1 | 0.5 |
| 69.00 | 1 | 0.5 |
| 70.00 | 1 | 0.5 |
| 71.00 | 1 | 0.5 |
| 73.00 | 1 | 0.5 |
| 74.00 | 2 | 1.1 |
| 75.00 | 2 | 1.1 |
| 76.00 | 6 | 3.3 |
| 78.00 | 2 | 1.1 |
| 79.00 | 4 | 2.2 |
| 80.00 | 4 | 2.2 |
| 81.00 | 4 | 2.2 |
| 82.00 | 4 | 2.2 |
| 83.00 | 4 | 2.2 |
| 84.00 | 5 | 2.7 |
| 85.00 | 2 | 1.1 |
| 86.00 | 1 | 0.5 |
| 87.00 | 4 | 2.2 |
| 88.00 | 6 | 3.3 |
| 89.00 | 4 | 2.2 |
| 90.00 | 7 | 3.8 |
| 91.00 | 4 | 2.2 |
| 92.00 | 4 | 2.2 |
| 93.00 | 2 | 1.1 |
| 94.00 | 3 | 1.6 |
| 95.00 | 5 | 2.7 |
| 96.00 | 1 | 0.5 |
| 97.00 | 9 | 4.9 |
| 98.00 | 7 | 3.8 |

Table 13. Level of cognitive social capital (Continued)

| | | |
|--------|-----|--------------------|
| 99.00 | 7 | 3.8 |
| 100.00 | 6 | 3.3 |
| 101.00 | 8 | 4.3 |
| 102.00 | 6 | 3.3 |
| 103.00 | 9 | 4.9 |
| 104.00 | 7 | 3.8 |
| 105.00 | 6 | 3.3 |
| 106.00 | 3 | 1.6 |
| 107.00 | 4 | 2.2 |
| 108.00 | 2 | 1.1 |
| 109.00 | 2 | 1.1 |
| 110.00 | 1 | 0.5 |
| 111.00 | 3 | 1.6 |
| 115.00 | 2 | 1.1 |
| 118.00 | 1 | 0.5 |
| 121.00 | 1 | 0.5 |
| 125.00 | 1 | 0.5 |
| Total | 184 | 100.0 |
| Mean | | 89.22 |
| Median | | 94.00 |
| Mode | | 97.00 ⁵ |

Compared to structural social capital, cognitive social capital was much better developed with a mean score well above the average of 68.50 (i.e. =137÷2). The median and mode scores were also very high, indicating the achievement of high cognitive social capital.

7.2.1.4 Collective Action

Collective action was measured by the extent of participation in public and community activities, and the degree of willingness in participation of community-based activities.

a. Extent of Participation in Public and Community Activities

46.5% of the respondents (n=80) had taken part in public and community activities 1-3 time(s) since the participation in the CIIF-funded projects (see Table 14). 36.0% of the respondents (n=62) had taken part in these activities 4 times or above.

⁵ Multiple modes exist. The smallest value was presented.

Table 14. Since your participation in “the Project”, how many times did you have taken part in public and community activities (including parents-teachers association, election, housing estate activity, petition, and neighboring work, etc)?

| | Frequency | Percent |
|------------------|-----------|---------|
| None | 30 | 17.4 |
| 1-3 time(s) | 80 | 46.5 |
| 4-6 times | 35 | 20.3 |
| 7-9 times | 10 | 5.8 |
| 10 time or above | 17 | 9.9 |
| Total | 172 | 100.0 |

b. Willingness in Participation in Community-based Activities

Table 15 reveals that 61.2% (n=104) and 56.3% (n=94) of the respondents were more willing to take part in activities and work of the community and become volunteer for organization(s) within the community since the participation in the CIIF-funded projects.

Table 15. Since your participation in “the Project”, how do you perceive your initiative in the following aspects?

| | Greater than before | | No difference | | Lesser than before | | Don't know | |
|--|---------------------|------|---------------|------|--------------------|-----|------------|------|
| | n | % | n | % | n | % | n | % |
| Vote in elections | 65 | 38.0 | 85 | 49.7 | 6 | 3.5 | 15 | 8.8 |
| Participate in activities and work of the community | 104 | 61.2 | 51 | 30.0 | 8 | 4.7 | 7 | 4.1 |
| Make contact with influential persons in the community (such as District Councilors, leaders of community organizations) | 29 | 17.4 | 111 | 66.5 | 8 | 4.8 | 19 | 11.4 |
| Participate in protest march or demonstration | 19 | 11.4 | 113 | 68.1 | 10 | 6.0 | 24 | 14.5 |
| Reflecting social issues in the community to related government departments and groups | 41 | 24.8 | 90 | 54.5 | 6 | 3.6 | 28 | 17.0 |
| Make monetary donation to social service organizations | 74 | 43.8 | 70 | 41.4 | 9 | 5.3 | 16 | 9.5 |
| Volunteer for organization(s) within the community | 94 | 56.3 | 50 | 29.9 | 7 | 4.2 | 16 | 9.6 |
| Volunteer for organization(s) outside the community | 65 | 38.7 | 71 | 42.3 | 11 | 6.5 | 21 | 12.5 |

A sum score was calculated based on the 8 questions in Table 16 to demonstrate the level of willingness in participation in community-based activities (1 point for “greater than before”, 0 point for “no difference”, -1 point for “lesser than before”).

The possible minimum and maximum scores were -8 and 8 respectively. The higher the score was, the higher the level of willingness in participation in community-based activities would be.

21.5% of the respondents got 0 point for the level of willingness in participation in community-based activities, while 15.9% of the respondents got 3 points (see Table 16). The mean score of the level of willingness in participation in community-based activities was 2.74, indicating a higher level of willingness in participation in community-based activities than that in the past.

Table 16. Level of willingness in participation in community-based activities

| | Frequency | Percent |
|--------|-----------|---------|
| -8.00 | 1 | 0.9 |
| -6.00 | 1 | 0.9 |
| -3.00 | 1 | 0.9 |
| -2.00 | 2 | 1.9 |
| -1.00 | 1 | 0.9 |
| 0.00 | 23 | 21.5 |
| 1.00 | 8 | 7.5 |
| 2.00 | 12 | 11.2 |
| 3.00 | 17 | 15.9 |
| 4.00 | 10 | 9.3 |
| 5.00 | 12 | 11.2 |
| 6.00 | 9 | 8.4 |
| 7.00 | 2 | 1.9 |
| 8.00 | 8 | 7.5 |
| Total | 107 | 100.0 |
| Mean | | 2.74 |
| Median | | 3.00 |
| Mode | | 0.00 |

c. Composite Score of Collective Action

To evaluate the level of collective action, a composite score was formed by aggregating Questions 43-51 (See Appendix IV: Questionnaire – CIIF Participants/Volunteers - in Chinese). Reliability test on these 9 items was performed with Cronbach’s alpha of 0.8884. The possible minimum and maximum scores were 0 and 28 respectively. The higher the score was, the higher the level of collective action would be.

Results showed that the minimum and maximum levels of collective action were 0.00 and 28.00 respectively with a mean score of 16.67 (see Table 17).

Table 17. Level of collective action

| Score | Frequency | Percent |
|--------|-----------|---------|
| 0.00 | 9 | 4.9 |
| 1.00 | 4 | 2.2 |
| 2.00 | 2 | 1.1 |
| 3.00 | 2 | 1.1 |
| 5.00 | 1 | 0.5 |
| 6.00 | 4 | 2.2 |
| 7.00 | 4 | 2.2 |
| 8.00 | 1 | 0.5 |
| 9.00 | 1 | 0.5 |
| 10.00 | 3 | 1.6 |
| 11.00 | 3 | 1.6 |
| 12.00 | 4 | 2.2 |
| 13.00 | 4 | 2.2 |
| 14.00 | 5 | 2.7 |
| 15.00 | 7 | 3.8 |
| 16.00 | 13 | 7.1 |
| 17.00 | 14 | 7.6 |
| 18.00 | 15 | 8.2 |
| 19.00 | 11 | 6.0 |
| 20.00 | 18 | 9.8 |
| 21.00 | 15 | 8.2 |
| 22.00 | 10 | 5.4 |
| 23.00 | 15 | 8.2 |
| 24.00 | 7 | 3.8 |
| 25.00 | 7 | 3.8 |
| 26.00 | 3 | 1.6 |
| 28.00 | 2 | 1.1 |
| Total | 184 | 100.0 |
| Mean | | 16.67 |
| Median | | 18.00 |
| Mode | | 20.00 |

Compared to structural social capital, collective action was better developed with a mean score above the average of 14.00 (i.e. $=28\div 2$). The median and mode scores were also above the average score, indicating the steady development of collective action. However, its development was not as impressive as that of cognitive social capital. In the following sub-sections, we are going to look at the correlation among these three variables.

7.2.1.5 Relationship among Structural Social Capital, Cognitive Social Capital, and Collective Action

In earlier sub-sections, composite scores were calculated to measure the levels of structural social capital, cognitive social capital, and collective action. In this sub-section, Pearson r correlation analysis was performed to find out the relationship

among structural social capital, cognitive social capital, and collective action. As discussed earlier, structural social capital is perceived as an input indicator of social capital. Cognitive social capital is viewed as an input and/or an output indicator, while collective action is an output measurement.

Results indicates that there was a significant positive correlation among structural social capital, cognitive social capital, and collective action ($p \leq 0.05$) (see Table 18). It means that the higher the level of structural social capital was, the higher the level of cognitive social capital and collective action would be. The findings were consistent with the conceptual framework of this study, and in line with the arguments on the development of social capital put forth by the World Bank.

Table 18. Correlation among constructs of social capital

| Pearson correlation | Cognitive social capital | Collective action |
|---------------------------|--------------------------|--------------------|
| Structural social capital | 0.325** (N=184) | 0.176* (N=184) |
| Cognitive social capital | | 0.555** (N=184) |

*Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

As expected, cognitive and structural social capitals were inter-correlated to a moderate extent. Collective action is correlated more strongly with cognitive than with structural social capital. Although the correlations did not imply causal relationships, assuming that collective action was the outcome variable to be explained by social capital, then the results indicated that the role of cognitive social capital would be stronger than structural social capital.

7.2.2 Service Recipients

7.2.2.1 Demographic Profile

An overwhelming majority of service recipients were female ($n=18$, 94.7%), and 5.3% were male ($n=1$) (see Table 19).

Table 19. Gender

| | Frequency | Percent |
|--------|-----------|---------|
| Male | 1 | 5.3 |
| Female | 18 | 94.7 |
| Total | 19 | 100.0 |

Over half of the service recipients aged above 65 ($n=13$, 54.2%) (see Table 20).

Table 20. Age group

| | Frequency | Percent |
|----------|-----------|---------|
| 21-25 | 3 | 12.5 |
| 26-30 | 1 | 4.2 |
| 31-35 | 2 | 8.3 |
| 41-45 | 1 | 4.2 |
| 51-55 | 2 | 8.3 |
| 56-60 | 1 | 4.2 |
| 61-65 | 1 | 4.2 |
| Above 65 | 13 | 54.2 |
| Total | 24 | 100.0 |

Referring to Table 21, 68.2% of the respondents (n=15) attained primary school level or below.

Table 21. Education attainment

| | Frequency | Percent |
|---|-----------|---------|
| Primary or below | 15 | 68.2 |
| Junior secondary completion (Form 1 to 3) | 2 | 9.1 |
| Secondary 5 completion (Form 4 to 5) | 2 | 9.1 |
| Post-secondary completion | 1 | 4.5 |
| Tertiary - Degree graduate or above | 2 | 9.1 |
| Total | 22 | 100.0 |

Half of the respondents (n=10) were retired, followed by housewives (n=5, 25.0%), and clerical staff (n=3, 15.0%) (see Table 22).

Table 22. Occupation

| | Frequency | Percent |
|--|-----------|---------|
| Professionals or associate professionals | 2 | 10.0 |
| Clerical staff | 3 | 15.0 |
| Housewives | 5 | 25.0 |
| Retired | 10 | 50.0 |
| Total | 20 | 100.0 |

As shown in Table 23, 63.2% (n=12) of the service recipients had monthly income \$5,000 or below.

Table 23. Monthly income

| | Frequency | Percent |
|-------------------|-----------|---------|
| \$5,000 or below | 12 | 63.2 |
| \$5,001 - 10,000 | 2 | 10.5 |
| \$10,001 - 15,000 | 2 | 10.5 |
| \$20,001 - 25,000 | 1 | 5.3 |
| \$25,001 - 30,000 | 2 | 10.5 |
| Total | 19 | 100.0 |

7.2.2.2 Structural Social Capital

a. Diversity of Membership

By using a 5-point response scale, 1 represents “strongly disagree” and 5 “strongly agree”, respondents were asked to indicate the level of agreement on the diversity of the profile of project participants and volunteers, i.e. questions 2-7 (**See Appendix V: Questionnaire – CIIF Service Recipients - in Chinese**). A sum score was formed by adding these 6 questions. The possible minimum and maximum scores were 6 and 30 respectively. The lower the score was, the richer the diversity of membership would be.

From the perspective of service recipients, the profile of project participants and volunteers was fairly homogenous with a mean score of 16.25 (see Table 24).

Table 24. Level of diversity of membership

| | Frequency | Percentage |
|-------|-----------|--------------------|
| 12.00 | 2 | 25.0 |
| 14.00 | 2 | 25.0 |
| 18.00 | 2 | 25.0 |
| 20.00 | 1 | 12.5 |
| 22.00 | 1 | 12.5 |
| Total | 8 | 100.0 |
| | Mean | 16.25 |
| | Median | 16.00 |
| | Mode | 12.00 ⁶ |

b. Interests in Participation of Activities

73.7% of the service recipients (n=14) indicated that they were not interested in participating in activities organized by other community organizations (Table 25).

Table 25. After receiving the services provided by “the Project”, are you interested in participating in activities organized by other community organizations?

| | Frequency | Percent |
|-------|-----------|---------|
| Yes | 5 | 26.3 |
| No | 14 | 73.7 |
| Total | 19 | 100.0 |

7.2.2.3 Cognitive Social Capital

Service recipients were asked to indicate their level of agreement on Questions 12-31 (**See Appendix V: Questionnaire – CIIF Service Recipients - in Chinese**). Response items of negative questions, including questions 13, 19 and 25, were

⁶ Multiple modes exist. The minimum mode was presented.

reserved before analysis. The possible minimum and maximum scores were 1 and 5 respectively. The higher the score was, the higher the level of perceived mutual care and trust would be.

Table 26 reveals that the statements “I am willing to help others”, and “The business operators who participate in the Project are not for their own interest” scored the highest with a mean score of 3.81. However, the statements “Most people in this community are willing to help those who are facing financial difficulties”, and “If the project does not directly benefit my community but has benefits for other community, I would contribute less time and energy for the project” scored below 3. That means respondents were less likely to agree that communities would help one another when somebody faced financial difficulties, and they also believed that they were less willing to contribute if the CIIF-funded project was not directly benefited to his/her community.

Table 26. Agreement on the statement of cognitive social capital

| | Mean | n |
|--|------|----|
| Most people in this community basically can be trusted. | 3.44 | 16 |
| Most people in this community are always interested only in their own welfare. negative question | 3.07 | 14 |
| People of “the Project” (including participants, volunteers, and staff of the Project organization, etc) basically can be trusted. | 3.76 | 21 |
| There is always someone to help me if needed. | 3.56 | 18 |
| Most people in this community are willing to help mutually. | 3.57 | 14 |
| People of “the Project” help mutually. | 3.39 | 18 |
| Most people in this community are willing to help those who are facing financial difficulties. | 2.88 | 17 |
| If “the Project” does not directly benefit my community but has benefits for other community, I would contribute less time and energy for “the Project”. negative question | 2.87 | 15 |
| I am a member of the community. | 3.65 | 20 |
| If I drop my purse or wallet on the street, someone will try her/his bests to return it to me. | 3.18 | 17 |
| I am willing to help others. | 3.81 | 21 |
| The business operators who participate in “the Project” are not for their own interest. | 3.81 | 16 |
| I perceive that I am capable to help others. | 3.53 | 17 |
| I perceive that it is not worth to help others. negative question | 3.25 | 16 |
| I perceive that people and organizations (including business operators, neighbors, government bodies) in the community are united. | 3.38 | 16 |
| I perceive people in the community living in harmony. | 3.44 | 18 |
| “The Project” enhances my self-confidence. | 3.60 | 10 |
| “The Project” gives me a sense of fulfillment. | 3.40 | 10 |
| “The Project” motivates me to be more active to take part in community affairs. | 3.45 | 11 |
| “The Project” enables me to acquire abundant knowledge and skills. | 3.18 | 11 |

7.2.2.4 Collective Action

Collective action was measured by the extent of participation in public and community activities, and the degree of willingness in participation of community-based activities.

31.6% of the service recipients (n=6) were more willing to make monetary donation to social service organizations, though 47.4% of them (n=9) indicated no difference after the participation in the CIIF-funded projects (see Table 27).

Table 27. Since your participation in “the Project”, how do you perceive your initiative in the following aspects?

| | Greater than before | | No difference | | Lesser than before | | Don't know | |
|--|---------------------|------|---------------|------|--------------------|------|------------|------|
| | n | % | n | % | n | % | n | % |
| Vote in elections | 2 | 11.1 | 8 | 44.4 | 2 | 11.1 | 6 | 33.3 |
| Participate in activities and work of the community | 3 | 16.7 | 9 | 50.0 | 1 | 5.6 | 5 | 27.8 |
| Make contact with influential persons in the community (such as District Councilors, leaders of community organizations) | 2 | 11.1 | 10 | 55.6 | 0 | 0.0 | 6 | 33.3 |
| Participate in protest march or demonstration | 0 | 0.0 | 11 | 61.1 | 1 | 5.6 | 6 | 33.3 |
| Reflecting social issues in the community to related government departments and groups | 1 | 5.6 | 11 | 61.1 | 1 | 5.6 | 5 | 27.8 |
| Make monetary donation to social service organizations | 6 | 31.6 | 9 | 47.4 | 1 | 5.3 | 3 | 15.8 |
| Volunteer for organization(s) within the community | 3 | 15.8 | 10 | 52.6 | 1 | 5.3 | 5 | 26.3 |
| Volunteer for organization(s) outside the community | 2 | 11.1 | 11 | 61.1 | 0 | 0.0 | 5 | 27.8 |

A sum score was calculated based on the 8 questions in Table 28 to demonstrate the level of willingness in participation in community-based activities (1 point for “greater than before”, 0 point for “no difference”, -1 point for “lesser than before”). The possible minimum and maximum scores were -8 and 8 respectively. The higher the score was, the higher the level of willingness in participation in community-based activities would be.

50.0% of the respondents got 0 point for the level of willingness in participation in community-based activities. The mean score in the level of willingness in participation in community-based activities was 0.50, indicating a marginal increase in the willingness in participation in community-based activities than that in the past (see Table 29).

Table 29. Level of willingness in participation in community-based activities

| | Frequency | Percent |
|--------|-----------|---------|
| -4.00 | 1 | 10.0 |
| -1.00 | 1 | 10.0 |
| 0.00 | 5 | 50.0 |
| 1.00 | 1 | 10.0 |
| 4.00 | 1 | 10.0 |
| 5.00 | 1 | 10.0 |
| Total | 10 | 100.0 |
| Mean | | 0.50 |
| Median | | 0.00 |
| Mode | | 0.00 |

8. Identifying Critical Success/Failure Factors⁷

8.1 Identification and Participation of Dedicated Project Participants

The success in recruiting dedicated project participants was crucial to the success of the CIIF projects. The core members played a key role in building up bonding social capital among the members. They took the initiative to work for the project organizations, and took up responsibilities. They were committed to the project organizations, and willing to give help and support themselves and others.

We have a group of dedicated participants and volunteers, who help us in facilitating the operation of the Centre, and organizing different activities. They used to be our volunteers before we run in self-financing mode. Despite of enjoying the activities provided, they are experienced in organizing the activities and offering training courses to other participants (CIIF project worker, 28/04/2005:1).

The positive outcomes are the achievements of the participants, not the staff. I selected dedicated participants to be the core members and worked out the tasks together (CIIF project worker, 28/04/2005: 4).

Core members play the key role in establishing close ties and sense of belongings among the project participants. The core members are selected by election. They make calls in reminding other participants to attend the activities. Each of them calls 10 participants, and begins to establish close relationship with one another (CIIF project worker, 28/04/2005: 12).

8.2 Great Enthusiasm of the CIIF Project Workers

High devotion of CIIF project workers was also significant to the success of the CIIF project.

Our project coordinator visits different organizations, and introduces the services which can be provided. Great efforts are devoted. Eventually, 2 to 3 organizations are further referred, which include schools and NGOs (CIIF project worker, 15/04/2005:4).

We follow up with the development of project participants closely (CIIF project worker, 15/04/2005:9).

It takes a lot of time in enhancing the close relationship among the participants. We used to make reports in our general meetings. Nowadays,

⁷ A project can be successful in a particular aspect of social capital, while failure in another aspect. Thus, a single project can comprise of both factors of success and failure.

I play games with them, talk and share with them. I care for them and they know they are being cared. If they do not show up in the activities, I shall call them. To be honest, no service centre will give such care to the participants. The time and care devoted are enormous (CIIF project worker, 28/04/2005:11).

We really spend a lot of time to get familiar with project participants. Through informal meetings and chats with the clients, we get and exchange the latest information between the CIIF project workers and project participants (CIIF project worker, 28/04/2005:25).

8.3 High Involvement of Collaborating Parties

The involvement of members of collaborating parties in the working and/or steering committees of the project facilitated the implementation of CIIF projects.

A technician of a website developer plays the role of committee consultant. He helps design our website, and participate actively in our project (CIIF project worker, 06/04/2005:7).

Representatives of some collaborating organizations have become our committee members. They provide suggestions and guidelines in running different activities. Support is entirely provided as they understand our needs and agree to back up our activities (CIIF project worker, 07/04/2005:6).

8.4 Popularity of Project Organizers

Well-known organizations gained advantages in building up social networks. People tended to trust the services offered by well-known organizations, enabling the project participants, who were formerly marginalized, got involved in the community.

Our brand name helps the implementation of the project. People are confident in our trained post-natal mentors, though they have not received the services offered by the mentors. Some of the pre- and post-natal parents used to be its service recipients. They are also more likely to try the post-natal mentoring service (CIIF project worker, 05/04/2005:1).

Our organization is famous and well-known to the general public. I am sure that community members are confident on us, our participants and the services being provided (CIIF project worker, 15/04/2005:1).

8.5 Expansion of Existing Networks

Using existing networks facilitated the expansion of different social networks with different groups with diverse and heterogeneous backgrounds.

We have connections with this publisher before the application of CIIF project. After the launch of the project, I invite project participants to report on the publication. They can share their experience of taking care of children with the parents. At the same time, the service offered by our organization is made known to the potential service recipients. Enquiries are received to find out what kinds of services can be provided (CIIF project worker, 05/04/2005:7).

The most effective way to develop social networks is to make use of existing connections with different groups and organizations (CIIF project worker, 15/04/2005:5).

We find difficulties in recruiting women as volunteers at the beginning. Once we recruit a woman, she helps us recruiting a large number of volunteers though she does not actively participate in our projects (CIIF project worker, 28/04/2005:11).

Some of our business partners are friends of our staff (CIIF project worker, 28/04/2005:17).

Before the implementation of this CIIF-funded project, we organized an activity for parents and their children with a view to increasing the children's reading interests. When the project commenced, we try to recruit the parents and encourage them to contribute their talents for self and mutual help. Some parents serve as tutors of interests groups. For example, the new arrivals are good at sports, and they can teach the children. It is expected that they will develop mutual help network (CIIF project worker, 29/06/2005:3).

Adopting a complementary approach to address the needs of the community enhanced the social inclusion. Through the service delivery, the participants and community members developed closer connections with each others.

To build up social capital, it is crucial to identify community needs. Once the needs are identified, we can re-allocate the resources within this community (CIIF project worker, 06/04/2005:2).

Our community is facing a 'seven, four, one' issue, i.e., a 70 years old father, a 40 years old mother, and a young child. The father and the child are Hong Kong residents, however, the mother can only visit Hong Kong from time to time. The incapability of the old father in taking care of the young child is conducive to family problems. In responding to the social needs, we have launched 'soup delivery' service at a low price. In delivering the soup to the elder father, our volunteer also has greetings with him. They chat and share the daily life experience. They are getting closer

to each other with a sense of belonging to the community (CIIF project worker, 28/04/2005:10).

In terms of product sponsorship, business operators were more likely to be linked up if their potential customers are the same as those of the project organization.

Our existing networks with hospitals attract cooperation with business operators, as they are able to get direct contacts with their potential customers easily. After the launch of CIIF projects, we offer different talks and activities to parents with their children. Such direct contacts with the parents are viewed as golden opportunities to their promotion (CIIF project worker, 05/04/2005:6).

8.6 Reasons for Failure

The inadequacy of capacity building reduced the opportunity for the participants to be engaged in the community.

The post-natal mentors have not worked in the working population for a long time. They do not have solid experience. Even jobs are offered to them, they are not confident in taking up the job. Undoubtedly, they are not the core members (CIIF project worker, 05/04/2005:11).

Failure in recruiting dedicated participants to the project affected adversely the effectiveness of the CIIF projects. It did not only reduce the number of participants being involved in the projects, it also handicapped the development of bonding social capital.

CIIF project workers should not be involved too much in the project at the later stage. The participants should take the initiative to organize and coordinate themselves. Commitment of the participants is crucial to the success of sustaining social networks. However, the participants have to rely on project workers heavily in coordination and arrangement (CIIF project worker, 05/04/2005:12).

I found difficulties in selecting suitable participants. In the interview, they said they have enthusiasm, and are committed to work as mentors. In fact they are not (CIIF project worker, 05/04/2005:14).

We are worried about the small number of core members. Most of the participants are unwilling to contribute to the Centre, and take up responsibility. They don't want to devote time in helping the organization for coordination and networking (CIIF project worker, 05/04/2005:15).

Lacking a base to provide a hub for project participants to gather and hold functions hindered seriously civic engagement of the community. Both the scope and extent of

involvement of community members were limited. Activities, which aimed at facilitating collective actions and mutual supports, failed to function properly, and resulted in weak bonding social capital.

We don't have a base in the community. Our participants cannot walk in a Centre, and gather together. We can only solely rely on our existing networks with churches and schools, etc. We used to set up mobile booth to make known to the community members. ... However, it is ineffective. The community members have no idea about our organization. They do not believe us as we are not perceived to be a part of their community (CIIF project worker, 07/04/2005:3, 10).

The number of family participated is below our expectations. Thus, the number of family (used to receive services and now changing its role to service givers) is also limited. It is only about 2 to 3 families (CIIF project worker, 07/04/2005:3, 12).

As we do not have a base, the stored value bankbook in encouraging voluntary works does not function well. For example, we cannot give the recognition immediately after their completion of voluntary work. They can only record themselves for our verification when we meet (CIIF project worker, 07/04/2005:3, 13).

The relationship among project participants is weak (CIIF project worker, 07/04/2005:3, 14).

9. Other Observations

CIIF project workers appraised the help and advice offered by the CIIF Secretariat.

I have positive feedback on CIIF Secretariat. We have submitted reports to the Secretariat regularly. The Secretariat reads our reports and shares experience with us. Regardless of the effectiveness of the suggestions and advices, they show sincerity in our project and follow our work closely (CIIF project worker, 05/04/2005:17).

The CIIF Secretariat had organized a series of forums, sharing sessions and workshops for the sharing of experience and the exchange of information. These facilitated the CIIF project workers in the implementation of CIIF projects.

Sharing in the annual forum and workshop is perceived to be useful to CIIF workers. Though the depth of sharing can be improved, experience sharing is very important to us (CIIF project worker, 05/04/2005:17).

Most of the CIIF projects faced difficulties of lacking manpower and resources in implementation and operation.

Insufficient resources and manpower are provided for this project (CIIF project worker, 05/04/2005:18).

My observation is the project organization has limited resources to organize more activities in terms of scale and number (Business, 10/07/2005: 7).

If more manpower and resources could be provided, the extent of achievement would be expected to be much more significant (CIIF project worker, 28/04/2005:26).

10. Conclusion and Recommendations

Based on the above findings, the CIIF-funded projects have promoted the development of social capital in Hong Kong. Different strategies, including the building up of the capacity of marginalized individuals and groups, changing the mindset from passive acceptance of welfare to the delivery of social service, building up networks between different groups with diverse backgrounds, and enhancing joint efforts among the government, business and the third sector, were launched and implemented over the past few years. It is found that bonding social capital has developed within groups with shared objectives and similar backgrounds. Collaboration across different organizations (bridging social capital) has also been actively pursued. However, the collaboration between the business sector and the third sector (linking social capital) was still weak. During the interviews with business operators, two collaborating business partners mentioned that they had never heard of CIIF. Considering the importance of business involvement, more dialogues with the business sector would ensure wider dissemination of information concerning the roles and works of CIIF. Invitation of collaborating parties in the working and/or steering committee of the project will also be helpful in facilitating the collaboration of different sectors.

It is observed that mutual care and trust were being established in the community. Both qualitative and quantitative findings reveal that cognitive social capital has built up among project participants/members and volunteers. Undoubtedly, the concept of mutual assistance and reciprocity has not been disseminated well to all project participants. Qualitative findings further reveal that some of them were not prepared to give help in return for receiving help.

The mean score in the level of willingness in participation in community-based activities was higher than 0 for project participants, volunteers and service recipients, indicating an increase in the willingness in participation in community-based activities than that in the past. Through the engagement in different activities, they were better empowered, and have formed a strong sense of satisfaction. Social inclusion has been improved by taking away the labels of the marginalized groups in the community. However, it is important to note that there is room for the enhancement of social inclusion. Quantitative figures indicate that the differences in education attainment, wealth possessions, social status, gender, age, religious beliefs and ethnic background tended to divide people in the community to a certain extent.

Consistent with the conceptual framework of the present study and that of the World Bank, positive correlations were found between structural and cognitive social capitals, and – importantly – between these two forms of social capital and collective action. Although the positive correlations between social capitals and collective action do not mean that collective action results from social capitals in the causal sense, they lend support to theoretical arguments that posit the flow of impact from social capitals to collective action. Of the two kinds of social capital, cognitive social

capital in particular was highly correlated with collective action, suggesting its primary importance.

Based on critical success and failure factors that have been identified, on-going and future CIIF-funded projects can make use of the best practices to implement and promote the development of social capital. For this purpose, it would be valuable to document the success and failure factors from the present study as well others for wider discussion and dissemination. Such a document would also facilitate the preparation of proposals for CIIF funding. By raising the quality of these proposals, it would help to raise the success rate of proposals while maintaining the standards of the vetting procedure. This triangulation of research-applicant-CIIF collaboration would be beneficial to the responsible and effective use of public money for promoting social capital and social inclusion. In the longer run, both applicants and the people whom they propose to serve would benefit from the higher quality of the proposals. The success and failure factors also suggest that the vetting procedure alone is no guarantee for the eventual success of a project. Hence, the importance of on-going involvement of CIIF in particular projects to share the cumulative and collective wisdom that has accrued from the experiences of past years. The converse side of this argument is that provided a supportive and mentoring system is in place, applicants should be encouraged to make bold, innovative, experimental proposals for funding and be vetted accordingly.

Since most of the CIIF projects faced the difficulties of lacking manpower and resources in implementation and operation, it is recommended to review the funding formula from time to time.

More dialogues among the government, the business sector, and the third sector were helpful in strengthening the tripartite partnership. It is recommended to focus on the gaining collaboration with big enterprises, and followed by small and medium sized enterprises as most of the small and medium sized enterprises have no idea on the corporate social responsibility. More promotion on this idea seems to be required.

11. Research Team

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Consultants

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His subject areas of expertise include total quality management in social services, programme evaluation and social impact analysis; general sociology, social research methodology, social statistics, information management and communication technology in social services department; as well as survey design and data analysis and social service quality management training.

Professor Chan earned his BSSc in Sociology from the Chinese University of Hong Kong in 1968 and MA in Sociology from University of Pittsburgh in 1974. He had received several recognition awards including the Badge of Honor in 1994 and the Justice of Peace in 1996. He was awarded the Contribution To Learning Award by the Faculty of Humanities and Social Sciences of the City University of Hong Kong in 1998. (For details, please refer to Appendix III.)

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Dr. Raymond Chan is currently Assistant Professor at the Department of Applied Social Studies, City University of Hong Kong. Before this, he has been working as a community worker and a youth worker, and taught in Hong Kong Polytechnic University. He has qualifications in social work, social service planning, education and sociology. His teaching duties include Labour and Welfare in Asia; Comparative Social Welfare; fieldwork, final year project and research degree supervision.

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Coordination and Project Management

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Miss Hung is the Business Administrative Officer of the QEC. She obtained a Bachelor degree in Social Sciences in 1998 and a Master Degree in Philosophy in 2001. She coordinates, supervises and undertakes different survey projects in the QEC, including the telephone interviewing fieldwork of the above projects.

Before joining the QEC, Miss Hung worked in The Hong Kong Institute of Education as Research Assistant in facilitating the Project of "School-based Management in Primary Schools" funded by the QEF. The number of schools involved was 83, and the targeted respondents of each school included school principal, Panel Heads of different subjects, teachers and students. Both quantitative and qualitative data were collected by means of self-administered questionnaires and face-to-face interviews.

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Appendix I

Interview Guidelines – CIIF Project Workers (in Chinese)

1. 係你心目中，甚麼叫社會資本？你覺得有甚麼因素有助發展正面的社會資本？
2. 貴機構的背景及在區內的歷史，對你們推動計劃，有幾大程度上的幫助？
3. 在未推行計劃以前，你們會唔會已經與不同的機構有聯繫？對你們推動計劃，有幾大程度上的幫助？
4. 你採用了甚麼策略/手法去發展社會資本？請詳細說明各項策略。
5. 係你心目中，網絡是甚麼才會形成？它的作用是甚麼？怎樣的支援性網絡才會發揮你所講的作用？你會甚麼形容你們與各類合作機構的模式和關係？包括：……等等。誰去接觸這些合作機構？合作機構的態度是怎樣？你們又怎樣取得他們的合作？這對你們建立社會資本是否足夠？為甚麼？你覺得是否需要進一步擴大合作網絡，去推動社會資本？
6. 甚麼是社會團結？計劃有幾大程度上促進社會團結？有甚麼例子？
7. 甚麼是社會融合？計劃有幾大程度上促進社會融合？有甚麼例子？
8. 甚麼是社會參與？計劃有幾大程度上促進社會參與？有甚麼例子？
9. 甚麼是自助互助？計劃有幾大程度上促進互助自助？有甚麼例子？
10. 正面價值包括甚麼？計劃有幾大程度上建立這些正面價值？有甚麼例子？
11. 除以上方面外，計劃對這個社區還有甚麼影響？
12. 你覺得這個計劃有那些 good practice，能有效發展社會資本？
13. 在推行計劃中又有甚麼的困難？
14. 整體而言，以 1-100 分來評價，你覺得這個計劃在發展社會資本的成效上值幾多分？為甚麼？能夠有這樣的成效，原因何在？有那些不足的地方有待改善？

Appendix II

Interview Guidelines – CIIF Managers and Government Officials (in Chinese)

1. 社區投資共享基金的目標是甚麼？它的使命及願景又是甚麼？
2. 現時的進度與期望有沒有距離？分別在那方面？
3. 社會資本是甚麼？你覺得正面的社會資本要在甚麼的環境下/有甚麼因素才會有助其發展？
4. 社區投資共享基金以甚麼策略發展社會資本？請詳細說明各項策略。就各計劃項目的表現，你覺得那項策略能最有效地發展社會資本？那項策略在發展社會資本方面較遜色？
5. 你們在推動社會資本發展時有沒有遇到甚麼的困難？這是甚麼？
6. 機構在推行計劃時，有無有提出甚麼的困難？這些困難是甚麼？你們有沒有甚麼的策略去協助機構？試舉例說明。
7. 機構是否清楚你們的目標及策略去發展社會資本？何以見得？
8. 社區投資共享基金對社區有甚麼影響？

Appendix III

Interview Guidelines – Business Operators (in Chinese)

1. 你的公司現在/曾經與社區投資共享基金所贊助的計劃機構合作。是甚麼原因驅使你們的合作？
2. 在與這計劃機構合作時，貴公司考慮甚麼因素，例如機構的背景、服務對象等等，才決定是否與其合作？
3. 你們合作的模式是甚麼？你們所負責的工作是甚麼？
4. 你/你的公司是否知道社區投資共享基金所贊助的計劃的目標？你是否認同計劃的目標？
5. 你是否知道「社會資本」這理念？
6. 作為一所有責任的企業，你是否覺得有需要為社會出力，謀求福祉？
7. 貴公司的職員有沒有參與當這個計劃的義工？他們是否明白計劃的長遠及短近的目標？他們的主動性是怎樣？
8. 在推動整個計劃的過程中，參與的職員發揮了怎樣的潛能？
9. 你覺得參與這計劃是否有意思？為甚麼？跟以往的義工服務有無不同？
10. 你認為甚麼才能鼓勵商業機構，多與社福界（第三界別）合作？
11. 你對社區投資共享基金這個計劃有何意見？

Appendix IV

Questionnaire – CIIF Participants/Volunteers (in Chinese)

編號：_____

香港城市大學優質評估研究中心及應用社會科學系 「社區投資共享基金計劃」的評估研究 ---- 參加者/義工

為了解「社區投資共享基金計劃」的成效，衛生福利及食物局現正委託香港城市大學優質評估中心及應用社會科學系進行評估研究。就著自您參加「計劃名稱」至現在的經歷及感受，希望您能花 5 至 10 分鐘時間替我們完成這份問卷。答案並無對錯之分，您所提供的資料只會進行研究分析之用，而研究的結果將會有助衛生福利及食物局檢討「社區投資共享基金計劃」。我們保證，您所提供的一切資料，絕對保密。如有任何查詢，請致電 2788-8972 與香港城市大學優質評估中心洪小姐聯絡。

請把完成的問卷放入附備的回郵信封，並於 **2005 年 10 月 15 日前**，**直接**寄交「香港城市大學優質評估研究中心」，或傳真至 **2194 2011**。

請在空格上填上✓或填寫答案。

第一部份

1. 您在「計劃名稱」（下稱「這個計劃」）中擔任甚麼角色？

1. 參加者/會員 2. 核心義工 3. 義工

2. 您參加了「這個計劃」多久？

1. 三個月或以下 2. 四至六個月 3. 七至九個月 4. 十個月至一年
5. 一年以上

3. 由您參加「這個計劃」至今，您參與「這個計劃」所舉辦之活動大約多少次？如「沒有」，請寫上「0次」。

_____次

4. 由您參加「這個計劃」至今，您平均一星期花多少時間參與「這個計劃」的活動及工作？

1. 沒有 2. 1-3 小時 3. 4-6 小時 4. 7-9 小時 5. 10 小時或以上

5. 您有沒有曾經參與「這個計劃」的活動籌劃工作？

1. 有 2. 沒有（跳至題 7）

6. 在籌劃活動的過程中，您覺得自己的參與程度有幾高？

1. 非常高 2. 高 3. 一般 4. 低 5. 非常低

7. 您是否有機會參與決定「這個計劃」的活動形式、內容、細節、時間等等？

1. 有 2. 沒有（跳至題 10）

8. 一般來說，您們是怎樣通過決議？

- 1.由委員會/合作社的主席決定
2.由委員會主席邀請參加者/會員共同討論後，再作決定
3.由參加者/會員共同投票決定
4.由計劃機構職員決定
5.其他，請註明：_____

9. 整體來說，您覺得「這個計劃」的決策方式及領導方法對其運作有幾有效？

- 1.非常有效 2.有效 3.一般 4.無效 5.非常無效

您有幾同意以下句子？

| 「這個計劃」的參加者/會員和義工，大部分都： | 非常同意 | 同意 | 一半半 | 不同意 | 非常不同意 | 唔知道 |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. 是來自同一的社會階層。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. 有共同的宗教信仰。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. 是性別相同。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. 是擔任類同的職業。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. 是來自相同的年齡組別。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. 是學歷相同。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

16. 除了參加「這個計劃」外，您現在是幾多個組織（包括社區中心、教會、業主立案法團等等）的參加者/會員/義工？（「計劃名稱」不計算在內）

- 1.沒有 2.1-3個 3.4-6個 4.7-9個 5.10個或以上

17. 請列出所有您現時參加的組織/團體名稱、其性質及您的參與程度。（包括「計劃名稱」）

| 組織/團體名稱 | 組織/團體性質 | 您的參與程度（1=非常低，2=低，3=一般，4=高，5=非常高） |
|-----------|---------|----------------------------------|
| 1. 「計劃名稱」 | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

18. 您認為參加「這個計劃」的最大得益是甚麼？（可選多項）

- 1.消磨時間 2.擴大社交圈子 3.為社會服務 4.學習不同技巧或知識
5.可得到別人的協助 6.可幫助有需要人士 7.與有影響力的人士接觸
8.其他，請註明：_____

第二部份

19. 如果您遇到經濟上的困難，您會向誰人尋找協助？（可選多項）

- 1.無 2.家人 3.鄰居 4.朋友
5.宗教領袖 6.社區領袖 7.政府 8.其他，請註明：_____

20. 如果您遇到不幸的事情（例如喪失親人），您會向誰人尋找協助？（可選多項）

- 1.無 2.家人 3.鄰居 4.朋友
5.宗教領袖 6.社區領袖 7.政府 8.其他，請註明：_____

| 您有幾同意以下句子： | 非常同意 | 同意 | 一半半 | 不同意 | 非常不同意 | 唔知道 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 21. 社區內的大部份人都是可信的。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. 社區內的大部份人只顧自己的利益。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. 「這個計劃」的人員（包括參加者、義工、機構職員等等）都是可信的。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. 如有需要，我會得到他人的協助。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. 如有需要，社區內的大部份人都會互相幫助。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. 「這個計劃」的人員都會互相幫助。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. 社區內的大部份人都會作出無私奉獻，幫助經濟有困難的人。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. 如果「這個計劃」不是為本社區帶來直接好處，而是為其他社區服務，我投入於「這個計劃」的時間及精神會較少。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. 我覺得自己是這個社區的一份子。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. 如果在街上掉了錢包，我相信拾獲者會盡辦法將它歸還給我。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. 我願意幫助別人。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. 參與「這個計劃」的商戶並非著重牟利。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. 我覺得自己有能力幫助別人。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. 我覺得其他人不值得我幫助。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. 我覺得這個社區的人士及團體（包括商戶、街坊及政府團體等等）都是團結的。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. 我覺得社區上的人士能融洽相處。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. 「這個計劃」令我自信心加強。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. 「這個計劃」令我有成功感。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. 「這個計劃」令我比從前更積極參與社區事務。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. 「這個計劃」讓我獲得豐富的知識和技能。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

第三部份

41. 您覺得區內居民在以下各方面的分別，有幾大程度上令人與人之間築起了隔膜？

| | 非常大的影響 | 有一定的影響 | 非常少的影響 | 唔知道 |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 41.1 不同的教育程度 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41.2 不同的財富/經濟狀況 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41.3 不同的社會階級 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41.4 不同的性別 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41.5 不同的年齡 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41.6 不同的宗教 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41.7 不同的種族 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

42. 您覺得以上的不同，有沒有造成社區分化？

1.有 2.有些 3.無

43. 參與「這個計劃」後，您參與過幾多次公共及社區活動（包括家長會、投票選舉、屋邨活動、請願、鄰社工作等等）？

1.沒有 2.1-3次 3.4-6次 4.7-9次 5.10次或以上

| 自參與「這個計劃」後，您覺得自己在以下各方面的積極性是甚麼？ | 較從前高 | 較從前低 | 無分別 | 唔知道 |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 44. 在選舉中投票 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. 參與社區活動/工作 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. 與社區上有影響能力的人士（例如區議員、社區組織領袖）接觸 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. 參加遊行 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. 向有關政府部門及團體反映區內社會問題 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. 捐款給社會服務機構 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. 為區內的組織提供義工服務 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 51. 為區外的組織提供義工服務 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

52. 您覺得自己及社區街坊有幾大能力，改善社區的生活？

1.十分有能力 2.有能力 3.一半半 4.沒有能力 5.十分沒有能力

53. 您會否為改善社區的生活而出力？

1.會 2.可能會 3.唔會 4.唔知道

54. 整體來說，您覺得自己有幾積極參與這個社區？

1.非常積極 2.積極 3.一般 4.唔積極 5.非常唔積極

第四部份

55. 性別：

- 1.男 2.女

56. 年齡：

- 1.17 歲或以下 2. 18-20 歲 3. 21-25 歲 4. 26-30 歲 5. 31-35 歲
6. 36-40 歲 7. 41-45 歲 8. 46-50 歲 9. 51-55 歲 10. 56-60 歲
11. 61-65 歲 12. 65 歲以上

57. 您的教育程度：

- 1.小學或以下 2.初中畢業（中一至中三） 3.中五畢業（中四至中五）
4.中七畢業（中六至中七） 5.大專畢業 6.大學畢業或以上

58. 請問您而家嘅職業係？

- 1.專業人員或輔助專業人員 2.經理或行政人員 3.文職人員
4.技術工人 5.非技術工人 6.服務或銷售人員
7.自僱人士 8.學生 9.家庭主婦
10.失業或待業人士 11.退休人士 12.其他，請註明：_____

59. 您家庭的每月收入：

- 1.港幣\$5,000 或以下 2.港幣\$5,001 – 10,000 3.港幣\$10,001 – 15,000
4.港幣\$15,001 – 20,000 5.港幣\$20,001 – 25,000 6.港幣\$25,001 – 30,000
7.港幣\$30,000 以上

全卷完畢，謝謝合作！

請把完成的問卷放入附備的回郵信封，

並寄交「香港城市大學優質評估研究中心」，或傳真至 2194 2011。

香港城市大學優質評估研究中心及應用社會科學系
「社區投資共享基金計劃」的評估研究 --- 接受服務者

為了解「社區投資共享基金計劃」的成效，衛生福利及食物局現正委託香港城市大學優質評估中心及應用社會科學系進行評估研究。就著自您參加「計劃名稱」至現在的經歷及感受，希望您能花 5 至 10 分鐘時間替我們完成這份問卷。答案並無對錯之分，您所提供的資料只會進行研究分析之用，而研究的結果將會有助衛生福利及食物局檢討「社區投資共享基金計劃」。我們保證，您所提供的一切資料，絕對保密。如有任何查詢，請致電 2788-8972 與香港城市大學優質評估中心洪小姐聯絡。

請把完成的問卷放入附備的回郵信封，並於 2005 年 10 月 15 日前，直接寄交「香港城市大學優質評估研究中心」，或傳真至 2194 2011。

請在空格上填上✓或填寫答案。

第一部份

1. 「計劃名稱」（下稱「這個計劃」）曾經為您提供服務多少次？
_____次

您有幾同意以下句子？

| 「這個計劃」的參加者/會員和義工，大部分都： | 非常同意 | 同意 | 一半半 | 不同意 | 非常不同意 | 唔知道 |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2. 是來自同一的社會階層。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 有共同的宗教信仰。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 是性別相同。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 是擔任類同的職業。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 是來自相同的年齡組別。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. 是學歷相同。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. 在接受「這個計劃」所提供的服務後，您有沒有興趣參與其他社區機構/組織的活動？

1.有 2.沒有

9. 您認為「這個計劃」對社區帶來甚麼的影響？（可選多項）

- 1.強化社區共融 2.強化社區團結 3.讓區內居民助人自助
4.讓「這個計劃」的參加者投入社區工作 5.區內有需要人士得到幫助 6.無任何影響
7.其他，請註明：_____

第二部份

10. 如果您遇到經濟上的困難，您會向誰人尋找協助？（可選多項）

- 1.無 2.家人 3.鄰居 4.朋友
5.宗教領袖 6.社區領袖 7.政府 8.其他，請註明：_____

11. 如果您遇到不幸的事情（例如喪失親人），您會向誰人尋找協助？（可選多項）

- 1.無 2.家人 3.鄰居 4.朋友
5.宗教領袖 6.社區領袖 7.政府 8.其他，請註明：_____

| 您有幾同意以下句子： | 非常同意 | 同意 | 一半半 | 不同意 | 非常不同意 | 唔知道 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. 社區內的大部份人都是可信的。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. 社區內的大部份人只顧自己的利益。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. 「這個計劃」的人員（包括參加者、義工、機構職員等等）都是可信的。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. 如有需要，我會得到他人的協助。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. 如有需要，社區內的大部份人都會互相幫助。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. 「這個計劃」的人員都會互相幫助。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. 社區內的大部份人都會作出無私奉獻，幫助經濟有困難的人。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. 如果「這個計劃」不是為本社區帶來直接好處，而是為其他社區服務，我投入於「這個計劃」的時間及精神會較少。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. 我覺得自己是這個社區的一份子。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. 如果在街上掉了錢包，我相信拾獲者會盡辦法將它歸還給我。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. 我願意幫助別人。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. 參與「這個計劃」的商戶並非著重牟利。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. 我覺得自己有能力幫助別人。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. 我覺得其他人不值得我幫助。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. 我覺得這個社區的人士及團體（包括商戶、街坊及政府團體等等）都是團結的。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. 我覺得社區上的人士能融洽相處。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. 「這個計劃」令我自信心加強。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. 「這個計劃」令我有成功感。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. 「這個計劃」令我比從前更積極參與社區事務。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. 「這個計劃」讓我獲得豐富的知識和技能。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

第三部份

32. 您覺得區內居民在以下各方面的分別，有幾大程度上令人與人之間築起了隔膜？

| | 非常大的影響 | 有一定的影響 | 非常少的影響 | 唔知道 |
|------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 不同的教育程度 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 不同的財富/經濟狀況 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 不同的社會階級 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 不同的性別 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 不同的年齡 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 不同的宗教 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 不同的種族 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

33. 您覺得以上的不同，有沒有造成社區分化？

- 1.有 2.有些 3.無

| 自接受「這個計劃」所提供的服務後，您覺得自己在以下各方面的積極性是甚麼？ | 較從前高 | 較從前低 | 無分別 | 唔知道 |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 34. 在選舉中投票 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. 參與社區活動/工作 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. 與社區上有影響能力的人士（例如區議員、社區組織領袖）接觸 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. 參加遊行 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. 向有關政府部門及團體反映區內社會問題 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. 捐款給社會服務機構 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. 為區內的組織提供義工服務 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. 為區外的組織提供義工服務 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

42. 您覺得自己及社區街坊有幾大能力，改善社區的生活？

- 1.十分有能力 2.有能力 3.一半半 4.沒有能力 5.十分沒有能力

43. 您會否為改善社區的生活而出力？

- 1.會 2.可能會 3.唔會 4.唔知道

44. 整體來說，您覺得自己有幾積極參與這個社區？

- 1.非常積極 2.積極 3.一般 4.唔積極 5.非常唔積極

第四部份

45. 性別：

- 1.男 2.女

46. 年齡：

- 1.17 歲或以下 2. 18-20 歲 3. 21-25 歲 4. 26-30 歲 5. 31-35 歲
6. 36-40 歲 7. 41-45 歲 8.46-50 歲 9. 51-55 歲 10. 56-60 歲
11. 61-65 歲 12. 65 歲以上

47. 您的教育程度：

- 1.小學或以下 2.初中畢業（中一至中三） 3.中五畢業（中四至中五）
4.中七畢業（中六至中七） 5.大專畢業 6.大學畢業或以上

48. 請問您而家嘅職業係？

- 1.專業人員或輔助專業人員 2.經理或行政人員 3.文職人員
4.技術工人 5.非技術工人 6.服務或銷售人員
7.自僱人士 8.學生 9.家庭主婦
10.失業或待業人士 11.退休人士 12.其他，請註明：_____

49. 您家庭的每月收入：

- 1.港幣\$5,000 或以下 2.港幣\$5,001 – 10,000 3.港幣\$10,001 – 15,000
4.港幣\$15,001 – 20,000 5.港幣\$20,001 – 25,000 6.港幣\$25,001 – 30,000
7.港幣\$30,000 以上

全卷完畢，謝謝合作！

請把完成的問卷放入附備的回郵信封，

並寄交「香港城市大學優質評估研究中心」，或傳真至 2194 2011。