

**The CIIF Evaluation Consortium**

**Final Report for**

**Evaluating the Outcomes and Impact of**

**The Community Investment and Inclusion Fund (CIIF)**

**For**

**Health, Welfare and Food Bureau**

**By**

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## Executive Summary

Project Title:

***A study to document the process and mechanism of social capital development and to measure the impact of social capital on the lives of project participants who belong to the socially and economically disadvantaged groups.***

The objectives of the study are:

1. To document the process and mechanism whereby social capital is built among the disadvantaged groups;
2. To measure objectively the impact of social capital on the overall well-being or quality of life of people from the disadvantaged groups;
3. To understand the subjective perception of the impact of social capital on the lives of these groups of people.

Two categories of CIIF projects are being included in the present study. Among them, four projects focus on building social capital of the communities of ethnic minorities in Hong Kong and seven projects focus on enhancing the social capital among the socially and economically disadvantaged young people in Hong Kong. The followings are the summary of findings and recommendations.

1. Findings:

a. Mechanism for Social Capital Building

- Methods used to group participants:
  - Pairing up of individual participants with another individual
  - Connecting one group of participants with another group
  - Connecting groups of participants with the wider community
- The Utilization of Groups to connect people/communities
  - Volunteer groups
  - Skills learning groups
- Involvement of Different Community Sectors
  - Professional volunteer groups
  - Business vendors
  - Non-government Organizations/other CIIF projects
  - Government Organizations

b. Social Capital Outcomes at the Community and Group Level

- Relationships are built amongst the project participants/communities but its intensity varies according to the duration and mechanism through which these relationships are built.
- Collaboration across organizations in the community is common and in the form of ‘one-off’ and the more ‘inter-woven’ types. Projects do engage in both types of collaborations.
- Mutual help occurs at different levels and among different groups within and beyond the boundary of the CIIF projects. Content of mutual aid

include information exchange, tangible support, intangible support on a reciprocal basis. The longer the project is in operation, the more the variety and the higher the intensity of mutual help among groups of project participants.

- Among all the projects, ‘institutional arrangements’ have been well planned and implemented for the development of mutual aid. Among these arrangements, purposively formed groups are found to be very conducive for the development of positive interpersonal relationship and mutual help.

c. Social Capital Outcomes at the Individual and Group Level

- Norm of trust, both the generalized and the particularized types are found to be at quite high level in both groups of participants. While there is no obvious post-participation increase in the level of trust, there are still some positive developments.
- Norm of reciprocity again exists among the two groups of participants. It is notable that other groups of participants rated themselves lowly on their ability to help but tendency to offer help is very high. While the Ethnic Minority (EM) group has low expectation on their help to be reciprocated; the young people have a stronger belief in reciprocity. Again there is no obvious post-participation increase in the level of reciprocity; there are still some positive developments.
- The social networks of Ethnic Minority people are composed mainly of immediate family members whereas young people (YP) tend to have a wider network which includes school/workmates, professionals, etc. While domestic responsibility and language barrier is a major obstacle for Ethnic Minority people to expand their social network, participation in CIIF projects enables them to increase their social networks. For both groups of respondents, primary social networks provide most financial support whereas the tertiary (including the CIIF project operators) social network provides the most emotional support. There is a decreasing trend in support seeking/providing in both groups after their participation in the projects. This shows a tendency to change from other-reliant mode to being self-reliant in the various aspects of their lives.
- The EM participants tend to be rather concerned about what is happening around them in the society where they live while the young people demonstrate a medium-low level of civic activeness. Although participation in the projects seems to have raised the civic participation of Ethnic Minority people, language barrier remain a hurdle to further development. There are still some young people who demonstrate concern for the different aspects of life in the city where they live.
- The EM respondents score consistently high in all the measurements of life satisfaction including Quality of Life Profile (SQLP), Subjective Happiness Scale, Life Orientation, indicating they are a group of happy go lucky people who are satisfied with their life. Young people score consistently lower than that of the EM but are still above the mid-point, indicating that at this stage of their life, there are a lot of anxieties and uncertainties which they need to worry about. Both groups’ scores remain unchanged after their participation in the CIIF projects, suggesting maybe the interval between two measurements is too short for detecting changes

- in fundamental life orientation/values.
- Both groups of participants demonstrate changes at the attitudinal and behavioural aspects. These changes reported by participants, project workers and partners such as mentors or instructors, indicate participation in the project is conducive to the positive changes in their lives.
  - There are a number of factors found to be conducive to the positive social capital outcomes. In particular, positive attributes of project workers and participants and organizational factors. Other factors found to be non-conducive to positive outcomes include the lack of understanding of social capital, inadequate training of EM worker, the cultural and gender beliefs of EM people, lack of experience on the part of both workers and organization to work with CIIF and new partners as well as insufficient resources.
  - Based on the findings, the following recommendations are made:
    - To practitioners/Organization Management/Project Managers
      - Effective strategies for building up social capital include –
        - ❖ Group of all kinds, as long as its ultimate objective is outward looking, that cultivate trust, mutual help, civic awareness and participation;
        - ❖ Programmes that engage partners from different sectors, preferably with a long standing kind of relationship;
        - ❖ Programmes for the EMs have to address the primary language barrier to be more effective;
        - ❖ Strategies for EMs should be more sensitive to their cultural, religious as well as current life contexts;
        - ❖ Programmes for the EMs have to demonstrate respect for each other’s culture rather than cultural imposition;
        - ❖ Programmes for YPs should be able to identify their ‘alternative and multiple talents’;
        - ❖ Programmes for YPs should be able to solicit the support and recognition of family members and significant others as ways to sustain YPs’ motivation;
        - ❖ When and wherever possible, involving the family of participants should be encouraged as it is their main source of social support.
      - Staff quality matters – recruit the right one;
      - Engage the project staff as early as possible - in the planning stage;
      - Facilitate/provide training to staff on the theory and practice of social capital;
      - Facilitate/provide training to staff on how to work with new partners: funding partners, business partners, mentors, and EMs;
      - Facilitate/provide training to staff in new strategies: marketing, performing arts, business operation, etc.;
      - Solicit additional fundings/resources from third parties, e.g. corporates;
      - Build up connections and collaborative relationships with other sectors in the community for joint venture in the CIIF projects.
    - To CIIF
      - Cultivate equalitarian partnerships;

- Promote mutual trust and support;
- Keep up the good spirit: culture/practice of non-rigid reporting and accept qualitative data;
- Strike a good balance between “conveying/sharing with operators on what works and does not work?” and “imposing on them what works (the copy and paste approach)”;
- Open up / communication channels that are not ‘task-oriented’;
- Address the queries/worries/anxieties raised by the project workers;
- Appreciate the positive developments occurring in the projects;
- Lend understanding to the unique situations and difficulties that different projects might have;
- Facilitate/provide training to project workers on the concept and practice of social capital;
- Be more considerate in funding, taking care of the difficult financial/personnel situations many organizations are facing.

➤ To Academics

- Find/provide space in teaching the theory and practice of social capital;
- Provide on the job training to staff on how to work with new partners: funding partners, business partners, mentors, EMs;
- Facilitate/arrange student placement in the CIIF projects;
- Conduct further research either individually or collaboratively on the topic of social capital;
- Facilitate the EM workers to obtain professional training

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## I. Project Title:

*A study to document the process and mechanism of social capital development and to measure the impact of social capital on the lives of project participants who belong to the socially and economically disadvantaged groups.*

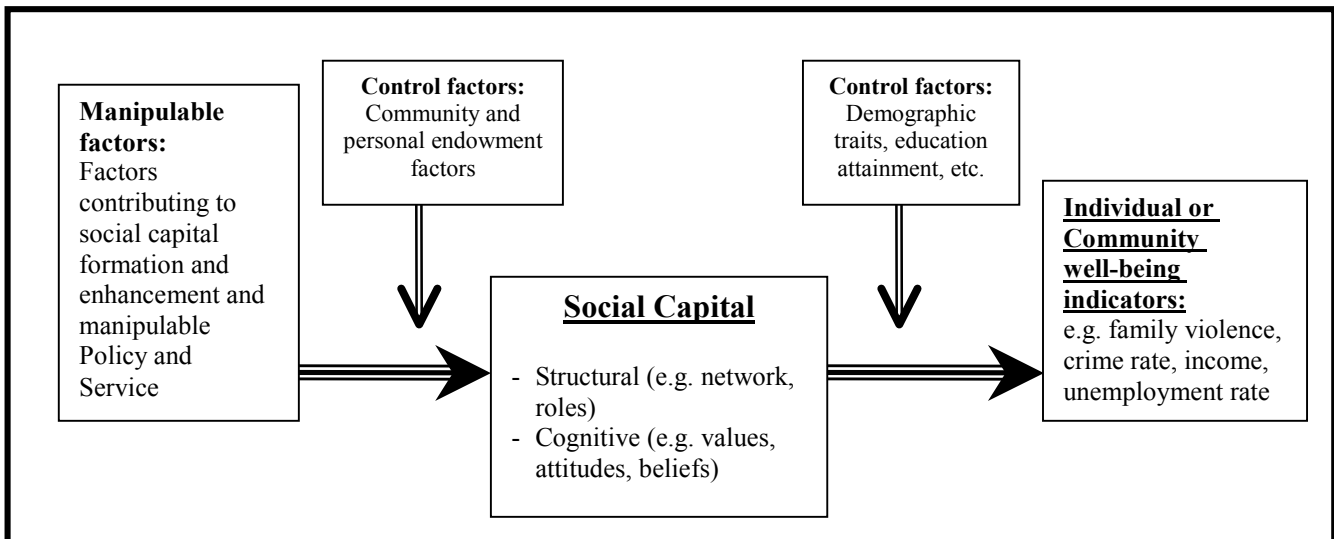
## II. Objective of Study

- 2.1 To document the process and mechanism whereby social capital is built among the disadvantaged groups;
- 2.2 To measure objectively the impact of social capital on the overall well-being or quality of life of people from the disadvantaged groups;
- 2.3 To understand the subjective perception of the impact of social capital on the lives of these groups of people.

## III. Conceptual Framework

### 3.1 Overarching Conceptual Framework

In order to understand the formation of social capital, we shall start with the articulation of an overarching and guiding conceptual framework linking the determinants of social capital, components of social capital, and aspects of social and economic well-being affected by differential levels of social capital.



*Diagram 1: An Overarching Conceptual Framework*

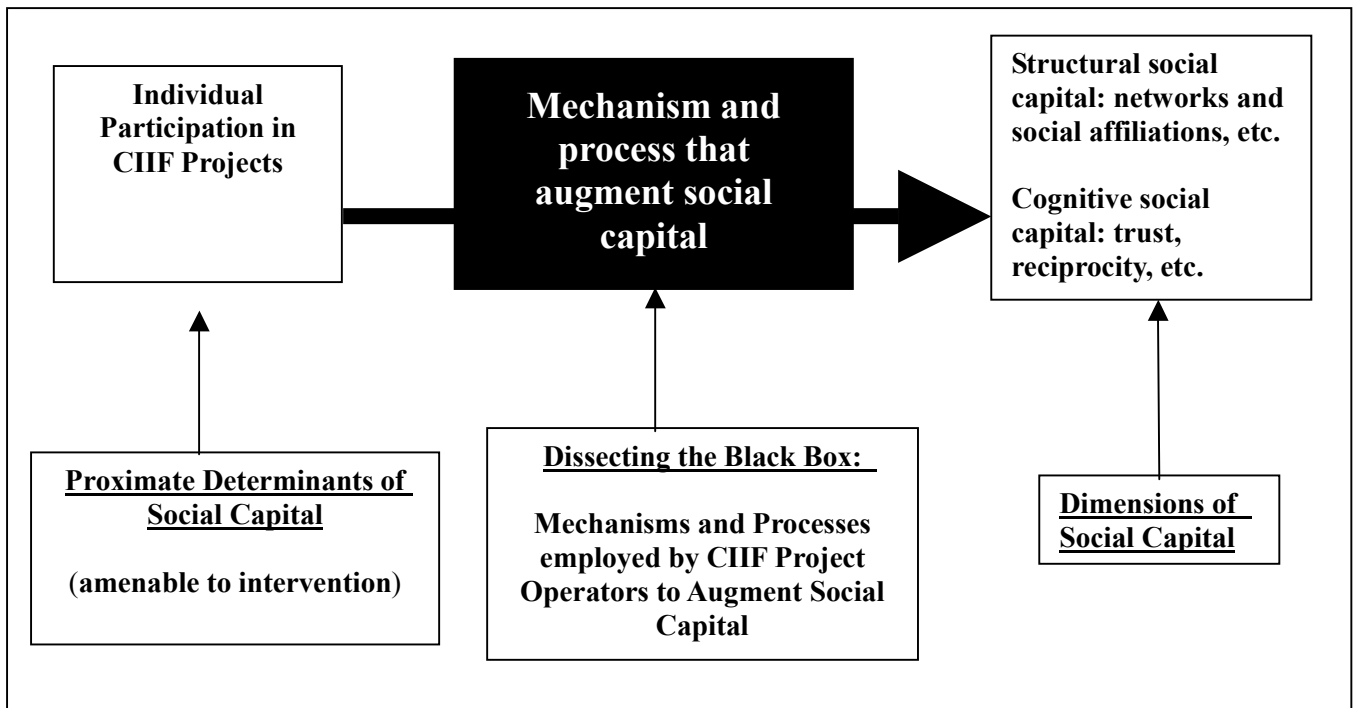
This framework highlights the inter-relationship between and among the frequently mentioned aspects of social capital research. Manipulable Factors refer to the planned/non-planned interventions that are deemed relevant to the increase/decrease of social capital. The Control Factors, whether they are endowed or socio-demographic, are relevant and sometimes can determine social capital development. The central concept of this framework is 'Social Capital' which, among others, succinctly articulates two significant dimensions, namely the structural and the cognitive. To understand whether

social capital exists, researchers have to investigate whether and to what extent these dimensions of social capital emerge or change as a result of the planned intervention. The building of social capital is ultimately for enhancing the well-being of either/both the individual and the community.

### 3.2 Specific Conceptual Framework that Guides the Present Study:

#### 3.2.1 The Exploration of the Process and Mechanism of Social Capital Development:

The process and mechanism of social capital development has been somewhat neglected in previous researches, both local and overseas. However, if we wish to replicate successful efforts of social capital development, this is an area where systematic investigation is needed. The present study intends to launch an in-depth study to illuminate the process and mechanism through which social capital is being built among the participants of the chosen CIIF Projects.



*Diagram 2: The Black Box of the Production of Generalized Trust*

#### 3.2.2 The Study of the Impact of Social Capital on Individual Well-being of Project Participants in the Chosen CIIF projects:

Diagram 1 depicts the inter-relationship between the input, the process and the outcome of a given social capital intervention. In the context of the present study, this intervention is represented as the programmes and activities being carried out under the 11 CIIF projects. The key aspect to be studied is the ‘impact of social capital on individual project participants’. Individual well-being, both in the objective and subjective sense, will be used as indicator to measure the impact of social capital.

#### 3.2.3 Conceptual Understanding of Social Capital

### *Definition of Social Capital*

- a. “Social capital as encompassing the **norms** and **networks** facilitating collective action for mutual benefit” (Woolcock, M., 2001)
- b. “Whereas economic capital is in people’s bank account and human capital is inside their heads, social capital inheres in the structure of their **relationships**” (Portes, 1998)
- c. “Social capital is a **resource** for individual and collective actors located in the network of their more or less durable social relations.”
- d. “**Networks** together with shared norms, values and understandings that facilitate co-operation within or among groups.” (OECD, 2001)
  - Networks relate to the objective behaviour of actors who enter into associative activity;
  - Shared norms, values and understandings relate to the subjective dispositions and attitudes of individuals and groups, as well as sanction and rules governing behaviour, which are widely shared.

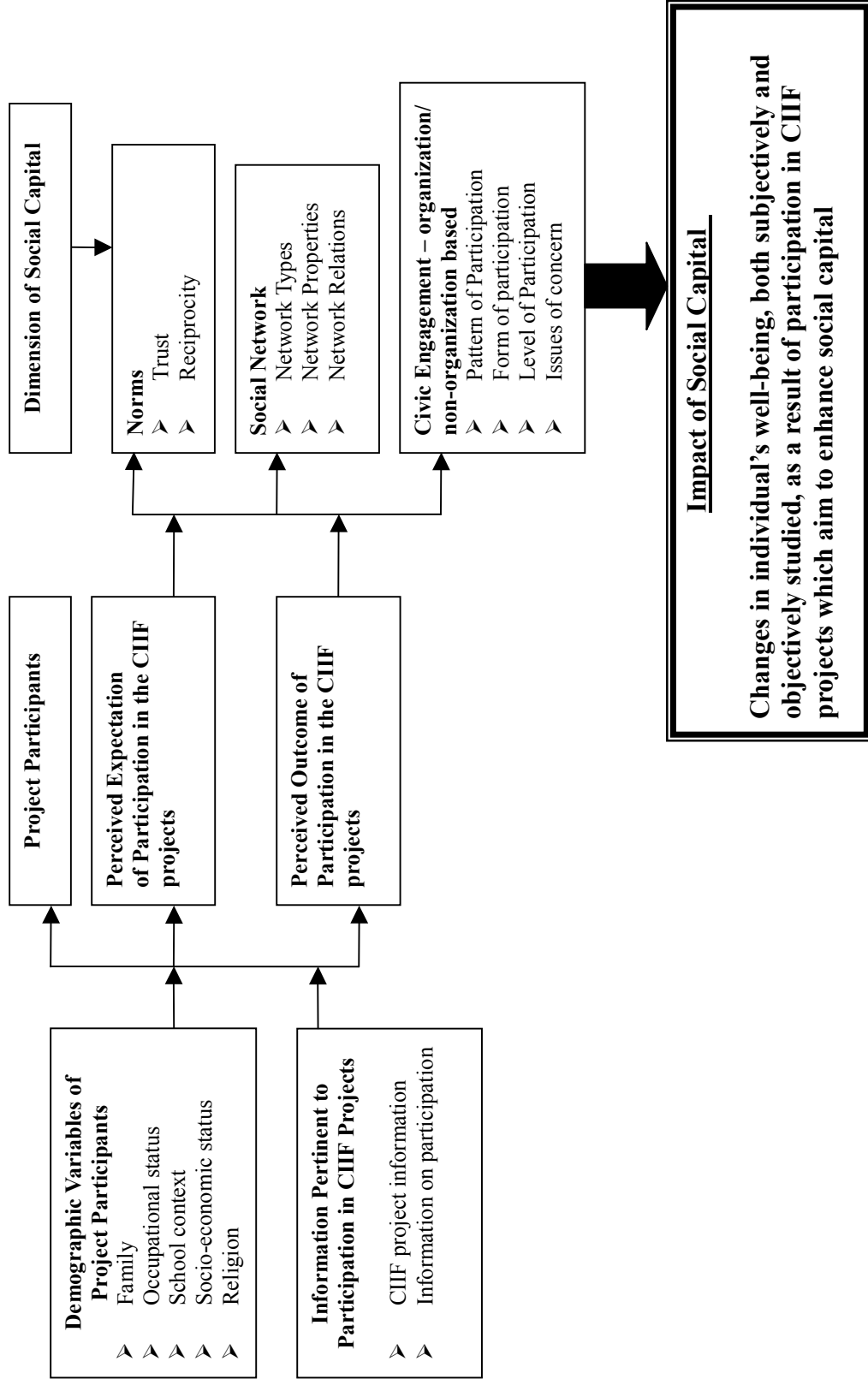
### *Dimensions of Social Capital*

#### a. Cognitive Dimension

Coleman (1988) describes the norms governing social relations within networks as: “If A does something for B and trusts B to reciprocate in the future, this establishes an expectation on the part of A and an obligation on the part of B. This obligation can be conceived as a credit slip held by A for performance by B.”

Fukuyama (1995) defines trust as “the expectation that arises within a community of regular, honest and cooperative behaviour, based on commonly shared norms, on the part of other members of that community”

Misztal (1996) expands: “Norms of generalised reciprocity and networks of civic engagement encourage social trust and co-operation because they reduce incentives to defect, reduce uncertainty and provide models for future co-operation.”



*Diagram 3: A Conceptual Framework for the Study of Impact of Social Capital on the Well-being of CIIF Project Participants*

The above definitions clearly point out that the core components of the cognitive dimension of social capital include:

- Norm of Trust:
    - Particularized trust among familiars;
    - Generalized trust of strangers;
  - Norm of Reciprocity:
    - Even vs uneven reciprocity;
    - Immediate vs delayed reciprocity;
    - Direct vs indirect reciprocity.
- b. Structural Dimension - Social Network

- Social Network Types

Types of informal and formal networks		
Primary Social Networks	Secondary Social Networks	Tertiary Social Networks
✓ Family household	✓ Friends/intimates	✓ Civic Associations
✓ Family beyond the household	✓ Neighbours	✓ Professional networks
	✓ Work/school based networks	✓ Government organizations

- Social Network Functions:
    - Financial;
    - Concrete;
    - Emotional;
    - Information/advice.
- c. Civic Engagement – Non-organization based
- give blood
  - donate cash or in-kind
  - cast a vote
  - take part in public opinion consultation
  - respond to public opinion survey
  - discuss social issues on radio phone-in programme, write a letter to newspaper (e.g. letter to editors), internet news/discussion groups, etc
  - attend a rally or a demonstration
  - read newspaper, listen/watch news in radio/television

Based on the above concepts relating to the three core dimensions of social capital, both the survey questionnaire and interview guide for the in-depth interview are developed.

#### IV. Research methodology and measurement tools

In order to capture the data as comprehensively as possible, the present project employs two modes of inquiries, namely the quantitative and qualitative:

##### 4.1 The Qualitative Mode of Inquiry

Participant observations are used to solicit first hand data that is employed to generate information about the process and mechanism of social capital development.

This includes semi-structured interviews with participants, staff and volunteers of the projects. This mode of inquiry intends to solicit the interviewees' perception of the social capital outcomes as a result of participation in the CIIF projects and to identify the critical success/failure factors that contribute to the positive/negative social capital outcome.

These means of data collection enable the research to generate a rich and indigenous pool of data that informs the development as well as the impact of social capital in the local context.

## 4.2 The Quantitative Mode of Inquiry

4.2.1 Impact of social capital can be assessed with the typical pre- and post-intervention design using established measurement tool. This mode of inquiry systematically collects data on the changes in the various dimensions of social capital.

4.2.3 It is necessary to establish baseline or pre-intervention measurement with project participants and followed by post-intervention measurement upon completion of participation in the CIIF projects.

4.2.4 Given nine out of the eleven CIIF projects are already in operation before the implementation of this study, therefore newly recruited project participants are, as far as possible invited to take part in this method of measurement.

4.2.5 The number of project participants in this mode of inquiry depends on the scale of the actual project being chosen. If projects are of small scale nature with less than 20 participants, the entire population will be surveyed. If the number of project participants is large, i.e. ranging from 20 to 100, a random sampling technique is employed to recruit a representative number of participants to be surveyed.

## V. Research population

Two categories of CIIF projects are being included in the present study. Among them, four projects focus on building social capital of the communities of ethnic minorities in Hong Kong and seven projects focus on enhancing the social capital among the socially and economically disadvantaged young people in Hong Kong.

## VI. Research Findings

The table in Appendix 1 provides the list of research tasks (which clearly spelt out the method and frequency of data collection, the target respondents and the methods with which the target respondents are chosen) that the research team has been engaged during the research period and the table in Appendix 2 summarizes the work done under 11 CIIF projects and also shows the kind of data collection done under the different projects and the details of these works are elaborated below.

### 6.1 Data Collection

- 6.1.1 Survey questionnaire – a total of 372 questionnaires have been canvassed to all the 10 projects and 142 pairs of pre- and post- questionnaires have been completed and returned.
- 6.1.2 Participation observations – the research team has conducted a total of 40 participation observations in 10 projects. The number of participation observations varied between a minimum of 2 to the maximum of 6 under a project.
- 6.1.3 In-depth interviews – a total of 55 in-depth interviews were conducted with 59 workers, participants and mentors/instructors. Detailed particulars of these interviewees are contained in the tables in Appendix 3.

## 6.2 General Findings

Of the 11 CIIF projects being studied, 4 were exclusively focused on the building of social capital among the South-Asian ethnic minorities in Hong Kong and the remaining 7 focused on the socially and economically disadvantaged young people in Hong Kong. In the following, we report and discuss on the findings of these two groups of projects in a way that captures both common and unique features of social capital building in these groups.

### 6.2.1 Locations of Projects:

- a. Projects for ethnic minorities:
  - Kowloon Central – 2;
  - New Territory – Kwai Chung – 1;
  - New Territory – Yuen Long – 1.
- b. Projects for young people:
  - Hong Kong Island - Wanchai – 1;
  - Hong Kong Island – South – 2;
  - Kowloon Central – Kowloon City – 1;
  - New Territory – Tai Po – 1;
  - New Territory – Lantau – 1;
  - New Territory – Sheung Shui – 1.

### 6.2.2 Specific Target Groups Served

- a. Projects for ethnic minority:
  - The racial origins of the project participants include Pakistan, Nepal and India.
  - Two projects also include the new arrivals from the Chinese Mainland;
  - Majority of the participants are women, who would occasionally bring along their family members, especially children, to participate in the activities.
- b. Projects for young people:
  - The target groups of these projects include secondary school students who are about to complete either S.3 or S.5 of their secondary school education;

- A substantial number of these participants have already completed the above stage of education and are in the stage of searching for jobs.
- A few young people participate in these projects as ‘instructors’ rather than learners of skills.

## 6.3 Mechanisms for Social Capital Building

### 6.3.1 Methods for Grouping Participants

Different projects employ different methodologies to connect people together. The following description depicts the common methods adopted by the projects.

- a. Paring up of an individual participant with another individual or participant:
 

This arrangement brings individual participant with another person either in the same geographical community or from another community, namely professional volunteer. Often, this occurs in the mentor-mentee relationship in skills teaching and learning for young people. Under this, the duration of type of one-to-one relationship is rather long term (over 6 months).
- b. Connecting one group of participants with another group of participant:
  - This method is the most common. This often takes the form of connecting two groups of people through activities;
  - It is obvious that deliberate and intensive efforts have been put into building up both bonding and bridging social capital amongst the primary project participants and between them and the different sectors of the community;
  - Most often, one of the two groups involves the primary participants of the CIIF projects whereas the other group involves ad hoc participants. Examples can be found in projects with young people where a group of volunteers with particular skills is connected with the youth participants who wish to learn these skills. Sometimes, the primary participants of a project are connected to another community group on an ad hoc basis whereby services are provided by the former group to the latter. An example is connecting a group of youth participants to provide escort service to a group of senior citizens in their outing activity;
  - In other circumstances, both groups are the primary project participants. The latter arrangement mostly occurs in projects for ethnic minorities whereby the Nepalese participants are connected with the new arrivals and/or the Pakistani participants.
- c. Connecting Groups of Participants with the Wider Community:
  - Groups of participants who have joined the projects are often connected to other groups, organizations and even the private sectors in the community via the purposively organized mass-oriented programmes

such as variety show and carnival. Both projects for young people and ethnic minority group employ such programmes when the timing is deemed appropriate, such as during festive seasons.

- When groups of participants in a particular project have learnt a variety of skills and a community platform is needed for promotion purpose. Project staff would organize community-oriented programmes which provide venue for these CIIF participants to demonstrate their learnt skills and often such programmes in turn serve to strengthen the cohesiveness of the groups.

### 6.3.2 The Utilization of Groups as Means of Connecting People

An important step of social capital building among the socio-economically disadvantaged groups is to break their sense of isolation and to build up social connection with people of similar or different life situations. ‘Groups’ method is the most common technique with which the projects participants are connected with other people. Among the groups being developed, the following two types are most commonly found in the 11 CIIF projects.

#### a. Volunteer groups:

- This is adopted by all projects as one aspect of training and development provided for the primary project participants;
- Most projects also contribute significant effort in training volunteers either to coach the primary participants or to pair them up with others to provide services for other sectors of the community;
- Among others, these volunteer services target elderly persons, children and young people, people living in isolated/rural area, single parent families, low-income families and the persons with mental disabilities.

#### b. Skills learning groups:

- Depending on the nature of primary participants, different kinds of skills learning groups are found among different projects;
- Skills being taught to ethnic minority mostly centre on ‘language’ as all the ethnic minority participants find it useful to learn the local language, i.e. Cantonese, as they wish to communicate with local people be they persons from the Projects, local markets, shops, doctors, schools, etc. Other than language, most women participants are of keen interest to learn the skills of making arts and crafts and cooking of other cultures;
- Skills being taught to the youth participants are mostly work related. For instance, the more traditional work skills such as electrical and home repair and maintenance skills, hair cutting, beauty, computer, etc. are mostly taught in the CIIF projects with young people. There are however also alternative skills being taught, examples are lion dance, graffiti, Hip Hop dancing and band music.

The above-mentioned two types of groups are not mutually exclusively in a

given CIIF projects. In fact, most projects do run these groups in parallel to each other.

### 6.3.3 Involvement of Different Community Sectors

An additional aspect of CIIF projects is to build bridging social capital under which different sectors of the community can be connected and opportunity for building trust and reciprocity are created. In the projects under study, different community sectors including professional volunteer groups, business vendors, non-government organizations and government organizations are found to be not just connected but are also found to be contributing to one another.

- a. Professional volunteer groups are recruited to provide skills training to project participants. The level of involvement of these volunteers ranges from giving one-shot training to a series of training workshops. While most of these volunteers mainly contribute as trainer, a few of them also build up longer-term mentor-mentee relationship with project participants. Due to the variety of expertise required by the projects, the recruitment of these volunteers are often not on district/community basis. In some of these mentor-mentee relationships, the teaching and learning of skills constitutes only one aspect, with the sharing of life experiences being another.
- b. Business vendors are at times mostly involved in one or both of the following two aspects:
  - Collaborating in the training of work-related skills for project participants – mostly among the young for acquiring more traditional work-related skills to enhance their employability;
  - Providing work-placement or employment opportunity for project participants – this involves the business vendors to either provide real life work-placement opportunity for the ethnic minority or young people who have limited formal work experience. This opportunity is crucial as these real life work experiences enhance their future employability. Sometimes, these business vendors would provide employment opportunity for the project participants who have received training under the projects and satisfy job requirements.
- c. Non-government Organizations

Some projects also solicit the participation of NGOs, usually from the same community, to collaborate in the building of social capital of the project participants as well as of the community. The followings highlight the ways in which these collaborations take place:

- Collaboration with other CIIF projects – Two CIIF projects for ethnic minority had jointly launched programmes to cater for the needs of both the ethnic minority participants as well as the community;
- Collaboration with other NGOs that provides different types of services. For example, the CIIF projects for young people plans to collaborate with an elderly centre to launch activities for the elderly centre members. In this instance, the young people will serve as the volunteers whereas the elderly centre members will be the service recipients;
- Collaboration with a local school – this form of collaboration was

initiated by a CIIF project for the ethnic minority and the ethnic minority participants helped with the launching of a Cultural Promotion Fair in the local primary school. Students were invited to participate to learn the different aspects of the Nepalese and Pakistani cultures. On another occasion, it is a local secondary school which initiated contact with the project to solicit for their students opportunity for community servicing.

d. Collaboration with Government Organizations

- Two CIIF projects have plans to collaborate with government departments (or the district representatives). One of them in fact is using the community centre provided by the Home Affairs Department to deliver programmes for the ethnic minority. Another CIIF project for the young people has plans to involve at least three government departments (or their representatives) as providers of work opportunity, volunteers, information, etc.;
- Majority of the projects do involve local representatives of government departments such as Social Welfare Department, Home Affairs Department, Health Department, etc. to participate in community-wide programmes as officiating guests or guest of honour.

#### ***6.4 Social Capital Outcomes – at the Organizational and Group Level***

Based on the findings presented above, it is now appropriate to make an assessment on the social capital outcomes of the 11 CIIF projects.

##### **6.4.1 Relationship amongst the Project Participants/ Communities**

- It is obvious that deliberate and intensive efforts have been put into building up both bonding and bridging social capital amongst the primary project participants and between them and the different sectors of the community;
- The nature and intensity of these relationships vary, depending on the duration of the relationships and the mechanism through which these relationships are built. For relationships that are built for over three months and the contact among them is regular or frequent, the intensity is stronger and more vigorous than those in which contact is infrequent or ad hoc;
- All the projects being studied have developed groups that have stable membership and meet regularly. The relationship built among the group members are strong and serve as a fertile group for the development of trust and reciprocity among group members;
- A few projects also launch mass programmes to bridge the relationship between the particular groups of participants with the wider community.

##### **6.4.2 Collaboration across Organizations**

- As discussed in section 6.2.3, collaboration across organizations is high point

of all the 11 CIIF projects being studied. Collaboration between CIIF projects in the same district as well as between CIIF projects and different types of organizations in the community is common practice. All of these efforts are well instituted in the entire implementation plan at different stages of the project;

- The nature of collaboration ranges from ‘one-off’ to the more ‘inter-woven’ types. These seems to vary according to the type of organizations (whether they are more or less formal).
- The less formal the organization such as different groups of professional volunteers, the deeper and longer the collaboration between them and the projects (and their participants);
- The more formal the organization such as government departments, the more superficial and less lasting the collaboration;
- Project operators seem to see the value of fostering different kinds of collaboration. There seems to be a tendency to ‘develop’ a culture of collaboration in the community whereby collaborators gradually ‘deepen’ their involvement in the projects.

#### 6.4.3 The Emergence of Mutual Help

- Mutual help occurs at different levels and among different groups within and beyond the boundary of the CIIF projects;
- The nature of mutual help occurs along a continuum of activities ranging from simple information exchange, tangible support to longer term and intangible support on a reciprocal basis. The longer the project in operation, the more the variety and the higher the intensity of mutual help among participant groups.

#### 6.4.4 Institutional Arrangements for Mutual Help

- This study is based on the assumption that with purposive intervention, bonding and bridging social capital can be developed as witnessed by the emergence of mutual help between and among groups;
- The purposive intervention can also be understood in terms of ‘institutional arrangements’ that the projects have planned and implemented. As described in the sections under 6.2.3, these arrangements include the pairing up of individuals, matching of individual with groups and matching one group with another;
- These ‘pairing up’ and ‘matching’ activities are purposive and often are found on long-term basis. These relationships in turn serve as the platform whereby mutual help is expected to occur;
- Among these institutional arrangements, purposive formed groups are found to be very conducive for the development of positive interpersonal relationship and mutual help;

- Even when the participants join the project for skills learning at the initial stage, they are exposed to mutual help because all projects have instituted an element of volunteerism in their activities.

#### 6.4.5 The Improvements on the Capabilities of and Opportunities for the Participants

- Both groups of projects have targeted the socially and economically disadvantaged members of the society with a view to improve their life circumstances through building social capital between and among them;
- Both groups of projects also employ extensive learning/teaching of different kinds of skills (for interest, for employment or both). This activity serves as a two-edged sword which on the one hand can equip the participants with work-inviting skills and on the other hand widen their social circle and increase their participation in new social network. Both measures are found to be advantageous in improving the capabilities and employment opportunities for the participants;

### 6.5 Social Capital Outcome – at the Individual and Group Level

#### 6.5.1 Presentation of Findings

The present study conducts research with two groups of CIIF projects. The first group is CIIF projects with Ethnic Minority (EM) groups and the second group is with Young People (YP). Although these two groups of projects have the same goal of building social capital among the participants, they are quite different in the projects' specific objectives and operational strategies. As such, the presentation of findings here is categorized according to the primary target groups served by the projects.

In this study, both quantitative and qualitative methods of inquiry are used to collect data. The set of pre- and post-data, supposedly gives information on the 'changes', if any, on the participants' sense of trust and reciprocity before and after they participated in the CIIF projects. However, there are two factors which contribute to the possibly limited value of these data and thus the findings from the questionnaire survey should be treated with caution. First, the number of valid and useful questionnaires<sup>1</sup> is too small for any meaningful generalization that aims to reveal the significance of change. Second, the time interval between the pre- and post-measurement is too short (ranges from two to six months) for detecting cognitive changes. Owing to these reasons, the researcher finds it more useful to just report the direction instead of the significance of these changes here. As such, it is suggested that these data should only be treated as a source of reference rather than as conclusive remarks.

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<sup>1</sup> Among the four CIIF projects for EM, two of projects whose EM participants are mainly Nepalese and Pakistanis with very low level of ability in comprehending the content of and thus filling in the questionnaire. As a result, none of the returned questionnaires can be used for meaningful analysis. The remaining two CIIF projects are only able to return 27 (4 and 23 respectively) useful questionnaires. For the six projects with YP, successful questionnaires range from 104 to 114).

However, the qualitative set of data generated from in-depth interviews with 16 EM participants, 17 youth, 11 mentors/instructors and 15 workers reveals some interesting insights that are worthy of close attention. The subsequent presentations in this report are a blending of both the quantitative and qualitative data collected from these eleven projects.

### 6.5.2 Cognitive Social Capital

In this study, cognitive social capital, being one core dimension of the concept of social capital, is conceptualized as composed of two components: namely “norm of trust” and “norm of reciprocity”. The following sections report on the general picture on the stock of social capital among the EM participants and YPs, and the changes, if any, after their participation in the CIIF projects.

#### a. Norm of Trust:

One aspect of cognitive dimension of social capital is the norm of trust. It is generally agreed that the norm of trust can be further delineated into three sub-categories, namely particularized trust among familiars and generalized trust of strangers. The present study has chosen to study the first two types of trust, i.e. particularized and generalized trust. Among the following five items, items 1, 2, 3 and 4 measure generalized trust whereas item 5 measures particularized trust.

#### Norm of Trust - EM participants:

Items that measure the norm of trust among EM participants	Mean (pre-measurement)	Mean (post-measurement)	N0. of Cases
1. Most people in this city can be trusted.	3.00 <sup>2</sup>	3.40	27
2. People are always interested only in their own welfare	3.59	3.48	27
3. If I have a problem there is always someone to help you.	3.58	3.33	27
4. If you drop your purse or wallet in the street, someone will return it to you.	2.59	2.88	27
5. Members in this CIIF project are always more trustworthy than others.	3.85	3.48	27

**Table 5: Norm of Trust of EM Participants**

The above table shows the aggregate data on the 27 EM respondents’ “norm of trust” as measured by the five items. On the whole, the EM respondents consistently score high (average is 3.5) on most of the items (1-3, 5). Among these items, two of them (items 1 and 4) show a positive direction of change, that is, after their participation in the CIIF projects the generalized trust increases.

The reading of change captured by item 2 is a little bit tricky as it requires more elaboration. Although the direction of change is negative (the mean value decreases), however it should be interpreted as positive change as the respondents tend to see that people are ‘less’ self-interested. As for item 5 which measures particularized trust,

<sup>2</sup> These figures are based on the calculation on a ‘five-point’ scale in which ‘1’ = strongly disagree and ‘5’ = strongly agree. This calculation applies to all other figures presented in the tables of this report unless otherwise stated.

there is also a drop in mean value, that is, the respondents tend to find other CIIF members less trustworthy than before. Two interpretations may equally make sense here. First, the respondent may find other CIIF members not as trustworthy as before. Alternatively, the pool of people whom they could trust has widened after participation in the CIIF projects. While the former interpretation does not show a desirable direction of change, i.e. a decrease in particularized trust, the latter, however, could be interpreted as positive change as it indicates an increase in ‘generalized trust’. This latter direction of change is more akin to the CIIF objective of building/strengthening bridging social capital.

The in-depth interviews with EM participants give greater details on their substantive views on trust. First, the EM participants tend to see Hong Kong people in general as trustworthy and they do not need to guard against or stay alert for being taken advantage of by them. In their own words, Hong Kong people are:

***“very nice”, “very helpful”, “friendly”, and “I can trust them”.***

The EM participants’ trust of those Hong Kong people who are strangers to them indicates the existence of ‘generalized’ trust, a sub-category of trust in cognitive social capital. However, the EM participants, when it comes to ‘who cannot be trusted’, become more specific:

***“... some are a little rude...”***

***“Hong Kong people are so busy..., they don’t like to talk. So busy, just walk, walk, walk ... sometimes they don’t like to talk in English, only Chinese speaking...”***

When asked whether they need to guard against strangers, many EM participants find it not necessary because:

***“if they only ask me the places ... direction on the street, I will answer ... no need to be alert”***

***“... will only alert to the bad people ... but I did not come across bad people...”***

***“... no unhappy experiences...”***

What about their experience with other CIIF project participants? Do they trust them more (i.e. particularized trust)?

***“Yes, they are all my classmates”***

***“they are more trustworthy”***

***“I trust the people who I know... everybody try to trust who we know, the friendship relationship, the classmate relationship, any relationship we try to trust...”***

***“...because it is safe here, people who come here is good people, I***

***know their background, who they are...”***

These data undoubtedly show the existence of particularized trust among the EM participants, however, data also clearly indicate that CIIF projects provide a good platform for unknown people to meet with each other. These platforms in turn act as fertile ground for the development of particularized trust.

• Norm of Trust – YPs:

	Norm of Trust	Mean (Pre-measurement)	Mean (Post-measurement)	No. of Cases
1	Generally speaking, most people in this city can be trusted.	2.68	2.74	113
2	People are always interested only in their own welfare	3.54	3.39	114
3	If I have a problem there is always someone to help me.	3.71	3.69	114
5	If you drop your purse or wallet in the street, someone will return it to you.	3.31	3.46	114
4	Member in this CIIF project are always more trustworthy than others.	3.16	3.28	114

**Table 6: Norm of Trust of YPs**

The figures above show that the YP respondents do not have a high level of ‘generalized trust’ (item 1) and they also believe that people are in general rather self-interested (item 2). This is perhaps due to their disadvantaged social position – most of them being disengaged youth without full-time student/worker identity. Moreover, their possibly frustrating experience in the highly competitive education system and job market might have strengthened their belief that people are rather selfish. When asked about their views on the trustworthiness of Hong Kong people in general, they expressed that<sup>3</sup>:

***“It is really difficult to say, it depends, maybe when it comes to ‘money, or material benefits, people becomes less trustworthy.”***

***“Only a few can be trusted. Why? Because many of them are selfish and greedy, it is especially true during a time when everybody is experiencing financial difficulty. They tend to take advantage of everybody whenever possible, stepping on your shoulders in order to move up.”***

Although the generalized trust on people does not seem to change towards the positive side after their participation in the CIIF projects, their perception on people’s self-centeredness seems to become a little more positive. This is further reinforced by the score in the pre- and post-measurement of item 4. Of interest to note is the YPs’ sense of particularized trust (item 5) and the trust that one will receive help when needed (item 3) are quite high. These relatively high scores hopefully will counteract the negative effects of low generalized trust as evidenced in items 1 and 2. During this formative stage of their life, it is often desirable to foster the development of particularized trust which in turn could serve as the springboard for the development of generalized trust. It is of our interest, however, to learn more about whom (particular)

<sup>3</sup> These are the researcher’s translation as all the expressions by YPs are in Cantonese.

could they trust?

*“The friends whom I know for a long time..., also my family members...”*

*“I think that most people can be trusted, because during the time that I need to find a job, many friends, and even neighbours also help. Even when I couldn’t find my way on the street, there are people who came up and asked me if I need help. They also seem to be friendly, helpful and trustful.”*

The change captured in item 5, i.e. increased ‘particularized trust’ after participation in the CIIF projects, seems to indicate that the programmes they join or the encounters they have are effective in strengthening this kind of trust.

b. Norm of reciprocity:

Reciprocity refers to the process of exchange within a social relationship whereby ‘goods and services’ given by one are repaid by the recipient over time. Reciprocal relations are governed by norms, such that parties to the exchange understand the social contract they have entered into. In the present study, the norm of reciprocity will be captured along three dimensions. First, the respondent’s perception of a reciprocal relationship between oneself and the society one lives (items 1 & 2); second, willingness/tendency/readiness to offer help (items 3 to 8); and third, the expectation on the reciprocation of help from others (items 9 to 11). In the second and third dimensions, respondents are asked of the norm of reciprocity both in general and specific situations. Detail findings and discussions on the participants’ responses are presented and discussed in the following sections.

• Norm of Reciprocity - EM Participants:

	Norm of Reciprocity	Mean (pre-measurement)	Mean ( Post- measurement)	No. of Cases
1	I do not pay attention to the opinions of others in this city.	2.88	2.64	27
2	I feel accepted as a member of this city.	2.59	2.89	27
3	I am willing in helping others if need.	4.19	4.04	27
4	I will help others even though there may have some damage on me.	3.38	3.63	27
5	I help others if and only if I am convenience	3.37	3.5	27
6	I only help some kind of people.	2.67	2.85	27
7	Generally speaking, I think I do not have the ability to help others.	2.59	2.93	27
8	Generally speaking, I think other people are not worthy for me to help.	2.33	2.79	
9	Most people will not provide financial help for you.	3.37	3.46	27
10	People here look out mainly for the welfare of their own families and they are not much concerned with city welfare.	3.22	3.29	
11	Most people in this CIIF project are willing to help if you need it.	3.92	3.61	
12	If a community project does not directly benefit you but has benefits for others in the city, then do you think you would contribute time for this project?	1.84 <sup>4</sup>	1.85	25

<sup>4</sup> The findings for items 12 &13 calculation on a ‘two-point’ scale in which ‘1’ = Will Not and ‘2’ = Will.

13	If a community project does not directly benefit you but has benefits for others in the city, then do you think you would contribute money for this project?	1.84	1.85	25
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Table 7 : Norm of Reciprocity of EM participants

In general, EM participants believe there is a reciprocal kind of care/attention between oneself and others in the city where they live (items 1 & 2). Of interest to note is that both their concern for others' opinion and their feeling of being accepted by the community increase after participation in the CIIF projects. This positive development may suggest the programme intervention does have a positive effect on the perception of mutual care/attention among the EM participants.

EM participants' willingness to help in general is rather high, as reflected in item 3 above (both pre- and post mean score is above 4). Taking into consideration of 'offering help to others at one's convenience' (item 5) and even 'in face of damage to oneself (item 4), their tendency to help is relatively high. In fact, this tendency becomes stronger after their participation in the CIIF projects. Moreover, they tend not to be selective of the target of their help (items 6 & 8, both scores are below 3) which is again, an encouraging sign showing that the norm of reciprocity could be practiced with a wider group of recipients.

In fact, their willingness to help is much higher (items 12 & 13) than one would expect, taking into consideration their cultural and socio-economic background and familial obligations (especially for women). The following expressions tell of the various life circumstances they are in.

***“I need to work, I have to make the money also.”***

***“Yeah, because I am not working. Before I have worked, from 1989, I have been working, 1989 to 1999. Around ten years, I work. After that, no more working. Then I go to India after there, I stay some times in India, about one two years. So I am now not working, so I have some financial problem. Only my husband working, but my husband doesn't get so much salary.”***

***“I have children and we only received six thousands from CSSA, it is not enough..., children go to school and they need a lot of supplies ..., they also need to go to tutorial. We really have to be careful in spending...”***

Given the low socio-economic status they are under the financial pressures everyday. One really would not expect the respondents to be so generous in terms of contributing money for the benefits of others. Similarly, many of the EM participants are women who, by the virtue of their culture are expected to take family as their priority. Moreover, many of them are in child-rearing age and their energy is mainly consumed by meeting the family members' needs and in tending the household chore. The following expressions lend support to this claim:

***“Go to work? Yeah, is ok, part-time job would be ok, but full-time job cannot. I pick up the son, and go back to prepare dinner, always cooking. So many works...”***

***“... she’s not that much time to pay attention to other, ... and she has no time to take care of her children, household thing, so she doesn't have enough time...” (said by interpreter)***

***“...among other Pakistani women, most of them stay home, take care of things, they don't know the resources this.” (said by interpreter)***

It takes great courage and indeed it is a noble act to share with others the very limited resources they possess, i.e. time and money, and so when they do, they should earn every one’s respect.

EM participants, while are most willing and ready to help, but do not have a strong expectation that other people will reciprocate (items 9 & 10) and it is also obvious that participation in the CIIF projects does not change much of this perception. Our interviews with them generate greater details regarding this low-expectation in reciprocation.

***“No. She doesn't think. She said that she is helping other people not...don't thinking the returning.” (said by interpreter)***

***“ She likes to help other people. But she doesn't, she never think that if she help someone, she would return her favor. No. She will not helping that person to get something, later or what.” (said by interpreter)***

However, they tend to think that members in the CIIF projects will offer them help whenever necessary (item 11) but after participation, this belief is weakened. This may be explained by the fact that from the experience of participation, they learnt that reciprocity does not necessarily occur between people of acquaintance. This again may be the effect of the CIIF projects in widening their belief in the norm of reciprocity.

Finally, the EM participants show a relatively low level of confidence in their ability (item 7) to help others, which get worse after their participation in the projects. This probably can be explained by the fact that after exposure to the kind of ‘organized help/volunteerism’ and its complexity, their confidence decreased. Moreover, may be because EM participants are not in position to leverage social relationships as others more mainstream participants.

On the whole, the EM participants are a group of people who are most willing and ready to help, at least attitudinally. It (waits and sees?) is less certain whether this attitude could be translated into actions. But the changes as reported by project workers (on section 6.4.5) indicate that they could succeed in actualizing their intentions. Nonetheless, the project worker may like to pay attention to how to enhance the EM participants’ capability through ongoing training and practice opportunity. If well developed, the EMs is a potential pool of volunteers whose participation benefits both themselves, their community, and the larger society in which they are residing.

- Norm of Reciprocity – YPs:

	Norm of Reciprocity	Mean (Pre-measureme	Mean (Post-measure	No. of Cases
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		nt)	ment)	
1	I do not pay attention to the opinions of others in this city.	2.61	2.52	113
2	I feel accepted as a member of this city.	2.79	2.72	113
3	I am willing in helping others if need.	4.02	3.96	113
4	I will help others even though there may have some damage on me.	3.46	3.24	113
5	I help others if and only if I am convenient	2.87	3.05	113
6	I only help some kind of people.	2.81	2.75	113
7	Generally speaking, I think I do not have the ability to help others.	2.5	2.5	113
8	Generally speaking, I think other people are not worthy for me to help.	2.27	2.32	112
9	Most people will not provide financial help for you.	2.83	2.84	114
10	People here look out mainly for the welfare of their own families and they are not much concerned with city welfare.	3.04	3.11	113
11	Most people in this CIIF project are willing to help if you need it.	3.46	3.48	114
12	If a community project does not directly benefit you but has benefits for others in the city, then do you think you would contribute time for this project?	1.87	1.85	112
13	If a community project does not directly benefit you but has benefits for others in the city, then do you think you would contribute money for this project?	1.57	1.57	113

**Table 8 : Norm of Reciprocity of YPs**

In general, YPs believe there is a reciprocal kind of care/attention between oneself and others in the city where they live (items 1 & 2), but the intensity is not high (as their EM counterparts in this study). Of interest to note is that their concern for others' opinion slightly increased after participation in the CIIF projects. This positive development may suggest the programme intervention does have a positive effect on the perception of mutual care/attention among the YPs participants.

YPs' willingness to help in general is rather high, as reflected in item 3 above (both pre- and post mean score is around 4). Taking into consideration of offering help to others at one's convenience (item 5) and even in face of damage to oneself (item 4), their tendency to help is not low at all, in fact, this tendency become stronger after their participation in the CIIF projects. So what drive(s) them to have so helpful an attitude towards others? Here are some of their expressions that can enlighten us:

*“... right, if other people encounter difficulty, I will try to help, why? Because it is very satisfying to be able to help... That is why I often think about helping others.*

*“... it is very easy to waste our time fooling around, so it is a better use of time to help others, like help to deliver meals to the needy...”*

*“helping others is also bringing good to ourselves, like giving tutorial to children, we can also revise the things that we have learnt, helping others and benefiting ourselves, why not?”*

Help sometimes is just offered to some particular persons under the principle of 'mutual help' in 'friendship':

*“I think friends are there to share happiness and to shoulder difficulties. If my schoolmates are sick, I will offer to care for*

*them... that's what friends are for..."*

Despite the above thinking, many young people tend not to be selective of the target of their help (items 6 & 8, both scores are below 3). This is an encouraging sign showing that the norm of reciprocity are capable of being practiced across a wider group of recipients. Who else, other than their friends would they help?

*"well, the elderly persons, after all, they have their contribution to the society and we should try to help them if they need us."*

*"... it is a kind of societal need, there are a lot of things in our society that require many people's collaboration, that's why we need to contribute ourselves..."*

In fact, their willingness to help is much higher (items 12 & 13) than one could expect, taking into consideration their disadvantaged social position. This is again a very positive sign to note among our younger generation. Nonetheless, it is worth noting that these young people do not have much confidence in their ability to help, which, to us indicates that they undervalue their help. It is contradictory to the evidences about the help (which reflect their ability in some areas) they have offered. The followings are the list of skills/talents these young people have offered in the helping/volunteering process.

- *Help to comfort a friend who fell out of a relationship with lover;*
- *Using language skills to help others express themselves*
- *Make up for children's stage show*
- *Game stalls in funfair*
- *Offer a hand to workers in a children's camping activity*
- *Helping to find a venue for the dance group to practice*
- *Offer psychological support to friends so as to sustain their participation in the dance group*
- *Helping the elderly persons at home and in meal delivery*

After going through this long list, and in fact, many more, one would not doubt the ability of these young people in helping others. Having been so generous to help others, do they have expectation of others to return favour?

*"I believe that if I treat others well, they will treat me well too!"*

*"It is kind of strange ... I think this is a reciprocal relationship, you help me and I help you ..."*

Unlike their EM participants in the CIIF projects who do not expect any returns for their offer, it is clear that the norm of reciprocity is upheld by the young people. Hopefully this norm will last through their life time and that their altruistic attitude and practice will benefit both the particular and general targets who might need it. However, when it comes to money, or financial help, the YPs are not very sure they would be helped when they need it (item 9).

On the whole, the YPs are a group of people who are willing and ready to help, at least attitudinally. As is evident by the report (on section 6.4.5) of project workers on their changes, this attitude has already been translated into actions. Nonetheless, the project

worker may like to pay attention to how to enhance the EM participants' capability, or at least their perception of it, through ongoing training and practice opportunity. If well developed, the YPs are a potential pool of volunteers whose participation benefits both themselves and the community.

### 6.5.3 Social Network

Social network, a core (structural) dimension of social capital, refers to the nexus of relationships that people build in the course of their daily living. These networks can be distinguished and described differently depending upon how individuals are related to these networks, i.e. formal/institutional or informal. These can also be differentiated by their functions, i.e., in terms of the nature of supports they provide to the networked individuals.

The present study seeks to capture the social network arrangements of the CIIF project participants. In terms of their type, these social networks stem from three sources. The primary social networks refer to those relationships arising out of primary social groups such as nuclear and extended families. Secondary social networks arise out of those relationships that are formed in social contexts such as neighbourhood, schools, work, etc. Tertiary social networks reflect social relationships arising from formal organizations such as professional institutions, government organizations, etc. Further, the supportive functions of these social networks are also captured in four types of supportive functions, namely the 'financial', 'concrete', 'emotional' and 'information/advice'. Finally, the study also looks into the changes in these social network arrangements and their functions for the CIIF participants, before and after their participation,

#### a. Social Network of EM Participants:

Majority of the EM participants are not born locally but have accompanied their family members (mostly parents or marital partners) who migrated here some years ago (ranges between 2 to 20 years). Like any new immigrants largely networked with their immediate family members, it is understandable that the EM participants' social network arrangements are rather simple. This can be illustrated by the fact that whenever they encounter difficulties, they tend to turn to their immediate family members for assistance. The following responses of the EM participants to the question "who would you turn to for assistance when you have problems" lend evidence to this observation:

*"I mostly tell my father"*

*"My husband"*

*"... brother-in-law who knows Cantonese..."*

*"I will ask my husband and other family members first..."*

These responses of some married EM women tell about the close tie they have with their nuclear family as well as their family-of-origin. However, two EM women, one divorced and one is working outside of home give an 'atypical' answer:

***“I will turn to my friends, especially the one who is very nice, I tell her my women problem, because my husband do not understand”***

***“the worker in this centre, I will call her, sometimes other staff, they are very helpful” (divorced woman)***

There seems to be some factors that engender the extension of social network beyond the immediately family. First, if an EM woman is working, it is easier for her to get to know more persons and thus have access to wider social support. Secondly, it is well-known that a lot of these EM participants, especially women, are not able to speak either Cantonese or English. This language barrier is a big hurdle for many of them to extend their social circle. The divorcee respondent above was born locally and thus has picked up Cantonese very early on. In the absence of the language barrier, it becomes much easier for her to gain access to other sources of social support. Finally, if these families have school age children, schools (mostly kindergarten and primary) become a venue for them to extend their social networks. Although many EM participants mentioned that school teachers are mostly very helpful, yet the biggest pool of potential helpers is among parents, either local or EM. As many EM women are rather home-bound, the daily task of sending and picking up their children to and from school provides a good opportunity for them to connect to other people. Many of our interviewees told us that they learnt about the NGOs that house the CIIF projects through school parents.

- Changes after participation in the CIIF projects:

Changes in the scope as well as the size of social network occur after their participation in the CIIF projects. As all the four CIIF projects for EM organize a lot of skills and interest classes/groups to both meeting the needs of participants as well as to connect them together. These groups provide training in language (English and Cantonese), cooking, handicrafts, dancing, volunteering, etc. In all of these contexts, EM participants are able to get to know the other participants through regular meetings and gatherings. Therefore when asked what they gain from participating in these projects, all the EM participants unanimously expressed that they made a lot of friends including local Chinese, new arrivals from the Mainland, people from other South Asian countries. Due to the constraint of time and resource, the present study was not able to assess the size and density of the newly social networks of the EM participants.

- Supportive functions of social network:

In studying the supportive functions of social network, the following two-dimensional framework is commonly adopted. One dimension depicts the source of support: from where the support comes whereas the other dimension depicts the types of support provided by the social network. Using this framework, a matrix is developed to generate information on the relationship between the kinds of support and the respective providers.

Using the survey questionnaire, the present study has generated the following information on the EM participants before and after their participation of in the CIIF projects.

<i>Types of support</i>	<i>Source of Support</i>							
	<b>Primary (family members/ relatives)</b>		<b>Secondary (friends, neighbour)</b>		<b>Tertiary (professional, institutional)</b>		<b>Others<sup>5</sup></b>	
	<b>Pre-</b>	<b>Post-</b>	<b>Pre-</b>	<b>Post-</b>	<b>Pre-</b>	<b>Post-</b>	<b>Pre-</b>	<b>Post-</b>
<b>Financial</b>	<b>28<sup>6</sup></b>	<b>25</b>	<b>12</b>	<b>11</b>	<b>15</b>	<b>7</b>	<b>0</b>	<b>3</b>
<b>Concrete</b>	<b>24</b>	<b>26</b>	<b>23</b>	<b>18</b>	<b>18</b>	<b>13</b>	<b>1</b>	<b>1</b>
<b>Emotional</b>	<b>10</b>	<b>9</b>	<b>17</b>	<b>13</b>	<b>25</b>	<b>21</b>	<b>0</b>	<b>2</b>
<b>Information/advice</b>	<b>15</b>	<b>23</b>	<b>16</b>	<b>14</b>	<b>20</b>	<b>24</b>	<b>1</b>	<b>4</b>
<b>Total</b>	<b>77</b>	<b>83</b>	<b>68</b>	<b>56</b>	<b>78</b>	<b>65</b>	<b>2</b>	<b>10</b>

*Table 9: Social Network Functions of EM Participants*

The figures above indicate that the EM participants tend to rely predominantly on their primary social networks for financial and concrete needs (e.g. child care, going to hospital, shopping, etc.) while depending on the tertiary social networks for less tangible kinds of support such as emotional and information/advice. The secondary social network tends to be as useful as the primary social network in rendering concrete support. While this picture does not change much after their participation in the CIIF projects, yet, the followings are some interesting observations which can shed light on the effectiveness of these projects in changing the arrangements for social support of the EM participants.

The first point of interest to note is the trend of increase/decrease within each category (of social networks) after EM participants' participation in the CIIF projects. The trend of increase lies mainly in the categories of 'primary social network and the 'others' whereas the trend of decrease lies in the secondary and tertiary social networks. While the increases found in the primary social network is only 7%, the increase in the 'other' social network is much more noteworthy (400%). This may suggest that after participating in the CIIF projects, the EM participants get connected to new social networks which open up a variety of support. The emergence of the 'other' social network helps to diversify the EM participants' reliance on the existing networks for support. The EM participants also report a decrease in their reliance on the secondary (17%) and tertiary (16%) social networks. This decrease may suggest that the CIIF projects have been successful in reducing the participants' reliance on existing social network for supports. This is perhaps a good start for transforming the participants from the 'other-reliant' position to that of the 'self-reliant'.

When we further examine the increase/decrease in the types of support, another interesting point is observed. It is found that there is a general trend of 'decrease' in three types of supports, namely financial (16%), concrete (12%) and emotional (12%) which may either imply the participants are facing situations that do not require them to seek as much support from their social networks as before (participation in the CIIF projects), or the participants have now become more self-reliant and thus do not seek support even when their life circumstances have not changed. Both of these hypotheses are encouraging and the changes seem to be towards the positive direction that CIIF mostly espoused. On the contrary, the big increase (25%) on the 'information/advice' may imply that the EM participants are less reliant on 'ready-made' support but need

<sup>5</sup> Respondents although did not specify the 'who's who' in this category of social network, it is understood that members of the previous three categories are excluded. One possible and sensible guess would be some new acquaintances whom the respondents could not yet classified based on the newly formed relationship. Other participants of CIIF projects whom the EM participants get to know recently might be included in this category.

<sup>6</sup> The number in these cells represents the number of counts that the respondents have checked against the respective items.

more information/advice which is often the necessary first step in planning for one's future, problem-solving, making significant decision, etc.

b. Social Network of YPs:

Majority of the YPs are born locally and it is thus expected that their social networks are among their primary and secondary groups, i.e. family, relatives, friends and so on. For those who are still studying, their social network might include schoolmates and teachers. For those beginning work, their social network may also include workmates. From the in-depth interviews with young people, it is found that friends, social worker, family members are the people whom they call upon most often when encountering problems of different kinds. Some young persons like the following one are rather skilful in utilizing his/her network

***“It depends on the problem nature, I will look out for someone who is more expert in that particularly aspect”***

It is understandable that YPs are comparatively in a more advantaged position in maintaining and expanding their social networks as there is no language barrier. In the adolescent and young adulthood stages of their lives, young people need different kinds of network to enrich their social experiences. It is perhaps a relief that through the participation in the CIIF projects, young persons are connected to other people and get the opportunity to develop relationships with those whom they would have otherwise no opportunity to do so. Moreover, as is evident by the reports of project workers and mentors/instructors on the changes of these young persons, the breadth and depth of these relationships changed towards the positive direction.

- Supportive functions of social network:

	<i>Source of Support</i>
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Types of support	Primary (family members/ relatives)		Secondary (friends, neighbour)		Tertiary (professional, institutional)		Others <sup>7</sup>		Row total	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
Financial	108 (37%) <sup>8</sup> (12.5%) <sup>9</sup> (57.8%) <sup>10</sup>	107 (37.2%) <sup>11</sup> (13%) <sup>12</sup> (56.6%) <sup>13</sup>	24 (9.7%) (2.8%) (12.8%)	20 (9.1%) (2.4%) (10.6%)	50 (6.9%) (5.8%) (26.7%)	51 (18.5%) (6.2%) (27.0%)	5 (14%) (<1%) (2.7%)	11 (28.2%) (1.3%) (5.8%)	187 (21.7%)	189 (22.9%)
Concrete	82 (28.7%) (9.5%) (37.4%)	94 (32.6%) (11.4%) (46.8%)	55 (22.3%) (6.4%) (25.1%)	32 (14.5%) (3.9%) (15.9%)	76 (25.7%) (8.8%) (34.7%)	68 (24.6%) (8.3%) (33.8%)	6 (17.6%) (<1%) (2.7%)	7 (17.9%) (<1%) (3.5%)	219 (25.4%)	201 (24.4%)
Emotional	44 (15.4%) (5.1%) (20.2%)	31 (10.8%) (3.8%) (15.2%)	66 (26.7%) (7.7%) (30.3%)	76 (34.5%) (9.2%) (37.3%)	96 (32.7%) (11.1%) (44.1%)	89 (32.2%) (10.8%) (43.6%)	12 (35%) (1.4%) (5.5%)	8 (20.5%) (<1%) (3.9%)	218 (25.3%)	204 (24.8%)
Information /advice	51 (17.8%) (5.9%) (21.5%)	56 (19.4%) (6.8%) (24.4%)	102 (41.3%) (11.8%) (43.0%)	92 (41.8%) (11.2%) (40.2%)	73 (24.7%) (8.5%) (30.8%)	68 (24.6%) (8.3%) (29.7%)	11 (32.3%) (4.6%)	13 (33.3%) (1.5%) (5.7%)	237 (27.5%)	229 (27.8%)
	285 (33.1%)	288 (35.0%)	247 (28.7%)	220 (26.7%)	295 (34.3%)	276 (33.5%)	34 (3.9%)	39 (4.7%)	861	823

Table 10: Social Network Functions of YPs

The above table gives a detailed picture on the supportive functions of YPs's set of social networks. In order to give an accurate picture on the kinds of support provided by the different social networks against the entire function/network matrix, the above table also contains detail percentage breakdowns in each cell. From this table, we can know the pattern of YPs support-seeking.

Of all counts of support provided (861/823 – pre/post), the largest percentage goes to financial support provided by the primary social network. As one interview has said:

***“If it is money problem, I will ask my mother to help.”***

Compared to the primary and tertiary social networks, the secondary social networks provide the least in the financial aspect which may be due to the lack of resources that the peers themselves have. However, it seems that the major supportive function of these secondary social networks is to provide ‘information/advice’. Among the support provided by the peers, nearly half (41.3%/41.8%, pre/post) falls into this category. This figure shows that friends might not have the financial resources to help out YPs, but are ready to provide information/advice. Notwithstanding, one wonders about the

<sup>8</sup> Row percentage – i.e. the % of financial support provided by primary social networks before participation in CIIF projects

<sup>9</sup> Total percentage – i.e. the % of financial support provided by primary social networks against the total number of supports provided by all social networks before participation in CIIF projects

<sup>10</sup> Column percentage - i.e. the % of financial support provided by primary social networks against the total number of supports provided the primary social networks before participation in CIIF projects

<sup>11</sup> Row percentage – i.e. the % of financial support provided by primary social networks after participation in CIIF projects

<sup>12</sup> Total percentage – i.e. the % of financial support provided by primary social networks against the total number of supports provided by all social networks after participation in CIIF projects

<sup>13</sup> Column percentage - i.e. the % of financial support provided by primary social networks against the total number of supports provided the primary social networks after participation in CIIF projects

information/advice sought and provided by friends. These secondary networks also provide quite an amount of ‘emotional’ support (26.7%) to the YPs. However this provision increases quite a lot (34.5%) after participating in CIIF projects. This might perhaps be due to the increase number of ‘peer’ acquaintances after joining the projects. The tertiary social networks also provide similar amount of emotional support to YPs both before (32.7%) and after (32.2%) their participation in the projects. Indeed, the following interviewees unambiguously stated their priority in choice of source of support.

***“When I have problems and need help, I will call on the social workers”***

***“If I quarrel with family members, I will call on social worker”***

***“Emotional problem I will seek help from friends because I don’t want my family to know”***

***“Mostly my friends, we meet everyday, it is convenient, the next one is social worker, and then it is my family members...”***

The last interviewee told us that his/her last choice of support for emotional problem is family, this is also reinforced by the figures in the above table. It is worth noting that the primary social network, while being the largest provider of financial support to YPs, provides little emotional support and information/advice to their younger generations. This may suggest that family members nowadays are too pre-occupied with their own work to provide support to younger members other than the money. This has a lot of practical implication for professionals working with families and young people.

Finally, it is also of interest to note that the overall support-seeking pattern has changed quite a bit after YPs participation in the CIIF projects. The most obvious change lies in the decline in support provided/sought in the secondary (from 247 counts to 220 counts) and tertiary (295 counts to 276 counts) social networks. The decrease in support provided/sought lies mainly in the area of ‘concrete support’ and ‘emotional’ support, which might suggest that: a) YPs are now more resourceful and self-reliant and can handle own ‘concrete’ matters and; b) YPs are now emotionally more stable and thus require less support. Both of these inferences, if valid, are a positive sign as it indicates a certain increase in the level of maturity in the YPs. This fits well into the objectives of the CIIF projects which will become more evident in the section on ‘self-perceived and others-observed changes’ of YPs after joining the CIIF projects.

#### 6.5.4 Civic Participation

Putnam suggests that network of civic engagement (neighbourhood associations, community groups, sports clubs, women/men’s groups, etc) is an essential element of social capital as they foster the norms of reciprocity. Like the previous scholars, Putman further contended that associational life and civic engagement were essential in the building of social capital.

There are two things connoted in this construct of civic engagement that need further examination. First, there is a need to capture the nexus of civic associations/organization

that the CIIF participants engage in. Second, we may also need to capture information concerning the form, pattern and level of participation in these institutions situations. However, as informed by other theorists (Almond & Verba, 1989), people’s civic engagement does not necessarily take place in the context of an organization only. For instance, one’s civic engagement can be issue based, such as joining a political rally, or donating blood or old clothes. These political or social/altruistic behaviours may not require one’s membership in any civic organization. Given this understanding, the present study uses the following set of questions to generate information on respondents’ level of participation in civic activities<sup>14</sup>.

	<b>In the past twelve months, have you done any of the followings:</b>	<b>No</b>	<b>Yes</b>
1	<b>cast a vote in any form of election?</b>	<b>0</b>	<b>1</b>
2	<b>donate blood?</b>	<b>0</b>	<b>1</b>
3	<b>donate money?</b>	<b>0</b>	<b>1</b>
4	<b>responding to public opinion interview or survey?</b>	<b>0</b>	<b>1</b>
5	<b>discuss social issues on radio phone-in programme, write a letter to newspaper (e.g. letter to editors), internet news/discussion groups, etc.</b>	<b>0</b>	<b>1</b>
6	<b>attending a rally</b>	<b>0</b>	<b>1</b>
7	<b>reading newspaper, listening/watching news in radio/television</b>	<b>0</b>	<b>1</b>
8	<b>take part in social cleaning campaign?</b>	<b>0</b>	<b>1</b>
9	<b>signed any form of petition?</b>	<b>0</b>	<b>1</b>
10	<b>taking part in any form of political campaign?</b>	<b>0</b>	<b>1</b>

*Table 11: Civic Participation Check List*

a. Civic Participation of EM Participants:

A Civic Participation Index that has been developed reveals that there are some positive changes after EM respondents’ participation in the CIIF projects.

	<b>Pre-measurement</b>	<b>Post-measurement</b>	<b>No. of Cases</b>
<b>Civic Participation Index</b>	<b>4.72<sup>15</sup></b>	<b>5.45</b>	<b>22</b>

*Table 12: Civic Participation Index of EM Participants*

If one takes the view that social capital is built upon an active group of citizens, then it is an encouraging news to learn that the EM participants are improving on the participation in civic affairs. Indeed, many of our interviewees have mentioned that they paid attention to what is happening in this society by:

*“I read newspaper, everyday I read newspaper.*

*“Yeah, I want. And I am. And I also watching TV. Seven thirty news.”*

*“I came to Hong Kong for six years and I will watch the 6:30 news and sometimes read newspaper”.*

<sup>14</sup> Basically, respondents are invited to check the item(s) that they have performed in the past twelve and then a composite score – The Civic Participation Index is developed to indicate the level of participation.

<sup>15</sup> The figures here are calculated based on the mean of adding together the items checked by respondents.

Others said that being an Ethnic Minority in Hong Kong occupying relatively low socio-economic status, what they cared most for was news about employment and welfare. As many of them also have school-age children, therefore news on schooling and education are also keenly awaited. However, being aware of their marginal status in the mainstream society, many of them dare not speak up even if they have some views about public affairs, thinking that nobody will be listening in any case. But the most common factor restraining them from more active civic role is the language barrier. Those who do not know Cantonese and English find themselves pretty much isolated from the mainstream society as they do not get to know what is happening around them. This therefore sheds light on programme development in the future, especially if one were to be more inclusive in public affairs and to cultivate more civically active ethnic minority groups.

a. Civic Participation of YPs:

	Pre-measurement	Post-measurement	No. of Cases
<b>Civic Participation Index</b>	3.44	3.35	111

*Table 13: Civic Participation Index of YPs*

From the figures in the above table, one may get the impression that young people are not active in civics, at least not as active as their EM counterparts. Nonetheless, one has to take into consideration the overall life social situations of these young people. Being disengaged in education and work, it is not surprising to find many of them are apathetic towards their surroundings. The following excerpts tell us further why these young people are not interested in public/social affairs.

*“Not really care, maybe these (public/social events) has nothing to do with my life...”*

*“... because I don’t really care about Hong Kong, it has nothing to do with me..., like the strike staged by the life guards, I don’t care, as I have my job, and also I don’t swim...”*

*“no..., I don’t think it’s such a big deal, well sometimes I will bluff when hanging around with friends, but I am just 16, I don’t think I am old enough to talk about the government...”*  
*“...maybe wait till I am much older, maybe 27 years old...”*

*“right, those about politics, about protest, political parties..., I don’t really care,*

Although these expressions indeed are nothing new, as one has been brought up to care mostly for one’s own (including immediate family) affairs. Despite this, it is still a disappointment to note this attitude among the young people. Nonetheless, young people are not homogeneous and their interest/attitude are also pluralistic. It is indeed an exciting discovery to find at least some youths are still interested in public and social affairs. The following expressions seem to lend some support to this view. .

*“I do care, I watch newspaper everyday, I watch every section, except the financial news”*

*“I watch news on the internet, about health matters, about work...”*

*“I follow news on Hong Kong – Mainland cooperation, there is potential for development in the future...”*

*“about the astronaut...”*

*“about everything related to our lives, such as legislations..., or who is the Chief Executive now...”*

*“... the family violence tragedy, it is horrible. I find it very pathetic in Tin Shui Wai, homicide and then suicide..., I don’t understand..., it is unbelievable”*

*“I care about government resources cut in education, welfare... I don’t think the government is right in do this...”*

*“I care about the unemployment situation, also watch out for the opportunity for re-training... as well as food hygiene...”*

It is a long list and it is also very positive. From this we learn how and what the young people care about in the public/social affairs. One also knows that not all the young people are apathetic and self-centred. One should take every opportunity to further cultivate these virtues and provide opportunity for young people to practice what they believe.

#### 6.5.5 Life Satisfaction

At least some believe that social capital is even more important than human capital in improving well-being or bringing about subjective life satisfaction. Blanchflower and Oswald (2000) support the view by claiming that social ties may be more important for happiness than education and income. This can be explained by the fact that effective social networks furnish tangible assistance and care which reduces psychic and physical stress. While social capital might trigger a physiological mechanism stimulating individuals’ immune system to fight disease and buffer stress, social isolation tends to precede illness, reinforcing the view that social isolation is a cause rather than consequence of illness. Putnam (2000), concluded from a number of studies that ‘good relationships with family members, friends, or romantic partners – far more than money or fame – are prerequisites for their happiness. Finally, researches in the US show that dysfunctional communities are characterized by anonymity and limited acquaintance among residents; unsupervised teenage peer groups; and low level of local civic participation. All these evidences suggest that individuals living in a communities that have abundant amount of mutual trust and neighbourly relations should find higher level of satisfaction in life. Informed by these evidences, the present study has employed a tool to measure the participants’ overall life satisfaction. This instrument contains three scales that measure: a) Subjective Quality of Life (SQLP) (Dazord A, Astolfi F, Guisti P, Rebetez MC, Mino A, Terra JL. & Brochier C., 1998; Salek S., 1998) b) Subjective Happiness (Lyubomirsky, S. & Tucker, K. L., 1998; Lyubomirsky, S. & Lepper, H. S., 1999) and c) General Life Orientation (Smith, T. W, Pope, M. K., Rhodewalt, F, &

Poulton, J. L. , 1989; Scheier, M. F., Carver, C. S., & Bridges, M. W., 1994; Lai, J. C. L., 1997).

a. EM Participants' Overall Life Satisfaction:

- *Quality of Life Profile (SQLP)*

Respondents were invited to check the following items in order to provide clue to their subjective perception of their quality of life. The first point to notice is the overall high score (all are above the average of '3') which indicates a high level of subjective perception of life satisfaction. This finding coincides with the general impression of the project workers and the findings/observations the research team obtains from the in-depth interviews. The second point to note is the lack of obvious changes before and after their participation in the CIIF projects. There are some inter-item variations regarding changes found in the pre- and post-findings, but these changes seem to be negligible. One explanation probably lies in the fact that the interval between the two measurements is too short for the detection of shifts in such fundamental values. Nonetheless, the findings here serve as a baseline measurement which adds to one's knowledge and understanding of the EM groups in Hong Kong.

	<b>Subjective Quality of Life Profile (SQLP)</b>	<b>Mean (Pre-measurement)</b>	<b>Mean (Post-measurement)</b>	<b>No. of Cases</b>
1	How do you feel your relationships with close family or friends? (1-very dissatisfied/5-very satisfied)	3.89	3.79	28
2	In your life you consider your relationship with close family or friends is: (1-very unimportant/5-very important)	4.19	4.07	27
3	Do you expect any change in your relationship with close family or friends in the coming months? (1-change worse/5-change better)	3.3	3.78	27
4	How do you feel your participation in group activities (for example, cultural, union, religious)? (1-very dissatisfied/5-very satisfied)	4.15	4	27
5	In your life your participation in group activities is: (1-very unimportant/5-very important)	3.81	3.74	27
6	Do you expect any change in your participation in group activities in the coming months? (1-change worse/5-change better)	3.89	3.79	28
7	How do you feel living with someone (for example, as a couple, as a family)? (1-very dissatisfied/5-very satisfied)	3.74	3.41	27
8	In your life you consider living with someone is: (1-very unimportant/5-very important)	4	3.71	28
9	Do you expect any change in living with someone in the coming months? (1-change worse/5-change better)	3.3	3.37	27

Table 14: Subjective Quality of Life of EM Participants

- *Subjective Happiness*

Respondents were invited to check the following items in order to provide clue to their subjective perception of happiness. The first point to notice is again, the overall high scores (items 1 – 3 are all above the average of '3') which indicates a high level of subjective perception of happiness in their life. The second point to note is the lack of obvious changes before and after their participation in the CIIF projects.

	<b>Subjective Happiness Scale</b>	<b>Mean</b>	<b>Mean</b>	<b>No. of</b>
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		(Pre-measurement)	(Post-measurement)	Cases
1	In general, I consider myself: a happy person	3.52 <sup>16</sup>	3.89	27
2	Compared to most of my peers, I consider myself happy	3.73	3.75	28
3	Some people are generally very happy. They enjoy life regardless of what is going on, getting the most out of everything. To what extent does this characterization describe you?	3.48	3.54	28
4	Some people are generally not very happy. Although they are not depressed, they never seem as happy as they might be. To what extent does this characterization describe you?	2.52	2.71	28

*Table 15: Subjective Happiness of EM Participants*

- *Life Orientation*

Respondents were also invited to check the items in the following table in order to give information on their life orientation from which one could infer their overall life satisfaction. Three set of readings can be generated from this set of data. The first set of readings is the respondents' overall life orientation which is composed of all items. The second set of reading enables us to understand whether the respondents are optimistic in their life orientation, and the third set of reading generate data on whether the respondents are pessimistic in their life orientation. In sum, this set of data generates information on respondents' overall life orientation from which the research team has computed an index – Life Orientation Index. It also generates information from which two indices are computed: the Optimistic Life Orientation Index (which is computed from findings of items 1, 4, 5, 10, 11, &12, and c); and Pessimistic Life Orientation Index (which is computed from findings of items 3, 7, 9 & 13).

The following table enables one to understand respondents' score in each item of the Life Orientation Scale as well as the changes before and after their participation in the CIIF projects. Again, the respondents impress us that they are in general having a positive orientation towards life, which we reckon is most significant for someone who is in disadvantaged social position. It is important for them to keep up a positive life orientation and remain hopeful towards the future even at times of uncertainty and adversity. Another point to note is again the lack of obvious changes before and after their participation.

	Life Orientation	Mean (Pre-measurement)	Mean (Post-measurement)	No. of Cases
1	In uncertain times, I usually expect the best.	3.85	3.33	27
2	It's easy for me to relax.	3.52	3.26	27
3	If something can go wrong for me, it will.	3.04	3.5	26
4	I'm always optimistic about my future.	3.63	3.74	27
5	I enjoy my friends a lot.	4.07	4	26
6	It's important for me to keep busy.	3.67	3.56	27
7	I hardly ever expect things to go my way.	3.48	3.54	26
8	I don't get upset too easily.	3.22	3.37	27
9	I rarely count on good things happening to me.	2.96	3.27	26
10	Overall, I expect more good things to happen to me than bad.	3.38	3.33	27
11	I always look on the bright side of things	3.96	3.59	27

<sup>16</sup> These figures are based on the calculation on a 'five-point' scale in which '1' = strongly disagree, '3' = no comment, and '5' = strongly disagree.

12	I'm a believer in the idea that "every cloud has a silver lining".	3.88	4.11	27
13	Things never work out the way I want them to.	3.27	3.41	27

**Table 16: Life Orientation of EM Participants**

For easy reference and interpretation of the above set of findings, the following table contains the computed findings on the three readings as mentioned in the previous paragraph. These finding give a concise picture on the life orientation of the EM participants at the time of survey.

Index	Before Participation	After Participation
<b>Life Orientation</b>	2.71 <sup>17</sup>	2.63
<b>Pessimistic Life Orientation</b>	2.42	2.23
<b>Optimistic Life Orientation</b>	2.88	2.84

**Table 17: Life Orientation Index of EM Participants**

b. Overall Life Satisfaction of YPs:

Similar to the EM participants, YPs were invited to check the SQLP in order to provide clue to their subjective perception of their quality of life. The first point to note is the overall high score (all are above the average of '3') which indicates a high level of subjective perception of life satisfaction and second, there is also a lack of obvious changes before and after their participation in the CIIF projects.

	Subjective Quality of Life Profile (SQLP)	Mean (Pre-measurement)	Mean (Post-measurement)	No. of Cases
1	How do you feel your relationships with close family or friends? (1-very dissatisfied/5-very satisfied)	3.81	3.78	113
2	In your life you consider your relationship with close family or friends is: (1-very unimportant/5-very important)	4.08	4.12	113
3	Do you expect any change in your relationship with close family or friends in the coming months? (1-change worse/5-change better)	3.24	3.27	113
4	How do you feel your participation in group activities (for example, cultural, union, religious)? (1-very dissatisfied/5-very satisfied)	3.60	3.58	113
5	In your life your participation in group activities is: (1-very unimportant/5-very important)	3.31	3.46	112
6	Do you expect any change in your participation in group activities in the coming months? (1-change worse/5-change better)	3.48	3.50	113
7	How do you feel living with someone (for example, as a couple, as a family)? (1-very dissatisfied/5-very satisfied)	3.58	3.77	112
8	In your life you consider living with someone is: (1-very unimportant/5-very important)	3.72	4.04	113
9	Do you expect any change in living with someone in the coming months? (1-change worse/5-change better)	3.34	3.35	113

**Table 18: Subjective Quality of Life of YPs Participants**

- Subjective Happiness

YPs were invited to check the Subjective Happiness Scale to information on their

<sup>17</sup> In computing these indexes, the researcher has taken away the 'no comment' column. This is done because we consider 'no comment' could not articulate a very clear position in one's orientation in life. After this manipulation, there are only four values in the scales, i.e. '1' = strongly agree, '2' = agree, '3' = disagree, and '4' = strongly disagree.

subjective perception of happiness. The first point to note is again, the overall high score (items 1 – 3 are all above the average of ‘3’) which indicates a high level of subjective perception of happiness in their life. The second point to notice is the lack of obvious changes before and after their participation in the CIIF projects.

	<b>Subjective Happiness Scale</b>	<b>Mean (Pre-measurement)</b>	<b>Mean (Post-measurement)</b>	<b>No. of Cases</b>
1	In general, I consider myself: a happy person	3.47	3.50	113
2	Compared to most of my peers, I consider myself happy	3.46	3.50	113
3	Some people are generally very happy. They enjoy life regardless of what is going on, getting the most out of everything. To what extent does this characterization describe you?	3.47	3.38	113
4	Some people are generally not very happy. Although they are not depressed, they never seem as happy as they might be. To what extent does this characterization describe you?	2.88	2.71	113

*Table 19: YP’s Subjective Perception of Happiness*

- Life Orientation

	<b>Life Orientation</b>	<b>Mean (Pre-measurement)</b>	<b>Mean (Post-measurement)</b>	<b>No. of Cases</b>
1	In uncertain times, I usually expect the best.	3.32	3.24	114
2	It’s easy for me to relax.	3.15	3.22	113
3	If something can go wrong for me, it will.	3.35	3.31	113
4	I’m always optimistic about my future.	3.41	3.32	114
5	I enjoy my friends a lot.	4.03	3.99	114
6	It’s important for me to keep busy.	3.14	3.08	113
7	I hardly ever expect things to go my way.	4.32	3.59	114
8	I don’t get upset too easily.	3.12	3.28	113
9	I rarely count on good things happening to me.	3.24	3.03	113
10	Overall, I expect more good things to happen to me than bad.	3.07	3.12	113
11	I always look on the bright side of things	3.35	3.42	113
12	I’m a believer in the idea that “every cloud has a silver lining”.	3.33	3.30	114
13	Things never work out the way I want them to.	3.34	3.36	114

*Table 20: Life Orientation of YPs*

Similar to what we have done with the EM respondents, the findings here provide us information, first on YPs’ overall life orientation, and second, on their relative optimism/pessimism.

The following table enables us to understand respondents’ score in each item of the Life Orientation Scale as well as the changes before and after their participation in the CIIF projects. It seems that the YPs are in general having a positive orientation towards life, which we reckon is most significant in for someone who is in disadvantaged social position. It is important for them to keep up a positive life orientation and remain hopeful towards the future even at times of uncertainty and adversity. It is indeed comforting to note that respondents perception have undergone a rather obvious change vis a vis their pessimistic orientation (item 7) after participating in the CIIF projects. One reasonable explanation might be that with the acquisition of skills through training,

the encouragement of mentors, instructors, other members, and project staff, the YPs seem to have developed a more positive attitude.

Again for easy reference and interpretation of the findings on Life Orientation, the next table contains the computed findings on the three readings on the Overall Life Orientation, Pessimistic and Optimistic Index. This set of finding gives a concise picture on the life orientation of the EM participants at the of survey. Nonetheless, the findings here serve as a baseline measurement which adds to our knowledge and understanding of the EM groups in Hong Kong.

<b>Index</b>	<b>Before Participation</b>	<b>After Participation</b>
<b>Life Orientation</b>	<b>2.50</b>	<b>2.51</b>
<b>Pessimistic Life Orientation</b>	<b>2.28</b>	<b>2.31</b>
<b>Optimistic Life Orientation</b>	<b>2.64</b>	<b>2.65</b>

*Table21: Life Orientation Index of YPs*

From the findings of these measurements, there is not much correlation we can draw on the relationship between CIIF projects' contribution in changing the life orientation of both EM participants and YPs. This may be due either to the short interval between the two measurements which render the capturing of fundamental life orientations difficult or the instrument being used is not sensitive.

### 6.5.6 Changes of Participants after Participating in the CIIF Projects

The above changes, if indeed, in the life orientation/satisfaction could tell us the cognitive aspect of changes that might be related to the EM respondents' participation in the CIIF projects. However, these measurements do not allow us to understand some of the 'behavioural' changes which may or may not accompany the attitudinal changes. In order to capture these changes, the present study has built into the agenda/questions in the in-depth interviews with the EM participants and YPs that could enable us to understand the subjective perception of change. In addition, in our in-depth interviews with the project workers, similar questions were asked and the information generated. This helps not only to add to our knowledge but also to verify the information provided by the EM participants. The following two tables capture both the self-reported changes and the changes as observed/reported by the project workers.

#### a. Changes of EM Participants:

- Description of EM's life before participating in the CIIF projects:

1. Stay at home, doing housework;
2. Look after children;
3. Sometimes walk outside or go to the park and watch children play;
4. Nothing to do, feel boring;
5. Lack of information on community centre/project that work for EM;
6. Lack of friends, do not want to talk to other;
7. Have language barrier (during shopping, in the market).

- Description of EM's life after participating in the CIIF projects:

1. Make many friends;
2. Learn many new things (can help daughter in studying Chinese);
3. Feel happy;
4. Become more friendly, outgoing, active, more open to contact others;
5. Get the freedom, have chance to go outside (differ from their original custom), feel relax
6. more entertainment (dance and cooking);
7. Children have places to play, children learn a lot from the project (tutorial class, dancing class);
8. Become more confident, easier to talk with people, make presentation in public and speak out;
9. Learn more languages and can reduce language barrier which facilitate them to communicate with local people;
10. Make some new friends who can give me information about work and about children's education.

- Changes of EM participants as reported by the project staff:

1. They like to help others now, they are more engaged and have more contribution to the society and know they have the abilities to help others; some of them become mentors to encourage other EM people to actively participate;
2. Before participation many EM women always stay at home and are very lazy and don't want to join the programme; but afterwards they become more confident and willing to join different programmes; become more out-going;
3. They are willing to have more connections with local people, know more about Hong Kong people, share their culture with local people; they become friendly;
4. They are now not only take but also give - become happy through learning and after learning such as in languages and dancing they become tutors to teach other people;
5. They are now more motivated to learn more;
6. Being on-time and doing things step by step (adopt the local culture);
7. Young people become more responsible and have good cooperation with local people, become more confident and enjoy the programme much more;
8. Some of local people also have more willingness to know and concern for EM people; their abilities have been well-used or developed in the project;
9. Local people also would like to take part in other volunteer services more frequently after joining the programme, their engagement in the society have also been enhanced;
10. The employment opportunity of EM people have increased since they learn more languages, and some projects even train them to become Putonghua or English home tutor.

- Reasons that account for the above changes:

1. Depending on their motivation, if they have higher motivation and are more active, the changes will be more significant;
2. Projects provide EM people a platform to know more about Hong Kong;
3. Project workers keep on encouraging them to become more outgoing; because they trust the CIIF project worker, therefore they are willing to come at the beginning; so "worker" in these projects are a key factor that account for their participation;
4. They enjoy the languages, dancing classes, cooking and handicraft classes;
5. They enjoy doing volunteer services because they feel a great sense of satisfaction and receive many positive responses;
6. More familiar with Hong Kong life style and environments which help them to have better adaptation in Hong Kong;
7. They feel that the projects and centres are doing something good for them, so they would like to contribute back to the centre.

b. Changes of YPs after participating in the CIIF projects:

- Description of YP's life before participating in the CIIF projects:

1. Lack of confidence;
2. Bad temper; always cry;
3. Do not want to talk to other; lack of other social networks;
4. Lack of communication skills, passive,
5. Their self-image are very low; all are negative comments;
6. "Bad" people, always do the bad things;
7. Nothing to do, so boring.

- Description of YP's life after participating in the CIIF projects:

1. Become more confident; easily talk with people; improve communication skills;
2. Not easily give up, keep on having well-development; like joining interest class;
3. Have more willingness/become active in helping others (since become more confident); have chance to help others; (the project facilitate the building up of helping behavior among young people)
4. Social network increased (mentors, social networks, other project participants, the parties they can know from the project)
5. Become more patient; have good temper;
6. Life becomes colourful; becomes happy; becomes more meaningful; becomes more fruitful;
7. Can see they are having future;
8. Have more stimulation, could think in different/more direction;
9. Have grown, become mature; become more useful to the society;
10. Become more active to get to know more people;
11. Become healthy;
12. Life pattern become more stable.

- Changes of YP as reported by the project staff

1. Become more responsible, and willing to organize the programmes/practices;
2. They are willing to connect with others - have good cooperation with peer groups; have good communication with colleagues in workplace; and know how to build up relationship with others/some people they don't know before;
3. Become more confident; become more active;
4. Serious in learning and practice;
5. Have grown up and become more mature; become more independent;
6. Willing to try something new,
7. Willing to plan for their future; they find out/ensure their interests and the direction of development;
8. They are willing to fight for their own welfare;
9. Their life pattern has also been changed;
10. The young mentors learn how to teach others and organize their "job"
11. The relationships between project participants and their families also improved.

- Reasons that account for the above changes:

1. YPs own the projects;
2. They enjoy the programmes very much;
3. They feel a sense of satisfaction after "showing off" themselves; and gain much positive experiences and recognition through the projects; they can earn money by themselves; they feel accepted by the society;
4. They feel there are some people (project workers, mentors, other project partner) who are concerned about them, support them; mentors have clear instruction; the build up of mutual support networks with mentors and other project participants facilitate and maintain their changes;
5. Projects provide them a chance/platform to organize programmes, to cooperate with others, to show off, to compete with others, these experiences they cannot gain from normal school system, since they are always labeled as "bad" students;
6. The change of environment facilitate them to change, they can learn in the real workplace; they can have chance to train up themselves in the workplace; they need to follow the rules in the workplace;
7. They know there are some resources that support them, they have attention from others in the society and feel valued;
8. Family also pay attention and recognition to them which also help the young people sustain their changes;
9. The project provide a platform for young mentors to organize their "job";
10. The project provide a platform for mentors/business partner share their experiences to next generation (young people); provide them a chance to serve the community; provide them a chance to discover the advantages of the young people; and give recognition to young people
11. The project provide different training and courses for them which enhances their skills level and confidence level;
12. Social workers keep on communicate with mentors and business partners, and act as a bridge for them to connect with participants;

- Changes of YP as reported by the mentors

1. Come to lesson on time which is very different from their original life pattern;
2. They are very shy and do not have so much response at first; finally become active, confident; having energy;
3. They learn more about the working attitudes, respect people, concern the people around them now; become more patient and mature;
4. They do not know their life direction at first; finally they learn more and know that they like the related areas; find the direction and have hope in the future;
5. They did not listen to others before, but finally (not) now they do;
6. Take up formal course;
7. Skills have been improved; cooperate well with others; well-use of their strength.

- Reasons that account for the above changes:

1. They enjoy the lesson very much
2. They become more familiar with the environment, mentors and other colleagues; and a norm "you help me, I help you" have been build up among participants and other colleagues;
3. Their life pattern have been changed through having "normal" work, they feel they have the sense of responsibility;

4. Mentors also provide them a space to change/improve; mentors are patient and not always blame them, the relationships between participants and mentors are like friends, so they listen to what mentors talk about;
5. Mentors share their life experiences with the participants;
6. Participants have encountered some failure in the process which contribute to their growth;
7. They feel that there are someone who love and concern about them;
8. Mentors' supports.

## **VII. Analysis of factors contributing to the Positive or Negative Social Capital Outcomes**

In this section, one would like to discuss in details the factors contributing to the positive/negative social capital outcomes. During the contact with project staff and participants, as well as basing on the researcher's own observation during field visits, numerous information was obtained. These data are useful for interpreting the relative success and failure of the projects in generating social capital among the various target populations. In order to make the presentation more reader friendly, the information will be presented in the form of tables.

Tables 22 and 23 below contain information about the success factors that our research team consider crucial in bringing about the positive development of social capital in these projects. Among them, the first of success factors lies in the quality of the CIIF project workers. The second success factor is to be found among the project participants, who, despite situating in rather disadvantaged social positions, have a lot of positive attributes that the research team considers contributed to the positive social capital outcome. The third factor is related to the organization where the CIIF projects are hosted. In order to succinctly articulate the relationship between these factors and the relative success of these projects, the right hand column of the table contains the research team's analysis on the kind of contribution (made by) each factors.

Tables 24 and 25 contain information on the factors or circumstances that the research team considers not conducive to the positive social capital outcomes. Among them are some attributes of the project workers; a big portion of these factors seems to reside with the project participants themselves; other factors also include organizational as well as resource factors. As presented here, it is submitted that these non-conducive factors/circumstances undoubtedly provide obstacles for the achievement of positive social capital outcomes. However, project operators (including project manager and project staff) and project participants are often rather creative and versatile in developing various strategies that help surmount the difficulties and overcome the constraints. These occasionally successful but courageous attempts are presented on the right hand column of the table. These are of course by no means exhaustive but they do report honestly the research team's observations and the contribution made by the various parties during the in-depth interviews.

### **7.1 Success/Failure Factors**

**Table 22: The Success Factors for Positive Social Capital Outcome – Projects for Ethnic Minority**

Success Factors	Attributes	How do these attribute contribute to the success?
<p>Worker (Local and EM)</p> <p>Workers' attitude:</p> <ul style="list-style-type: none"> <li>• Concern for the underprivileged;</li> <li>• Interest in multi-cultural work initiative;</li> <li>• Respect cultural differences, e.g. e.g. learning the language of EM, inviting the EM to give him a name in EM language;</li> <li>• Hard-working;</li> <li>• Have trust in the participants' ability to change;</li> <li>• Willing to venture into new territory, open-minded, persistent in keeping up with one's belief; identify with the objectives of CIIF.</li> </ul> <p>Worker's positive behaviour:</p> <ul style="list-style-type: none"> <li>• Willing to up-keep oneself in the area of work that one has no prior experience or knowledge;</li> <li>• Creativity in programme design;</li> <li>• Stamina to withstand difficulty;</li> <li>• Ability to work in uncertain and/or underprovided environment.</li> </ul> <p>Workers' skills:</p> <ul style="list-style-type: none"> <li>• Good communication skills with working with co-workers, project participants, as well as collaborating agency;</li> <li>• Good team work ability.</li> </ul> <p>EM worker:</p> <ul style="list-style-type: none"> <li>• Concern for and committed to work for the welfare of EM;</li> <li>• Insider knowledge – shared cultural and religious background and having similar life experience render them easier to understand other EM participants;</li> <li>• Family support and endorsement in doing working for the benefits of their own race;</li> <li>• Good connection with other EM in the community as well as in the</li> </ul>		<ul style="list-style-type: none"> <li>• Workers' respect/interest in EM's culture enable them to feel that there are the people who really care, thus counteract the feeling of being discriminated by the host/mainstream society;</li> <li>• EMs feel that workers really do understand and respect their culture and thus are willing to reciprocate and participate;</li> <li>• Workers' understanding of EM's culture make it possible for them to design culturally relevant activities meeting the needs of the EM;</li> <li>• Workers' readiness to read up and keep up with one's knowledge help in the accumulation of knowledge and skills;</li> <li>• Effective team work lends support for the team to venture into new territory that requires the adoption of a new orientation and the utilization of new knowledge, skills;</li> <li>• Identification with CIIF's mission make it easier for the project to tune in the new culture of practice as stipulated by CIIF;</li> <li>• EM workers know exactly who and when and where to intervene could prevent the vicious cycle of poverty of EM;</li> <li>• EM workers Know the cultural practices and thus are able to avoid misunderstanding and to promote participation;</li> <li>• Offer good help in the project to overcome cultural and language barrier and smoothen out the process of programme implementation.</li> </ul>

	territory.	<p>The attributes of EMs, as listed on the left cell, all contribute positively to the smooth running of programmes in the CIIF projects. In particular, their eagerness to participate; their thankful and appreciative attitude; their openness in expressing their needs; their close connection with one and other, and their eagerness to learn from others, including both local people and other EM all make them a good participant in the projects. If not for this relatively easy mobilization, the effect of the CIIF projects in building social capital among different ethnic groups would not be successful.</p>
EM Participants	<p>EMs are basically very kind, cheerful and friendly and given the right occasions are highly motivated to reach out to the mainstream society;</p> <ul style="list-style-type: none"> <li>• By virtues of the religious belief, most EMs are very contended and do not think others are obliged to offer help to them;</li> <li>• Hunger for 'basic needs' and have a lot of needs that can be met by simple provision of services, such as all kinds of language, work skills, tutorial for children, interests class and recreational services, thus making it rather easy to contact them;</li> <li>• Have a close knit circle and high particularized trust, thus making it easy to connect them through certain 'contact person';</li> <li>• Eager to share with others own culture – feel proud – willing to volunteer in this way, also the children can join these activities thus could do both things at one time – volunteer and child care;</li> <li>• Their religion teaches them to be good to others, to help others, thus facilitate their participation in volunteer work;</li> <li>• Motivated to learn local culture/language because it helps own children to fit in the local education system;</li> <li>• Some EMs esp Indians, more resourceful and open to adapt to local culture, e.g. allow daughter to learn a lot of extra-curricular activities;</li> <li>• Some EMs who are born locally have both the motivation and the skills (language in particular) to link up their folks with project staff;</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>• Programme plan and development not bounded by certain rigidly set guidelines (like the contract out service in many NGOs);</li> <li>• Some agency has long history in working with EM in the community, and have developed good relationship;</li> </ul>	<ul style="list-style-type: none"> <li>• Project operators can think of creative means to achieve objective;</li> <li>• Good relationship has been developed with EMs (either individual and business vendors);</li> <li>• Knows of the where about of the EMs and thus can easily mobilize participation;</li> <li>• Good access to these groups who originate from other organizations nearby (or in the same community).</li> </ul>

**Table 23 : The Success Factors for Positive Social Capital Outcomes - Youth Projects**

Success Factors	Attributes	How do these attribute contribute to the success?
<p>Worker (Youth)</p> <ul style="list-style-type: none"> <li>• Workers' attitude in working with partners in the business sector</li> <li>• Social workers have the readiness to do marketing job or cooperate with business organizations,</li> <li>• Able to search for resources for the participants from business sectors;</li> <li>• Skillful to make a balance since the value and the culture between business sectors and social services are very different.</li> </ul> <p>Workers' skills:</p> <ul style="list-style-type: none"> <li>• The role/techniques of social worker have changed from direction working with young people to coordinate/connecting the different parties involved;</li> <li>• Share with/learn from those experienced colleagues;</li> <li>• Flexible deployment of manpower in project operation since every stage of operation requires different workers who have different strengths;</li> <li>• Ability to apply community-based skills with case-work skills together;</li> <li>• Able to develop strategy in working with other organizations;</li> <li>• Able to use differential strategy to work with youth with different attributes;</li> <li>• Appropriate matching of mentor and young people;</li> <li>• Good selection of committed mentors with the appropriate skills;</li> <li>• Good programme promotion skill in the recruitment of young people;</li> <li>• Good connection and relationship in the community;</li> <li>• Able to use creative means to reach out to potential mentors, e.g. mail the invitation letter and actively approach media in order to attract more potential mentors join the projects;</li> </ul>		<ul style="list-style-type: none"> <li>• Partnering with business sectors brings in new resources to support the development of young people, especially when they need to look for jobs,</li> <li>• The projects could create many networks and let the young peoples have opportunities and hopes for the future;</li> <li>• The projects also provide a chance for the young people to learn, practice in a real but safe environment;</li> <li>• The projects play an important role to serve those young people could not benefits from the main stream services;</li> <li>• Flexible deployment of manpower may help reduce the problem brought about by stringent manpower;</li> <li>• Collective sharing and learning helps in the building up and dissemination of knowledge and practice wisdom; this is especially necessary in new territory of practice like CIIF projects;</li> <li>• The lot of practical skills ranging from promotion, marketing, working with new partners, are all necessary to make the project works which, in another perspective, indicate both a paradigm and behavioural change among the project staff who are social workers;</li> </ul>

YPs Participants	<ul style="list-style-type: none"> <li>• Some YPs family members, e.g. parents, extended family members, siblings, etc. are mobilized by project staff to join the YPs in the project;</li> </ul>	<ul style="list-style-type: none"> <li>• Family support is an important factor for the development of young people within the projects; the involvement of family could boost the motivation of young people;</li> <li>• Involvement of participants' families can also bring in new resources;</li> <li>• These engagements may also reduce the family problems they have as the involvement foster better communication and thus understanding between the YPs and family members.</li> </ul>
Mentors/business partner	<ul style="list-style-type: none"> <li>• The participation of business sector.</li> </ul>	<ul style="list-style-type: none"> <li>• Some business partners are really very committed in the projects to help the youngsters;</li> <li>• Big business partners have more resources to share;</li> <li>• Small business partners are more approachable and the parties concerned could have closer/better communications with;</li> <li>• Small businesses may not provide sufficient opportunities of employment for the YPs.</li> </ul>

<b>Table 24: The Factors/Circumstances that are Non-conducive to Positive Social Capital Outcome – Projects for Ethnic Minority</b>	
<b>Difficulties/Constraints</b>	<b>Non-conducive factors/circumstances</b>
<b>Worker</b>	<p>Conceptual/practice gap:</p> <ul style="list-style-type: none"> <li>• Lack understanding of the concept of SK;</li> <li>• Proposal normally not written by the workers who carry out frontline practice, often there is a gap between what is intended to be done and what actually is done.</li> </ul> <p>Unstable manpower:</p> <ul style="list-style-type: none"> <li>• Change of project staff is not uncommon; for EM worker the mobility is due to low pay, return to own country for marriage or further education;</li> <li>• Insufficient supply of qualified EM worker who knows English, Cantonese and at least one to two EM language.</li> </ul> <p>Quality of EM worker:</p> <ul style="list-style-type: none"> <li>• Lack of training opportunity for EM workers;</li> <li>• Some EM workers, either due to background of their training (or lack of it) are only keen to foster personal relationship rather than developing rapport between the EM participants and the project hosting NGOs;</li> <li>• EM workers having different work attitude and work habits, in a few instances give rise to conflict;</li> <li>• Some EM lack encounter conflict within their family as they acquire the local values which might be go against their family/religion/cultural values and practice.</li> </ul> <p>Language barrier:</p> <ul style="list-style-type: none"> <li>• Prevents more in-depth exchange with EM participants;</li> <li>• Local workers have to rely on EM worker's translation and there might be some 'message' or 'meaning' lost in the process;</li> <li>• Sometimes this process requires double/triple the time for programme implementation due to the need for translation (literally word to word).</li> </ul>
	<p><b>How are difficulties handled and constraints overcome?</b></p> <ul style="list-style-type: none"> <li>• Form study group to facilitate mutual learning of supervisory/manager/frontline staff of the projects;</li> <li>• Invite researchers/academic to give lecture and provide reading material</li> <li>• Form study to facilitate mutual learning of the supervisory/manager/frontline staff of the projects;</li> <li>• Invite researchers/academic to give lecture and provide reading material;</li> <li>• Expand the network of recruitment both for local and EM worker;</li> <li>• Lobby local social work training institutes to provide training opportunity for EM workers;</li> <li>• Local project worker to pair up with EM work during programme time and to make as much direct engagement as possible with EM participants;</li> <li>• Local project worker have to spend a lot of time to orientate them, e.g. the practice of punctuality and sometimes to provide counseling and support to the EM worker whenever they encounter work or even personal problems.</li> </ul>

<p>Participants (EM)</p>	<p>Cultural practices:</p> <ul style="list-style-type: none"> <li>• Feel comfortable of being where they are and what they are having, not aggressive nor assertive, thus making it difficult to mobilize them to do something together either for common good or to improve one's life situation;</li> <li>• Cultural practices – accustom to stick with people of own race, thus not willing or not having initiative to come out of own circle, especially when they are new arrivals;</li> <li>• Tend to cling to EM worker in the project and may not identify with the project operator/NGO; if the EM worker goes, some of them might not stay long in the project.</li> </ul> <p>Gender role specification:</p> <ul style="list-style-type: none"> <li>• Gender role restrict female participants' engagement in activity (mostly Pakistanis, but one Pakistani Woman who has divorced her husband finds much freedom in joining activities and more socialized, having a much wider social circle, more able to render help around the centre);</li> <li>• Men work outside and women stay inside of home; women do not even need to know public affairs as this is the role of men;</li> <li>• EM males pay lesser respect to female either of their own or other ethnicity, thus making it difficult for female EM worker to work with them.</li> </ul> <p>Family bondage/obligation:</p> <ul style="list-style-type: none"> <li>• Very strong and seldom turn to friends/project acquaintances in times of troubles/problems, it is always families/relatives first;</li> <li>• Many EM women have a big family to take care of and thus have few space/time to participate/volunteer outside of home.</li> </ul> <p>Poor economic/financial position:</p> <ul style="list-style-type: none"> <li>• Many EM in HK are pretty poor and many of them struggle for basic needs thus psychologically and physically hinders some of them to engage in altruistic endeavours;</li> <li>• Difficulty in attracting the men because for those who work, they would be very tired after work; some of the men also found that there are too many</li> </ul>	<ul style="list-style-type: none"> <li>• Start where they are and patiently walk along with them in their pace, trying not to convey the message of cultural domination/assimilation;</li> <li>• Adopt a respectful attitude and avoid imposing one's own cultural practice upon the EM participants;</li> <li>• Take every opportunity to expose the EM participants to other cultures and encourage them to understand the cultural difference;</li> <li>• Upholding the principle of respect (not trying to change or impose one's cultural value), workers organize activities that fit the gender role specification (e.g. all women group led by another woman); and in due course encourage the EM participants to join the programmes as a family so as to be inclusive of the EM males;</li> <li>• Upholding the principle of respect, programmes are organized at a time that women can normally fulfill their familial obligation while expanding their social circle and skills learning opportunity;</li> <li>• Minimally fee-charging;</li> <li>• Try their best to solicit resources from the community so as to cater for the needs of the EMs;</li> <li>• Organize family oriented activities and launch</li> </ul>
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	<p>women in the programmes and therefore do not find it easy to join the programmes;</p> <ul style="list-style-type: none"> <li>• Due to their poor financial situation, many of them do not have the resources to participate in activities and can only afford those that are free of charge; sometimes some of them even lack the transportation fees to travel to the centre.</li> </ul> <p>Inter-group competition:</p> <ul style="list-style-type: none"> <li>• EM groups are not homogeneous and competition for resources among different groups (or even within group) exist.</li> </ul> <p>Language barrier – prevents them from:</p> <ul style="list-style-type: none"> <li>• Mixing with local people who don't speak EM language;</li> <li>• Getting to know what is going on in the mainstream society;</li> <li>• Obtaining resources that are necessary for survival and improvement of life situations, such as education, housing and health services;</li> <li>• Having access to work opportunity, education opportunity as well as job re-training opportunity.</li> </ul>	<p>them at a time that fit the men's schedule of work and religious worship;</p> <ul style="list-style-type: none"> <li>• Workers keep a good balance of launching programmes that meet the needs of different ethnic groups and to organize activities that promote cooperation/collaboration among different ethnic groups so as to reduce inter-group competition [to build bridges];</li> <li>• Language classes that teach the EM participants Cantonese and English are in great demand and have been launched non-stop;</li> <li>• There is an emergent need of teaching EMs' next generation of the mother language as they are locally born and may lose touch with their mother tongue.</li> </ul>
Local people	<ul style="list-style-type: none"> <li>• HK culture –HK people are typically always busy at work and no have time to learn about the life of people of other ethnicity;</li> <li>• Language barrier – even if some are willing and have time, many of them do not have the language to communicate with the EM people;</li> <li>• Ignorance breed prejudice/bias – due to the lack of contact, thus understanding, many local people are holding certain negative attitude towards the EMs, which is often the ground for breeding discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop programmes that are attractive to local people but promote cultural integration; these programmes could start by focusing on mixing the younger generations and women of different ethnicity; programmes that aim at cross-benefiting each other and mutual-aid are of great value.</li> </ul>
Organizational	<ul style="list-style-type: none"> <li>• Lack of knowledge and experience in projects relating to the development of social capital;</li> </ul>	<ul style="list-style-type: none"> <li>• Attend the annual CIIF forum to gain knowledge;</li> </ul>

	<ul style="list-style-type: none"> <li>• Not familiar in working with the new funder;</li> <li>• Insufficient support and training to frontline staff, supervisor can only learn together with them.</li> <li>• Geographical location of the project hosting unit too far away for easy access of EM participants (happens in one project);</li> <li>• EM members are moving away from the community where the CIIF project is located, thus having difficulty, sometimes, to recruit sufficient participants;</li> <li>• Being the only project for EMs in the community, project operators are always invited to participate (or mobilize the participation of their EM members) in many one-off events/programmes, thus taking away time and energy, even though the promotion value is high.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to develop good communication channel and working relationship with CIIF secretariat;</li> <li>• Autonomously extend the service catchment area in recruitment;</li> <li>• Better liaison and collaboration with other NGOs.</li> </ul>
Resource	<ul style="list-style-type: none"> <li>• Insufficient manpower;</li> <li>• Insufficient office space to hold programmes/activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Work longer hours and more days in the week;</li> <li>• Collaborate with other CIIF projects to save resources and to reduce service overlapping;</li> <li>• Invite other community partners to open up unused/under-utilized space for launching programmes/activities.</li> </ul>

<b>Table 25: The Factors/Circumstances that are Non-conductive to Positive Social Capital Outcome - Youth Projects</b>		
<b>Difficulties/ Constraints</b>	<b>Non-conductive factors/circumstances</b>	<b>How are difficulties handled and constraints overcome?</b>
Worker (Youth)	<p>Conceptual/practice gap:</p> <ul style="list-style-type: none"> <li>• Lack understanding of the concept of SK;</li> <li>• Proposal normally not written by the workers who carry out frontline practice, often there is a gap between what is intended to be done and what actually is done;</li> <li>• Lack of knowledge in working with new partners.</li> </ul> <p>Recruitment of mentors:</p> <ul style="list-style-type: none"> <li>• Use a lot of time to explain the concept and the operation process of the projects;</li> <li>• Mentors also afraid to promise a long commitment.</li> </ul> <p>Manpower turnover:</p> <ul style="list-style-type: none"> <li>• For the seven youth projects we research on, there was a turn over of three key project which have adversely the operation and progress of the projects influences on the operation projects operation (e.g. relationship with participants and partner have to be rebuilt).</li> </ul>	<p>For enhancing knowledge-base and close conceptual gap:</p> <ul style="list-style-type: none"> <li>• Form study group to facilitate mutual learning of the supervisory/manager/frontline staff of the projects;</li> <li>• Invite researchers/academic to give lecture and provide reading material;</li> <li>• the project workers better get involved right from the beginning, preferably at the planning stages if possible so as to ensure better understanding of the projects before the projects commence.</li> </ul> <p>For better mentorship work:</p> <ul style="list-style-type: none"> <li>• Start to build up the relationships with mentors through forming small group, which help to sustain the commitment and ensure the quality of mentor-mentee relationship;</li> <li>• Suggestion to CIIF to promote through public education the value of providing mentorship as a means to encourage more mentors to join the projects;</li> <li>• Worker to build up closer working relationship and with effective communication with the mentor-mantee paris in order to clarify each others' role and responsibility in the collaborative endeavours;</li> </ul>

Participants (Youth)	Sustainability of new developments – e.g. the youth co-ops due to the high mobility of young people.	<ul style="list-style-type: none"> <li>● Accumulate/keep a good record of different kind of mentors once they are connected, some this maintenance relationship is important even though there are not so many youth participants;</li> <li>● Facilitate different (the) cooperation between different parties' and facilitate the establishment and sustenance of the long-term relationships among them;</li> <li>● act as a bridge to balance the benefits of different parties and encourage them to develop their strengths, share the resources between them, achieve the aim of "take and give" .</li> </ul>
		<ul style="list-style-type: none"> <li>● Project staff invited outside band and dance team to share with the project participants the real situation as sometimes they may have unrealistic dreams or false hopes about their future; or have little readiness to take up challenges;</li> <li>● Train up young mentors to organize their job independently or contact with the related company directly, so that the role of social workers become less important before the project end;</li> <li>● Consolidate the relationships building between mentors and young people, so that young people could learn more from the life experiences of the mentors and know more about the actual requirement of the profession;</li> <li>● Consolidate the positive experiences of the young people as a means to sustain their motivation to continue in the projects;</li> <li>● Start to plan for the sustainability of the projects</li> </ul>

		<p>after the funding is gone;</p> <ul style="list-style-type: none"> <li>• Project workers need to extend their search for the networks for young people which can facilitate their developments;</li> <li>• Promote the projects and let people know more about them and give more opportunity for young people to develop.</li> </ul>
Organizational	<ul style="list-style-type: none"> <li>• Lack of knowledge and experience in projects relating to the development of social capital;</li> <li>• Training for social workers to understand the concept of social capital is not enough;</li> <li>• Not familiar in working with the new funder;</li> <li>• Insufficient support and training to frontline staff, supervisor can only learn together with them;</li> <li>• Geographical location of the project hosting unit too far away for easy access of youth participants (happens in one project);</li> <li>• It is found that there are not many young people around in the community where the projects locates, so sometimes may exacerbate the problem of participants recruitment;</li> <li>• Sometimes there are many attractive courses nearby for participants to join which also increase the difficulty of recruitment;</li> <li>• Short duration of project (ranges from 1 to 1 and half year) - which brings about some negative effects on the participants and the centre; not only increase the burden to other colleagues; and also reduce the opportunities for participants to develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend the annual CIIF forum to gain knowledge;</li> <li>• Try to develop good communication channel and working relationship with CIIF secretariat;</li> <li>• Autonomously extend the service catchment area in recruitment;</li> <li>• Better liaison and collaboration with other NGOs</li> <li>• The future plan of the projects should be flexible and need to suit the overall employment environment in the society, which may be differ from the original proposal; the social workers also need to have the readiness and also be strategic to change.</li> </ul>
Resource	<ul style="list-style-type: none"> <li>• Insufficient manpower;</li> <li>• Insufficient office space to hold programmes/ activities;</li> <li>• Lack of mutual support due to insufficient manpower;</li> <li>• some projects spend so many times to revise the project proposal, which also</li> </ul>	<ul style="list-style-type: none"> <li>• Share with colleagues, up-hold our value and belief; think about the needs of the participants which also act as a motivation to keep on the hard work, etc.;</li> <li>• It is better to have one more manpower during</li> </ul>

	<p>reduce the energy or motivation among social workers in the project organization.</p>	<p>the starting up stage of the project;</p> <ul style="list-style-type: none"> <li>• It is better to continue and even foster the well cooperation and supportive environment for project workers as these can help the project workers overcome their difficulties and facilitate the development of the projects;</li> <li>• To have a well planning under limited resources; make decisions more seriously and carefully.</li> </ul>
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## 7.2 Project Operators, Project Staff and Project Participants' Responses to CIIF and CIIF Secretariat

### 7.2.1 Comments Based on the Positive Experience in Working with CIIF and Secretariat

#### **EM project workers:**

- a) So far so good;
- b) Do not have any harsh requirement;
- c) Supportive; responses are very fast; efficient;
- d) CIIF is very sincere to do something for the community and it is also very rich;
- e) Projects also know that CIIF Secretariats' job is very hard;
- f) If they get to understand more about the project, they always appreciate the projects and their relationships between the projects also become better.

#### **Youth Project Workers:**

- a) CIIF Secretariat staff are very nice; they are willing to help the projects if they need;
- b) They can have good communication with CIIF;
- c) The cooperation with CIIF becomes smooth if the project has a successful start;
- d) Appreciate CIIF in funding the projects which work for different kinds of target groups not being reserved by the mainstream welfare model;
- e) CIIF does not work like other funding source, they always discuss the concept with project operators and provide many opinions; the project operators feel that CIIF is just like their partner rather than funder; the quality of the services could then be ensured, but the workload (meetings, paper work, financial report) of project operators increases as a result;
- f) CIIF also provide freedom, flexibility and space for projects to develop; and do not need the project to provide only quantitative reports;
- g) It is appreciated that CIIF is not problem-focus but the monitoring is ongoing.

### 7.2.2 Comments Based on the Negative Experience in Working with CIIF and Secretariat

- a) Don't understand social services, sometimes challenge projects, and don't understand their difficulties;
- b) Don't understand participants' culture, their living conditions and their needs, they don't understand that their changes need time and process to "create";
- c) Always impose other projects' strategies/means on them, ignore the unique characteristics and situations of different projects;
- d) Sometimes brings so much pressure to the project since there are so many critical opinions from them; sometimes make the projects workers feel uncomfortable;
- e) The aims, objectives or expectations of CIIF are too high to achieve; most of their objectives need time to achieve;

- f) There is a query about whether they want to benefit the community or themselves;
- g) sometimes CIIF is very demanding of the project's time such as paying visits, requiring the project to involve in forum; all these bring pressure on the project workers;
- h) For evaluation research, it is very demanding especially in the questionnaire surveys which come from different researchers of different universities; participants are not willing to fill so many questionnaires within a short of period.

#### **Youth Project Workers:**

- a) Some projects do not like CIIF's hard-sale style of work and think that it is not appropriate to use the "copy and paste" approach in funding projects because in doing so CIIF may ignore the unique features of different communities/target groups;
- b) Project staff have some negative experiences in cooperating with CIIF staff;
- c) CIIF over beautify the concepts of social capital; CIIF over beautify their (CIIF) work;
- d) The concept of social capital promoted by CIIF is relatively new, project workers need time to digest, and sometimes feel confused by their CIIF explanation and don't know what they want to do;
- e) Projects always spend so much time and energy to revise their project proposal during the application stage (some of them spend more than one and half years);
- f) Some project operators feel CIIF have some hidden agenda that they wish to impose on them;
- g) Sometimes CIIF does not understand the real practice context and the difficulties that the project operators encounter.

### 7.2.3 Recommendations/ Suggestions to CIIF and Secretariat

#### **EM projects:**

- a) Using qualitative term to present the outcome of project in the report is better than using quantitative term;
- b) Need time to communicate with them to clarify misunderstanding;
- c) The project worker mentioned again that the salary for EM project worker is relatively low to attract some experienced, mature and professional EM people to join the projects, thus the social workers need to use much time to train up their colleagues and also bear the cost if the colleagues leave the project;
- d) Salary for EM programme worker is relatively low and projects have to face the problem of unstable manpower; it is suggested that part-time pay should be around \$4000 and full-time pay should be around \$6000-\$6500;
- e) It is better for the EM programme workers to receive some form of training on the concepts on reciprocity or social capital before holding the activities, so that the programmes could have a very clear direction;

- f) It is better if CIIF could understand the unique cultural context/background of EM and can accept a different pace of development in these projects.

**Youth Projects:**

- a) It is suggested that CIIF should make effort in promoting the concept of social capital to the public;
- b) The project operators agree with the (argument) views of CIIF that need to consider the continuity/sustainability of the projects and they think that it takes time for the young people to grow and run the projects independently and, but cannot fix the period for them;
- c) They would like to have more guidance on report writing;
- d) they would like CIIF to organize some sharing/meeting so that different projects can exchange their experiences;
- e) It is suggested that CIIF should fund the project workers to work for entire project operation period;
- f) It is suggested that CIIF should fund the project at least two years which not only provide sufficient time for project to warm-up, build up networks of different parties, but also let the projects gain more experiences and have space to improve, the quality of the projects then could be guaranteed.

7.3 Evaluation on the Research Process, Tools Developed, and the Consortium Approach

<b>Table 26: Evaluation on the Research Process, Tools Developed, and the Consortium Approach</b>			
<b>Methodology</b>	<b>Pros</b>	<b>Cons</b>	<b>Suggestions</b>
Participant Observation	<ul style="list-style-type: none"> <li>• Get to know the setting of the CIIF projects;</li> <li>• Get acquainted with project staff and thus lay the foundation for later in-depth interviews;</li> <li>• Get to know the project participants and thus lay the foundation for later in-depth interviews;</li> <li>• Obtain first hand information on how the programmes are run.</li> </ul>	<ul style="list-style-type: none"> <li>• Time consuming;</li> <li>• Requires a lot of skills to ensure useful observations are done;</li> <li>• Sometimes might be a bit intrusive to the programme operation;</li> <li>• May disturb project staff's concentration;</li> <li>• May disturb participants' concentration.</li> </ul>	<ul style="list-style-type: none"> <li>• Still worth doing or else there will be no other channel to get accurate and first hand data on the programme operation process;</li> <li>• May need to increase the number of programmes to be observed in order to get a fuller understanding of the mechanism and process of social capital building;</li> <li>• May need to increase the resources required to carry out these tasks;</li> <li>• Better communication and co-ordination with project staff may lubricate the observation process.</li> </ul>
Questionnaire Survey	<ul style="list-style-type: none"> <li>• If successfully done, can capture the changes between intervention;</li> <li>• Relatively easy to develop, process and analyse;</li> <li>• Efficiency in utilization of research resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Quantity problem - the number of successful questionnaires need to be large enough to produce meaningful analysis, but this is not always possible with some projects;</li> <li>• Sampling problem – since many CIIF projects develop programmes that do not cater for a large no. of participants, thus creates difficulty in finding sufficient no. of respondents to fill in the questionnaire, moreover, the sampling is not random and scientific and thus affects its of generalization power of the findings;</li> </ul>	<ul style="list-style-type: none"> <li>• Still worth doing if:               <ol style="list-style-type: none"> <li>1. the problem of sampling is solved;</li> <li>2. the problem of sample size is solved;</li> <li>3. the respondents are capable to comprehend the content of the questions;</li> </ol> </li> </ul>

		<ul style="list-style-type: none"> <li>• Questionnaire is too long for the respondents to keep up concentration;</li> <li>• Respondents may not fully comprehend the content of the questionnaire and needs assistance;</li> <li>• Language ability of some EMs is too low to comprehend the content of the questionnaire and need assistance;</li> <li>• Survey intends to be self-administered but end up a lot of assistance was provided to make the process work – time and manpower resource taxing.</li> </ul>	
In-depth Interview	<ul style="list-style-type: none"> <li>• Obtain in-depth knowledge;</li> <li>• Discovery of new knowledge;</li> <li>• Relatively easy for the respondents to participate and voice their views;</li> <li>• Build up relationship with staff; project participants which in turn facilitate acquisition of in-depth/new knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Large in put of time and manpower;</li> <li>• Requires high quality interviewers in the actual interview process, data analysis and interpretation;</li> <li>• For some EMs, interpretation service is needed which will affect the accuracy of the findings and add on resources bill;</li> <li>• Difficult to arrange and requires a lot of before hand co-ordination by the project staff;</li> <li>• Time limit – sometimes the interviewees have too much to say but are not viable due to time/resources constraints.</li> </ul>	<ul style="list-style-type: none"> <li>• Should continue provided there is sufficient resources;</li> <li>• That there are qualified interviewers.</li> </ul>
Duration of the Research – 15 months	<ul style="list-style-type: none"> <li>• Good for the researcher as the research process would not drag on for too long (the normal duration of academic research is 24 months)</li> <li>• Good for CIIF – to have quick output</li> <li>• Good for the project operators as they will get quick feedback</li> <li>• Coincide with the financial year</li> <li>• Creative and courageous</li> </ul>	<ul style="list-style-type: none"> <li>• Far too short for the detection of changes, especially those that relate to relationship, life values and attitudes;</li> <li>• Far too short for the implementation of all the essential and desirable research task which in turn affects the quality of the output;</li> <li>• A lot of pressure on the researcher to produce output in such a short time.</li> </ul>	<ul style="list-style-type: none"> <li>• Preferably 24 months.</li> </ul>
Consortium		<ul style="list-style-type: none"> <li>• More time consuming than ordinary academic research</li> </ul>	<ul style="list-style-type: none"> <li>• Should continue the good spirit</li> </ul>

<p>Approach</p>	<ul style="list-style-type: none"> <li>• Shows a lot of virtues in cooperation in knowledge building and contribution to the community</li> <li>• Shows a lot of consideration, appreciation and patience</li> <li>• A way of social capital building among academics</li> <li>• Whole is greater than the sum of its parts</li> </ul>	<p>of this scale (in terms of resource)</p> <ul style="list-style-type: none"> <li>• Sometimes difficult to achieve consensus</li> <li>• Too much disturbances brought to the project operators in the research process as often more than one research team to one project and add undue workload to project staff</li> </ul>	<p>in further research and publication of research findings</p> <ul style="list-style-type: none"> <li>• Should avoid more than one research team to research on one project</li> </ul>
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## VIII. Conclusion and Recommendation

### 8.1 Summary of Findings

Having presented the voluminous research findings, it is now timely to draw up conclusion and make recommendation for the reference of the relevant parties.

Social capital is being examined along three dimensions, namely cognitive (norm of trust, norm of reciprocity), structural (social networks) and civic participation in the present study. Our research team has attempted to find out, in the chosen 11 CIIF projects, if social capital is indeed being built; with what mechanism and how; if social capital exists, does it impact on the life, and in what ways, of the project participants. To capture these data, the research team has adopted several approaches including participant observation, questionnaire survey and in-depth interviews. A summary of the major findings is presented here.

#### 8.1.1 Mechanisms for Social Capital Building

##### a. Methods used to collectivize participants/other people:

- Paring up of individual participant with another individual, e.g. mentorship scheme
- Connecting one group of participants with another group, e.g. mixing the new arrivals groups with ethnic minority groups
- Connecting groups of participants with the wider community, e.g. youth dance/band groups are connected to perform in community events

##### b. The utilization of groups as means of connecting people:

- Volunteer groups
- Skills learning groups

##### c. Involvement of different community sectors:

- Professional volunteer groups
- Business vendors
- Non-government organizations/CIIF projects
- Government organizations

#### 8.1.2 Social Capital Outcomes at the Community and Group Level

##### a. Relationship amongst the project participants/communities

The nature and intensity of the relationship amongst project participants/community vary, depending on the duration of the relationships and the mechanisms through which these relationships are built. For relationships that are built for over three

months and the contact among them is regular or frequent, the intensity is stronger and more vigorous than those in which contact is infrequent or ad hoc. All the projects have developed groups and the relationship built among the group members are strong and serve as a fertile ground for the development of trust and reciprocity among group members.

b. Collaboration across Organizations

The nature of collaboration ranges from ‘one-off’ to the more ‘inter-woven’ types. There seems to be a correlation between the types of organizations (whether they are more or less formal) and the nature of the collaboration. It seems that the less formal the organization, the deeper and longer the collaboration between them and the projects (and their participants) while the more formal the organization, the collaboration tends more to be more superficial and less lasting.

c. The Emergence of Mutual Help:

Mutual help occurs at different levels and among different groups within and beyond the boundary of the CIIF projects. The nature of mutual help occurs along a continuum of activities range from simple information exchange, tangible support to longer term and intangible support on a reciprocal basis. The longer the project is in operation, the more the variety and the higher the intensity of mutual help among groups of project participants.

d. Institutional Arrangements for Mutual Help

Among all the projects, ‘institutional arrangements’ have been well planned and implemented for the development of mutual help and these include the pairing up of individuals, matching of individual with groups and matching one group with another. Among these arrangements, purposive formed groups are found to be very conducive for the development of positive interpersonal relationship and mutual help.

e. The Improvements on the Capabilities of and Opportunities for the Participants

Both groups of projects (for ethnic minorities and young people) employ extensively the learning/teaching of different kinds of skills (for interest, for employment or both) as means to equip the participants’ work-related skills and to widen their social circle and increase their participation in new social networks. Both measures are found to be advantageous in improving the capabilities and opportunities for the participants.

### 8.1.3 Social Capital Outcomes at the Individual Level

Although the present study has designed a questionnaire which intends to be a systematic pre/post study that enables one to capture the changes in both the cognitive and structural social capital among the CIIF project participants. With careful analysis and inference, these data can shed light on the CIIF projects’ respective effectiveness in achieving positive (or negative) social capital outcomes. However, due to several circumstantial factors, the resultant quantitative findings can only serve as a reference point instead of definitive conclusions. Nonetheless, together with the qualitative data

we have generated in the participant observation and in-depth interviews, we can still confidently draw up the following conclusions:

a. Cognitive Social Capital:

- Norm of Trust:
  - Both the quantitative and qualitative data point to the rather high level of trust particular trust among the project participants. However the level of generalized trust seem to be moderate only (the EM participants are higher than the YPs);
  - The participation in the projects may have contributed to the increase in some aspects of trust though the increase is statistically not significant;
  - However, qualitative data does show us that participants, especially the EM people, benefit from participation and one aspect of these is the increase in trust towards both acquaintances and strangers, or particularized and generalized trust.
- Norm of Reciprocity:
  - Both the EM and YP participants believe there is a mutual care/attention between them and the people in this city;
  - Their tendency and motivation to offer help to others is very high (again the EMs are higher than YPs);
  - While they see the value and derive satisfaction from helping others, the EMs do not expect these help to be reciprocated, whereas the some of the YPs do have this expectation;
  - When others offer them help, both groups of participants tend to reciprocate;
  - Given the rather disadvantaged socio-economic positions of these two groups of participants and the other (e.g. familial) obligations they have, there is a very high tendency among them to offer their time and money for endeavors that bring benefits to the wider community;
  - Both groups of participants, despite their motivation to help, are not confident that they have the ability. After participation in the projects, the YPs' self-perceived ability increases quite a lot.

b. Structural Social Capital – Social Network:

- EMs' social network is composed mainly of people coming from the immediate family, such as father, husband, brother-in-law. This is mainly due to:
  - Most of the participants/respondents are married females; as a cultural practice, most EM married women do not work outside of home;

- As a result of language barrier, most of the EM females are not able to build up relationship with other people who do not speak their language (mostly Pakistanis and Nepalese);
- After participation in the projects, EMs are able to expand the nexus of their social network which includes new members of CIIF projects, project workers and other participants;
- YPs' social network is composed mainly of family members, friends (from school, work and from the CIIF projects) and social workers. After participation in the projects, other project participants and mentors/instructors also enter into their social networks as members;
- For both groups of respondents, primary social networks provide most financial support whereas the tertiary (including the CIIF project operators) social network provides the most emotional support;
- There is a decline in support seeking/providing in both groups after their participation in the projects. This indicates the possibility of changing them from other-reliant to self-reliant in the various aspects of their lives.

c. Civic Participation:

- The EM participants tend to be rather concern about what is happening around the society where they live. They score 4.72 (out of 10) in the Civic Participation Index. Their scores rise quite a bit to 5.45 after participation in the projects;
- The YPs demonstrate a medium-low level of civic activeness (3.44) which indicates in general this group of young people do not care much about what is happening around them. Unlike the EM participants, their Civic Participation Index remains more or less the same after participating in CIIF projects;
- The EM, mostly women, use most TV news and newspaper as their channels of getting to know the world whereas the YPs rely more on the internet to get news;
- The language barrier is the major hurdle that prevents the EMs to become more active civilian.
- There are indeed some YP respondents who do care about this society.

d. Impact on the Life Experience of CIIF Projects Participants:

- Life Satisfaction:
  - The EM respondents score consistently high in all the measurements: Quality of Life Profile (SQLP), Subjective Happiness Scale, Life Orientation, which includes the Pessimistic Life Orientation Index and Optimistic Index, indicating they are a group of happy go lucky people who are quite satisfied with their lives;

- The YPs score consistently lower than that of the EMs, but are still above the mid-point, indicating that at this stage of their life, there are a lot of anxieties and uncertainties which they need to resolve.
  - Both groups' scores remain unchanged after their participation in the CIIF projects, suggesting maybe the interval between two measurements is too short for the detection of shifts in such fundamental life orientation/values.
- Observable Changes at the Attitudinal and Behavioral aspects:
    - The EM participants are observed to be:
      - More outward oriented and less home-bound;
      - More cheerful;
      - More confident;
      - More interested to know about the local cultural;
      - Being more on time;
      - Expanded social networks;
      - More resourceful;
      - Overcome some language barrier;
      - More willing and ready to participate in volunteering;
      - More open and willing to mix and cooperate with local people.
    - The YPs are observed to be:
      - More confident and active;
      - More discipline and stable life pattern;
      - More willing to learn;
      - Have a clear purpose in life;
      - Improved temperament, more polite and patient;
      - More responsible and mature;
      - Improved family relationships;
      - Equipped with work skills and talents
      - Have good relationship with mentors
      - More willing to listen to others' opinion.

#### 8.1.4 Success Factors

- Positive attributes of project workers:
  - Concern for the underprivileged;
  - Open-mindedness and take up new challenge in new context of practice, e.g. multi-culture, business partners, etc.;
  - Creativity in developing new strategies to overcome constraint
  - Hard-working and stamina in tackling difficulty;
  - Good skills – communication, team work, promotion, marketing
  - Resourceful;
- Positive attributes of project participants:
  - Eager to participate and explore new experiences if the chances are right (EM);

- High life satisfaction and do not ask for much (EM);
- Willing to offer oneself to help others (EM).
- Organization:
  - Have good connection in the community;
  - Good fame/name;
  - Able to obtain the participation of the business sector.

#### 8.1.5 Difficulties/Constraints

- Worker's attributes:
  - Conceptual/practice gap
  - Unstable manpower, insufficient supply of EM workers with appropriate qualification
  - Lack training for project staff of EM origin
  - Language barrier, time and resources consuming (for EM projects)
- Participant's characteristics:
  - Cultural practices not facilitate participation, volunteering, etc. (EM)
  - Language barrier (EM)
  - Rigid gender role specification (EM)
  - Heavy familial obligation (EM women)
  - Low socio-economic status - e.g. struggle for a stable job, no money to participate in activities
  - Inter-group competition
  - Local people do not have time and motivation to mix with EMs
  - Young people too unstable and still in drift, not knowing what they want
- Organization:
  - Geographical location – too far away from target population
  - No experience in running the CIIF kinds of programmes
  - irreconcilable differences between project operators and business partners
  - Insurmountable difficulty in working with new partner, e.g. business partners
  - No experience in working with funder like CIIF
- Resource factors:
  - Staffing under-provided
  - Lack of space to accommodate staff and hold programmes/activities
  - Duration of funding for some project is too short to accomplish the objective

#### 8.1.6 Recommendations to:

##### **a. Practitioners/Organization Management/Project Manager**

- Strategies that are found effective and desirable in building up social capital:
  - Group of all kinds, as long as its ultimate objective is outward looking, cultivate trust, mutual help, civic awareness and participation;
  - Programmes that engage partners of different sectors, preferably with a long standing kind of relationship;
  - Programmes for the EMs have to address the primary language barrier;
  - Strategies for EMs should be more sensitive to their cultural, religious as well as current life context;
  - Programmes for the EMs have to address the principle of respect for each other's culture rather than cultural imposition;
  - Programmes for YPs should be able to identify their 'alternative and multiple talents';
  - Programmes for YPs should be able to solicit multi-support and recognition as ways to sustain YPs' motivation;
  - When and wherever possible, involving the family of participants as it is the main source of social support.
- Staff quality is all that matters – recruit the right one;
- Engage the project staff as early as possible - in the planning stage;
- Facilitate/provide training to staff on the theory and practice of social capital;
- Facilitate/provide training to staff on how to work with new partners: funders, business partners, mentors, and EMs;
- Facilitate/provide training to staff on new strategies: marketing, performing arts, business operation, etc.;
- Solicit other fundings/resources from third parties, e.g. corporates;
- Build up connection and collaborative relationship with other sectors in the community for joint venture in the CIIF projects.

##### **b. CIIF**

- Cultivate equalitarian partnership;
- Promote mutual trust and support;
- Keep up the good spirit: culture/practice of non-rigid reporting and accepts qualitative data;
- Strike a good balance between “conveying/sharing with operators on what works” and “imposing on them what works (the copy and paste approach)”;
- Open up / communication channels that are not ‘task-oriented’;
- Address the queries/worries/anxiety raised by the project workers;
- Appreciate the positive developments of the projects;
- Lend understanding to the unique situations and difficulties that different projects might have;

- Facilitate/provide training of project workers on the concept and practice of social capital;
- Be more considerate in funding, taking care of the difficult financial/manpower situations many organization are facing.

**c. Academics**

- Find/provide space in teaching the theory and practice of social capital;
- Provide on the job training to staff on how to work with new partners: funders, business partners, mentors, EMs;
- Facilitate/arrange student placement in the CIIF projects;
- Conduct further research either individually or collaboratively on the topic of social capital;
- Facilitate the EM workers to obtain professional training.

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What are to be captured?	Method of data collection	Frequency of data collection	Respondents	Methods of selection of programmes/participants
<p>Research Objective 1: <i>To document the process and mechanism whereby social capital is built</i></p> <p>a. The programmes (including the nature, content, frequency, staff involved, etc) that are designed and implemented for the building of 'social capital';</p> <p>b. The interaction process of various parties participating in the programmes.</p>	<ul style="list-style-type: none"> <li>Participant observation in programmes;</li> <li>In-depth interview.</li> </ul>	<ul style="list-style-type: none"> <li>At least once and as many as necessary/ preferred by parties concern;</li> <li>Once.</li> </ul>	<ul style="list-style-type: none"> <li>Programmes of various projects;</li> <li>Programme staff.</li> </ul>	<ul style="list-style-type: none"> <li>The project in-charge was invited to nominate the programmes for participant observation;</li> <li>If there is only one staff responsible for the respective programme, he/she will be interviewed. If more than one, the respondent programme staff will be nominated by the project in-charge.</li> </ul>
<p>Research Objective 2 &amp; 3 :<i>To measure the impact of social capital (being built) on the overall 'well-being' or quality of life of people from the disadvantaged groups both subjectively and objectively</i></p>				
<p>a. To measure the current stock of social capital of project participants;</p> <p>b. To measure current quality of life of project participants;</p> <p>c. To solicit the subjective perception of the impact of social capital as reported by project participants.</p>	<ul style="list-style-type: none"> <li>Questionnaires;</li> <li>Questionnaires;</li> <li>In-depth interview - focus group - individual.</li> </ul>	<ul style="list-style-type: none"> <li>Twice: before and after participation in the projects;</li> <li>Twice: before and after participation in the projects;</li> <li>After participation in the programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Project participants;</li> <li>Project participants;</li> <li>Project participants.</li> </ul>	<ul style="list-style-type: none"> <li>The participants of the programmes of the particular project were invited to fill in the questionnaire as all the programmes have participants less than 50;</li> <li>Only 3 – 4 participants of each programme nominated by the project operators/programme staff will be invited to join this in-depth interview.</li> </ul>

Table 1: Research Tasks

Organization/ Project	Start Date	End Date	Duration of Project	Project Operation Period (Until Dec 2005)	Survey Questionnaire			Participant Observation	In-depth Interview	
					Pre-	Post-	Successful Pairs			
Hong Kong Christian Service <b>Project SASA -- South Asians Support Alliance</b>	Feb.2004	Feb. 2007	3 years	23 months	13	4	4	3	Staff-2 EM-3	5
Yuen Long Town Hall Management Committee Ltd. <b>Social Inclusion Project for the Ethnic Minorities</b>	April 2004	March 2007	3 years	21 months	11	0	0	3	Staff-2 EM-4	6
Sheng Kung Hui Lady MacLehose Centre <b>Forging a Better Tomorrow - A Self-help and Mutual-help Project for Multi-Ethnic Vulnerable Groups</b>	January 2004	Dec 2006	3 years	24 months	33	24	24	4	Staff-2 EM-3 NA-1 Local-1	7
Young Men's Christian Association of H.K. <b>Living under the same sky community networking project for south-asian ethnic minorities and low income families in SSP</b>	April 2004	March 2007	3 years	21 months	9	0	0	6	Staff-2 EM-3 NA-1	6
The Evangelical Lutheran Church of Hongkong, North District Integrated Youth Service Centre <b>Space of Dream – Youth Employment Project in the North District</b>	April 2003	March 2006	3 years	33 months	10	6	6	4	Staff-1 Mentor-2 Youth-2	5
Caritas Hong Kong (Southern District Youth Outreaching Social Work Team) <b>Power Performance</b>	July 2004	Dec. 2005	1 1/2 years	18 months	24	11	3	4	Staff-1 Mentor-2 Youth-2	5
Hong Kong Children & Youth Services <b>Red Apprenticeship ~ Employability Enhancement Scheme</b>	Nov 2004	Oct 2006	2 years	14 months	53	45	45	4	Staff-1 Mentor-2 Youth-4	7
Tung Wah Group of Hospitals Lei Tung Integrated Services Center <b>Wheat Grass Charming Garden</b>	Dec. 2004	Dec. 2006	2 years	13 months	23	17	17	5	Staff-1 Mentor-2 Youth-3	6
Islands Youth Association (IYA) <b>"Show My World" A Community Harmony Programme</b>	April 2005	March 2008	3 years	9 months	14	14	14	2	Staff-1 Mentor-1 Youth-3	5
Society of Boy's Centres <b>ROOT - Ramify Our Outward Teens (Community Networking and Collaborating Project)</b>	March 2005	March 2008	3 years	10 months	32	29	29	5	Staff-1 Mentor-2 Youth-3	6
The Methodist Centre <b>Overcoming Adversity : A Self-Help and Mutual-Help Project</b>	April 2005	April 2006	1 year	9 months	0	0	0	0	Staff-1	1
<b>Total</b>					<b>222</b>	<b>150</b>	<b>142</b>	<b>40</b>	<b>Total 59 Participants in 55 in-depth interview</b>	

Table 2: Work Done with the 11 Projects



Serial No.	Project	Worker	Participants	Youth	Mentor/ Instructor			Nationality							
						M	F	HK	NA	PKS	IND	NAP			
31	Caritas			Y14			X	X							
32	Caritas				M11	X		X							
33	Caritas				M10		X	X							
34	TWGH				M08, M09		2X	2X							
35	TWGH	W11					X	X							
36	TWGH			Y13		X		X							
37	TWGH			Y15			X	X							
38	TWGH			Y09			X	X							
39	HKCYS				M05		X	X							
40	HKCYS			Y08		X		X							
41	HKCYS			Y01			X	X							
42	HKCYS	W12				X		X							
43	HKCYS			Y06, Y07		2X		2X							
44	HKCYS				M07	X		X							
45	SBC	W14					X	X							
46	SBC				M06		X	X							
47	SBC				M02		X	X							
48	SBC			Y11, Y12			2X		2X						
49	SBC			Y17		X		X							
50	IYA	W15					X	X							
51	IYA				M03 <sup>18</sup>		X	X							
52	IYA			Y04		X		X							
53	IYA			Y05			X	X							
54	IYA			Y03		X				X					
55	HKMC	W10					X	X							
Total		15	16	17	11	20	39	38	6	6	3	6	6		

**Table 3: Detail Particulars of In-depth Interviews**

<sup>18</sup> This instructor is a British and an English native speaker.

**The Hong Kong Polytechnic University  
Department of Applied Social Sciences**

**A study to document the process and mechanism of social capital development and to measure the impact of social capital on the lives of CIIF project participants  
Questionnaire Survey**

Date: \_\_\_\_\_

**Part A: Research Core Questions**

1. Suppose you had something unfortunate happen, and need the following helps from others, who do you think you could turn to for help in this situation? (You could choose more than one answer, please tick where appropriate)

Helps	Person	Household	Other family	Work/school	Organization (e.g. religious group/community centre)	Friends	Neighbours	Professionals (e.g. Social Worker, Police)	Others
Financial Support									
Concrete Support (e.g. take care of children)									
Emotional support									
Information/ Advice									

(For Question No. 2 to Question No. 57, please circle where appropriate.)

	In the past twelve months, have you done the followings:	No	Yes
2	cast a vote in any form of election?	1	2
3	donate blood?	1	2
4	donate money?	1	2
5	responding to public opinion interview or survey?	1	2
6	discuss social issues on radio phone-in programme, write a letter to newspaper (e.g. letter to editors), internet news/discussion groups, etc.	1	2
7	attending a rally?	1	2
8	reading newspaper, listening/watching news in radio/television?	1	2
9	take part in social cleaning campaign?	1	2
10	signed any form of petition?	1	2
11	taking part in any form of political campaign?	1	2

	Do you agree the following statements?	Strongly disagree	disagree	No comment	agree	Strongly agree
12	Generally speaking, most people in this city can be trusted.	1	2	3	4	5
13	People are always interested only in their own welfare	1	2	3	4	5
14	I do not pay attention to the opinions of others in this city.	1	2	3	4	5
15	Member in this CIIF project are always more trustworthy than others.	1	2	3	4	5
16	In this city one has to be alert of someone is likely to take advantage of you.	1	2	3	4	5
17	If I have a problem there is always someone to help you.	1	2	3	4	5
18	Most people in this CIIF project are willing to help if you need it.	1	2	3	4	5
19	I feel accepted as a member of this city.	1	2	3	4	5

	Do you agree the following statements?	Strongly disagree	disagree	No comment	agree	Strongly agree
20	If you drop your purse or wallet in the street, someone return it to you.	1	2	3	4	5
21	This city has prospered in the last five years.	1	2	3	4	5
22	Most people will not provide financial help for you.	1	2	3	4	5
23	I am willing in helping others if need.	1	2	3	4	5
24	Generally speaking, I think I do not have the ability to help others.	1	2	3	4	5
25	Generally speaking, I think other people are not worthy for me to help.	1	2	3	4	5
26	I will help others even though there may be some damage on me.	1	2	3	4	5
27	I help others if and only if I am convenience	1	2	3	4	5
28	I only help some kind of people.	1	2	3	4	5
29	People here look out mainly for the welfare of their own families and they are not much concerned with city welfare.	1	2	3	4	5

30	If a community project does not directly benefit you but has benefits for others in the city, then do you think you would contribute time for this project?	No	Yes			
31	If a community project does not directly benefit you but has benefits for others in the city, then do you think you would contribute money for this project?	No	Yes			

32	How do you feel your relationships with close family or friends?	Very dissatisfied	Somewhat dissatisfied	No Comment	Somewhat satisfied	Very satisfied
33	In your life you consider your relationship with close family or friends is:	Unimportant	Somewhat important	No Comment	Very important	Extremely important
34	Do you expect any change in your relationship with close family or friends in the coming months?	Change much for the worse	Change somewhat for the worse	Not change	Change somewhat for the better	Change much for the better
35	How do you feel your participation in group activity (for example, cultural, union, religious)?	Very dissatisfied	Somewhat dissatisfied	No Comment	Somewhat satisfied	Very satisfied
36	In your life your participation in group activities is:	Unimportant	Somewhat important	No Comment	Very important	Extremely important
37	Do you expect any change in your participation in group activities in the coming months?	Change much for the worse	Change somewhat for the worse	Not change	Change somewhat for the better	Change much for the better
38	How do you feel living with someone (for example, as a couple, as a family)?	Very dissatisfied	Somewhat dissatisfied	No Comment	Somewhat satisfied	Very satisfied
39	In your life you consider living with someone is:	Unimportant	Somewhat important	No Comment	Very important	Extremely important
40	Do you expect any change in living with someone in the coming months?	Change much for the worse	Change somewhat for the worse	Not change	Change somewhat for the better	Change much for the better

41	In general, I consider myself:	A very unhappy person	An Unhappy person	No comment	A happy person	A very happy person
42	Compared to most of my peers, I consider myself:	Very Unhappy	Unhappy	No comment	Happy	Very Happy
43	Some people are generally very happy. They enjoy life regardless of what is going on, getting the most out of everything. To what extent does this characterization describe you?	Could not describe me entirely	Could not describe me	No comment	Could describe me slightly	Could describe me a great deal
44	Some people are generally not very happy. Although they are not depressed, they never seem as happy as they might be. To what extent does this characterization describe you?	Could not describe me entirely	Could not describe me	No comment	Could describe me slightly	Could describe me a great deal

	Do you agree the following statements?	Strongly disagree	disagree	No comment	agree	Strongly agree
45	In uncertain times, I usually expect the best.	1	2	3	4	5
46	It's easy for me to relax.	1	2	3	4	5
47	If something can go wrong for me, it will.	1	2	3	4	5
48	I'm always optimistic about my future.	1	2	3	4	5
49	I enjoy my friends a lot.	1	2	3	4	5
50	It's important for me to keep busy.	1	2	3	4	5
51	I hardly ever expect things to go my way.	1	2	3	4	5
52	I don't get upset too easily.	1	2	3	4	5
53	I rarely count on good things happening to me.	1	2	3	4	5
54	Overall, I expect more good things to happen to me than bad.	1	2	3	4	5
55	I always look on the bright side of things	1	2	3	4	5
56	I'm a believer in the idea that "every cloud has a silver lining".	1	2	3	4	5
57	Things never work out the way I want them to.	1	2	3	4	5

**Part B: Basic Information**

( For Question No. 58 to Question No. 61, please tick the appropriate box)

58. Sex

1.  Male    2.  Female

59. Age

1.  15 or below    2.  16-20    3.  21-30    4.  31-40    5.  41-50    6.  51 or above

60. Nationality

1.  Chinese    2.  Pakistani    3.  Nepalese    4.  Indian    5.  Others: \_\_\_\_\_

61. Duration of stay in Hong Kong

1.  Since birth    2.  0-5 years    3.  6-10 years    4.  11 years or above

**Thank you very much for your participation!**

## Interview Guideline for CIIF Project Participants (Ethnic Groups)

### Part A: Background information

1. How many years have you been to Hong Kong?
2. How long have you joint this centre, and this project? How do you know this centre and this project? Why you choose to join?
3. How do your family members such as husband and your children think about your participation in this project/activity?

### Part B: Social Capital

#### a. Trust

1. What is your perception of Hong Kong people?
2. Do you think most of the people in Hong Kong could be trusted? Why?
3. Do you think that you need to be alert of someone is likely to take advantage of you in Hong Kong?
4. Do you think that members in this project are always more trustworthy than others? Why?

#### b. Reciprocity

1. Do you feel accepted as a member of Hong Kong? Why?
2. What do you think/feel about getting help from others?
3. Do you want to return something to someone who has helped you before? Why?
4. What do you think/feel about helping others?
5. Do you want to have some return from those you have helped? Why?

#### c. Social Network

1. Do you have any experience in asking help from others? What are their help? Who has helped you? Why do you ask such people to help?
2. Whom do you think you could turn to for help (except the one you mentioned before) if you face the same problem again?
3. How do you choose people to turn for help in different situation? What is your consideration?
4. Have you joined other groups? What/How are they? And why you join? How do you feel about joining this group?

#### d. Civil Engagement

1. Are you concern about the public affairs in Hong Kong?
2. Which public affairs you concern the most? Why?
3. Have you been doing something to speak out your opinions? Why?

### Part C: Quality of life

1. Do you have some changes after joining this project?
2. How do you feel about this project?
3. What kind of gains or benefit you could get from this project?
4. Can you see if there is any difference before and after you join this project?

## Interview Guideline for CIIF Project Operators (Ethnic Groups)

1. What do you think of the concept of “social capital” and what is the impact on the well-being of your project participants?
2. What do you think are the effective means to enhance social capital among the participants?
3. What have you done/will you do on enhancing social capital of project participants? Why?
4. What kind of social capital could be built up among the project participants through this project? Why do you have such thoughts?
5. Have you seen some changes in your project participants? What are they? How do you account for these kinds of changes?
6. Do you have some difficulties in operating this project? What are they? What have you done in facing these difficulties? Why?
7. How do you see the relationship in working with the CIIF Secretariat? Do you have any suggestion on how to improve?