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Report of the

Feasibility and Mapping Study on

Hong Kong Collective Giving: Early Education

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on the following two areas:

- the collective impact approach and 3 global examples
- good practice found overseas to meet service gaps and potential focus area (i.e. children with special needs and non Chinese speaking children) for intervention and ways to tackle these matters.

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We would like to thank agencies and dedicated individuals who shared their expert views on the problems found in the needs, existing service provision and gaps of services to children aged 3 to 6 and their families. They were either visited or interviewed by us during the past three months. Without their enthusiastic and unconditional sharing, the study could not be accomplished within so short period of time.

Executive Summary

This is a study to map out current service needs and provision of educare to children from low income families and to propose feasible intervention options to enhance early childhood development. A Collective Giving model is also suggested in this report to oversee/monitor the intervention options and provide multi-stake holders engagement.

Secondary data analysis is the major methodology used in this research. Data sources used in this study include previous researches on this topic, statistics obtained from the Census and Statistics Department, government's and NGOs' documents. Furthermore, although no interview was conducted as a source of primary data in this research, important stake holders were consulted to help interpret the data and assess the feasibility of possible intervention options.

From related researches conducted by NGOs and the academics in the past 10 years, three major target groups were identified, that is, children from low income families, children with special education need (SEN) and non Chinese speaking (NCS) students. It was also found that there were five areas of concern for the target group of children from low income families, namely, child care service for parents working for long hours; financial support to pay kindergartens tuition fee; parental education; exposure opportunities for child development; and service referral for at risk families. There were also two areas of concern for the target group of children with SEN, namely, support to children identified with SEN; and support to hidden cases of children with SEN. Lastly, there was one area of concern for NCS children, it was the support for NCS children in learning Chinese.

Basing on the target groups identified and the areas of concern informed by previous researches, a mapping of the current service needs and service provision was then conducted. By comparing the service needs with the service provision, major quantitative gaps and qualitative gaps were found. Apart from service gaps, this study also identified intervention strategies that were missing in the current service provision. Three gaps in terms of intervention strategy were identified - building of parent capacity; utilization of community resources; and service coordination/knowledge management.

As funders indicated that they would like to focus on services that were not provided under the current government provision, filling of the quantitative gaps in current service was hence not considered as one of the possible intervention options. Options that involve the currently missing strategy of building parent capacity and utilization of community resources were therefore recommended to be accorded with higher priority. Under this consideration, the report suggests that the intervention options should focus

on the following areas: providing parenting support to children from low income families; providing exposure opportunities to children from low income families; making available support to parents of children with SEN; supporting hidden SEN cases; and increasing Chinese learning opportunities for NCS children.

Good practices from local and overseas were studied to inspire the design of the intervention options. From these good practices, it was found that mutual support amongst parents was an essential part for good parenting; community resources could generate great impact to the project; and Chinese learning for the parents was an effective means to improve the Chinese learning of the NCS children. Basing on the lesson learnt, four intervention options were proposed. One intervention option relates to parenting support to low income families; one relates to support for exposure for children from low income families, one is on supporting parents of children with SEN and the hidden SEN cases and the last one is about supporting NCS children and their parents in learning Chinese and parenting.

The Collective Giving Model is designed by taking reference to overseas' experience in Collective Impact. It was recommended that the impact aggregator should oversee and coordinate different projects supported by funders in the Collective Giving project and implemented by NGOs; and as a bridge of communication between the NGOs and funders. The aggregator should also initiate research related to and development of the project; and facilitate intra and cross sectoral communication for issues related to educare for young children. Cross sectoral engagement should include the private sector, the NGOs and the government, so as to seek for opportunities to scale up good practices developed by this project.

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Chapter 1

Introduction

1.1 Research Background

This Feasibility and Mapping Study was commissioned by a working group of individuals from corporates, foundations (both corporate and private) and government. The group of funders consists of Chen Yet Sen Foundation; Credit Suisse; Peter Bennett Foundation; Social Innovation and Entrepreneurship Development Fund, HKSAR; and Sprouts Foundation.

They would like to adopt a Collective Impact approach bringing together a group of funders to support programmes delivered by a group of NGOs and Social Purpose Organizations (SPOs) to improve early childhood education. What is in funders' mind is to launch an initial pilot (3-5 year duration) that targets an identified set of child beneficiaries within a specific low-income district in Hong Kong. That there would be a project Manager/Aggregator who will coordinate programme delivery from all NGOs/SPOs etc. The first step is to undertake a feasibility and mapping analysis to understand Hong Kong's early-childhood education sector, and to identifying the largest needs and gaps facing 3-6 year olds, low-income children in Hong Kong. It is against this background that the study was launched.

The ultimate goal of this exercise is to provide solutions in supporting early education for children from low income families so as to tackle the cycle of poverty. As education and care are inseparable from each other, under the discourse of the international community, this subject area is usually termed as educare. This research will also use the framework of educare to study the current service needs and provision of early childhood education and care services and suggested feasible intervention options.

To derive solutions for collective giving, two major directions were advised by the working group. Firstly, a mapping of existing service needs and provision of educare in Hong Kong be conducted. This will enable the solutions to be designed in the full picture of the provision of educare in Hong Kong and avoids duplication of resources.

Secondly, a collective giving model is to be designed to make sure that effort of multi stake holders (including private sector, donors, NGOs and the government) involved in the project is well coordinated and will generate the greatest possible synergy.

1.2 Structure of the Report

Following this introduction chapter, we shall elaborate in Chapter 2, the methodology used in this study. Chapter 3 will review previous researches on early childhood educare

for low income children so as to identify major target groups to be addressed. We shall also suggest areas for further research in this chapter.

Basing on the target groups identified by the research review, Chapter 4 will map out the service provision and service needs of the target groups for identifying the service gaps. The potential service needs by district will also be assessed and it will form the base for recommendations about the district that the Collective Giving exercise could consider.

After finding out the service gaps, we shall introduce local and overseas good initiatives on these service gaps in Chapter 5. After taking reference from these initiatives we shall then suggest a number of possible intervention options.

In Chapter 6, we shall review the idea of Collective Impact and design a Collective Giving Model to implement the intervention options suggested in previous chapters.

Chapter 2 Methodology

2.1 Research methodology for deriving the collective giving options

The ultimate goal of this exercise is to suggest a list of intervention options, a district to implement the project and a collective giving model to engage multi stake holders in this project.

To achieve this goal, some procedures are carried out in this research.

Firstly the intervention options and the suggested district to implement this project should be supported by analysis of service gaps. This report will review research studies conducted in the past 10 years and builds up a framework to analyse the service gaps, which includes identifying the major target groups and the key areas of concern to analyse the service needs and service provision.

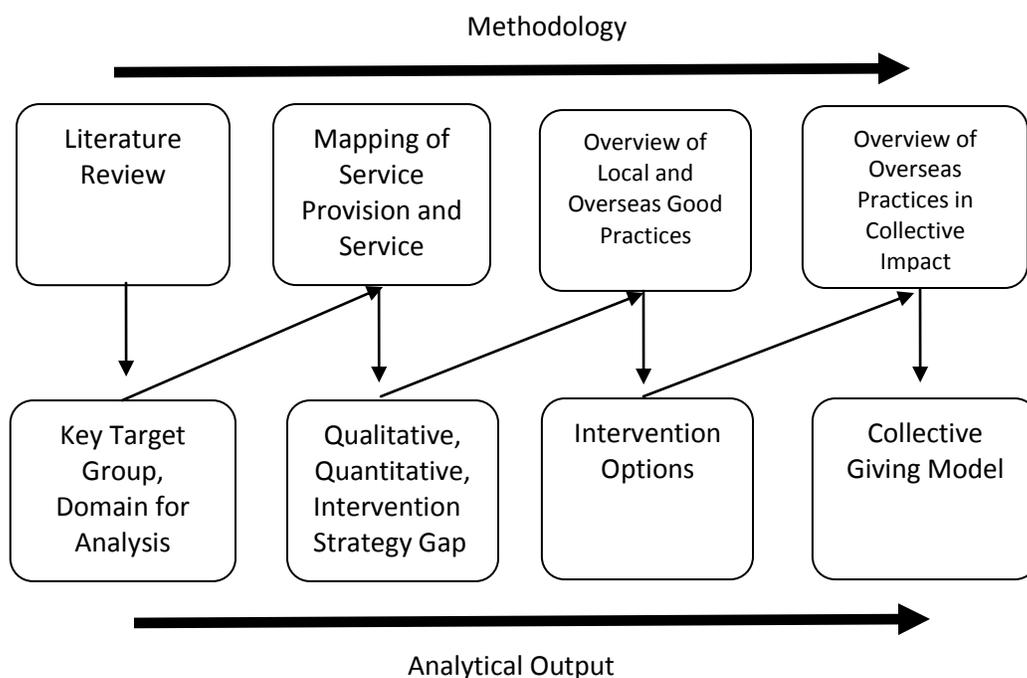
After developing a framework to analyse the target groups and the key domain to study, a mapping of service needs and service provision will be conducted by using result from previous research reports, Census' statistics; government's and NGOs' documents. Service gaps will be identified in three perspectives, i.e. quantitative gap, qualitative gap and intervention strategy gap.

After key service gaps are identified, this research will derive the key areas of intervention. Good practices from local and oversea in the related areas will be identified. Taking reference to these good practices, several intervention options will be suggested. There will then be a rough assessment of the impact of the options with reference to the service gaps and the estimated unit cost of the project, so as to facilitate the prioritization of options.

After identifying the intervention options, a collective giving model will be suggested for implementing the project. Overseas experience of collective impact will be referred to in designing the model.

The flow of methodology in deriving the intervention options and the collective giving model is as follows:

Figure 2.1 Logic flow of the research process



2.2 Defining the service gap

Service gap is one of the key concepts to be used in this report. The main objective of the intervention option is to fill in the current service gaps and in the long run, it is hoped that the experience can encourage different sectors to help scale up the project.

Conceptually, service gap means the difference between the service needs and the service provision. Operationally, there are three ways to define service gaps.

i. Quantitative gap

Under the existing education and welfare systems, the government provides service in specified service areas. However, even within these specified service areas, some of the provision is not sufficient to cater the related service need. As quantitative gap is the insufficient provision of existing service, it can be solved simply by scaling up existing service provision.

ii. Qualitative gap

Besides the quantitative gap, there is also need that is not covered by existing services, or the existing services cannot effectively tackle the problem faced by specific target groups. This gap is defined as qualitative gap in this report. To meet such service gap, new initiatives are needed.

iii. Intervention strategy gap

The above service gaps are defined by referring to the gap between the service output and the need of the service users. Gap can also be defined in terms of service input. In this perspective, gap can be identified by checking whether comprehensive strategies have been taken to cater the need of the users. If some of the important and effective strategies are missing in the current mode of intervention, this report will define them as gaps in intervention strategy. Such strategies should be considered in the intervention options so as to explore more effective service delivery model.

2.3 Source of data

Secondary data analysis is the main methodology adopted in this research. The identification of major target groups and the key areas of concern in each target group were based on the findings of researches conducted in the last 10 years.

Further assessment of the size of need was based on analysing statistics obtained from the Census and Statistics Department and from findings of previous researches. Most of the statistics were from the population census of 2011. Data of service provision are mainly obtained from documents provided by the government and NGOs. Information on good practices in local initiatives is obtained from NGOs. Good practices in overseas initiatives were gathered from the databank of KPMG.

There was no primary data collection in this study. However, important stake holders and experts were engaged and consulted during the research process. They included front line workers and supervisors of NGOs and service users. They were consulted for views on overall picture of the current service provision, the problems in current provision and the feasibility of the suggested intervention options.

2.4 Limitation of the research

Although the findings and recommendations of this study were supported by a robust analysis based on objective evidence, several limitations of the research had to be noted.

Firstly, most of the analysis made in this report came from secondary data analysis. Although stake holders were consulted to verify our interpretation, no systematic primary data were collected through interviews or survey. Some important aspects related to service gaps or intervention options that were not shown in previous researches or statistics could hence be missed out.

Secondly, with time constraint, this report was not able to list out all the existing new initiatives in Hong Kong; compare them and identify the best initiatives. Rather, the research team listed out the criteria in selecting good practices and asked our

stakeholders to recommend good initiatives. Therefore, expert judgment, rather than a systematic screening and evaluating process, was based on for selecting good practices.

Thirdly, unit cost of different intervention options was shown in the report as a reference for consideration of prioritizing the options. However, it should be noted that we calculate the unit cost by dividing the total cost by the total beneficiaries. As the service nature of different options varies significantly (for example, some involve intensive counselling service while some involve massive outing activities), direct comparison between the unit cost of different options is not appropriate nor advisable.

Chapter 3

Stock-taking of Existing Researches

3.1 Researches on educare conducted in recent years

This chapter develops a framework of target group and key domain of service gaps by reviewing previous research studies related to educare for early age children in low income families in the past 10 years (2005-2015). Significant research studies related to early education, but not necessarily confined to low income families, were also listed out. Both researches from NGOs and the academics were included in our searching process. Searching of literature was conducted by using key word search in Google Scholar and JESTOR. Some of the researches were identified by a previous exercise (HKCSS, 2014) which invited NGOs to report on researches related to early childhood conducted. A total of 45 researches were found and they were listed in Appendix 1.

3.2 Key observation from the research review

Three target groups were identified by reviewing previous researches. The three target groups were: children from low income families, children with special education need (SEN) and non Chinese speaking (NCS) children. Among the 45 researches, 16 researches are related to children living in low income families, 5 researches are related to children with SEN and 2 are related to NCS children. (The remaining researches are related to educare in general).

Several areas of concern were identified by previous researches for each target group. The areas of concern were listed below. More detailed analysis of the research findings could be found in the analysis of service gaps and service need in Chapter 4.

i. Children from low income families in general

As aforementioned, there are 16 researches related to children living in low income families. Several areas of concern could be identified in these researches and the key areas were listed below. It should be noted that though there are researches related to such areas of concern but the analysis is on young children in general rather than specifically children from low income families. This should be noted in reading the paragraphs that follow.

- **Child care service for parents working for long hours**

5 researches are related to child care. It was found that low income families faced more difficulties in child care as they would not be so financially ready to employ domestic helpers as the middle class families did. Such problem was more serious in families with dual working parents (HKCSS 2015; Bauhinia Foundation Research Center 2015; Hong Kong Christian Service 2011) .

Families urged for better child care service and found that the current provision of whole-day kindergartens was not sufficient. Some of them even had difficulty for not leaving young children unattended at home (HKCS 2008).

- **Financial support to pay tuition fee for kindergartens**

3 researches are related to the difficulties of parents from low income families in paying school fee. It was found that many kindergartens' tuition fee was higher than the maximum level of the Pre-school Education Voucher Scheme (CNOPE & Parents' Alliance for Free Pre-School Education 2015; Society for Community Organization 2008 2015). It was also found that there were other learning related fees charged by kindergartens (Alliance for Children Development Rights 2015b). Many low income families found difficulty in paying the tuition fee as well as the educational fee for their children.

- **Parental education**

19 researches are related to parental education. Some researches focus on the problems that children have in developing healthy habit without proper parental education (HKCSS & Center for Health Education and Health Promotion of CUHK 2005). Other researches focus on whether the parents are using the correct way to communicate with their children or to discipline the children (Chinese YMCA of Hong Kong 2010; HKYWCA 2013; The Hong Kong Institute of Family Education 2015; HKCS 2008, 2011).

Besides concerning the outcome on children, some researches focus on whether the parents have enough capacity to handle the stress they encountered in parenting (HKYWCA 2011; The Hong Kong Institute of Family Education 2014; The Hong Kong Student Aid Society Limited & Social Work Department of HKBU 2013).

- **Exposure opportunity for children development**

7 researches are related to exposure opportunities for children. It was found that children from low income families had fewer opportunities to be engaged in exposure opportunities beyond the school (Alliance for Children Development Rights 2015a; DAB 2014). Other researches emphasized more on the implication of different types of exposure opportunities to children. Some researches found that attending extra-curricular activities did not have any positive relation with the social skills of the children and some found that Hong Kong parents too focused on the academic aspect when choosing extra-curricular activities for their children (Green Power and NWS Holdings Limited 2007; HKCSS & CNOPE 2011; HKIEd - Centre for Childhood Research and Innovation 2012).

- **Service referral for at risk families**

2 researches are related to the problem of service referral for at risk families. It was found that most of the parents in Hong Kong would not or did not know how to seek for social service when in need. It was found that school based social work in kindergartens could be very effective in identifying at risk families and providing early intervention (Caritas Hong Kong 2007; Caritas Hong Kong and Department of Social Work and Public Administration of HKU).

- ii. **Children with Special Education Need (SEN)**

5 researches are related to children with SEN. Two areas of concern were identified.

- **Support to children identified with SEN**

There are 4 researches related to support to children identified with SEN. On one hand, it was found that children with SEN faced obstacles in community participation and in using community facilities (Heep Hong society 2015; Playright Children's Play Association 2009; Psychology Department of HKU 2010). Many of the kindergartens were also not ready to handle children with SEN (HKSPC & The Centre for Special Education Needs and Inclusive Education of HKIEd 2014). It was also found that if proper intervention was provided, performance of the children could be greatly improved (Tsang S.K., Shek D.L, Lam L.L., Tang F.L. & Cheung P.M. 2006).

- **Support to hidden cases of children with SEN**

One research is related to hidden cases of SEN. It was found that about half of the SEN cases in kindergartens were hidden cases which had not gone through the assessment process. This means that while there are more than 12,000 identified SEN cases in Hong Kong, the total number of SEN cases (including the hidden ones) should be more than 24,000. On the other hand, even for the identified cases, more than 60% of them were not known by the kindergartens. It means these children would have difficulty to get proper assistance from the kindergartens. (HKSPC & The Centre for Special Education Needs and Inclusive Education of HKIEd 2014).

- iii. **Non Chinese speaking (NCS) children**

2 researches are related to NCS children and there is one area of concern.

- **Need for NCS children to learn in a Chinese speaking environment**

Researches found that most of the kindergartens did not have integration policy to facilitate NCS children to learn in a Chinese speaking environment. They did not provide assistance to the NCS children and their parents for school admission interview nor in reading the school notices. Most of the schools also did not

provide any assistance to the children to learn Chinese as a second language (Hong Kong Unison Limited 2015; Oxfam HK 2014).

3.3 Areas for further research

After reviewing previous researches, it was found that two areas were relatively missing in these researches. It was suggested that further researches can be focused on the following two areas.

i. More researches to focus on the interfacing between poverty and early childhood development

Although there are quite a number of researches on early childhood education, there are not many researches that focused on the relation between the socio-economic situation of the family and the development of the students.

Overseas researches have long proved that low income children have different learning, parenting and social experience when compared to the children from the middle or upper classes. Future researches in Hong Kong should analyse whether and how such phenomenon is valid in a localized context. More detailed researches about the actual experience of the low income pre-school children in different settings such as schools or family is needed.

ii. More researches to focus on solutions rather than problems

Even though there were researches on the relation between poverty and early childhood development; most of the researches usually focused on the problems but not the solutions.

Although there were attempts to enhancing the early childhood development for children from low income families by NGOs or by the government, there were not many researches to record and evaluate the experience. Among the 31 researches we had searched, only 4 of them are related to the recording and evaluation of existing service. Weak knowledge management on good practice in the sector will hinder mutual learning amongst different operators. It also makes it hard for new projects to learn from any established framework which is proved to be effective.

Chapter 4

Mapping of Service Needs and Provision

4.1 Mapping of service needs and provision

In the last chapter, eight areas of concern were identified; this chapter explores the service in each of these areas by referring to statistics from the Census and Statistics Department, the findings of previous researches and documents from government or NGOs.

4.1.1 Service needs of low income families

Area of Concern 1

Child care service for parents working for long hours

Many children from low income families have both parents working for full time jobs. As the low income families usually do not have the resources to employ foreign domestic helpers to help take care of the children, these children rely on the pre-school institutes to provide educare to them. According to the 2011 Census, there were about 244,626 children aged between 2-6.

Current service provision

The enrollment rate of kindergartens is more than 90%. This reflects that almost all the parents (even from low income families) can get access to kindergartens. However, most of the kindergartens in Hong Kong provide half day service only. According to the Operation Manual for Pre-Primary Institutions, the half day service will provide 3 - 3.5 hours of school activities. It means that families with both parents working will find it difficult to ensure adequate care for their children if they can only get half day kindergarten service. Here below are the services provided by the government to help parents who work for long hours take care of their children.

i. Kindergarten-cum-Child Care Centre (KG-cum-CCC) and Long whole-day kindergarten-cum-Child Care Centre (LWD KG-cum-CCC)

For parents who need longer institutional educare for their children, the KG-cum-CCC provide 7 to 7.5 hours school activities for children (including time for lunch and afternoon nap). Usually, the school days start at 8:45a.m. and end at 4:30p.m. In the 2014/15 school years, there were 629 kindergartens providing 47,817 whole day places in Hong Kong.

Although KG-cum-CCC can help take care of children with full time working parents, if the parents are working more than 8 hours, they may need educare service with longer hours.

To tackle this problem, LWD KG-cum-CCC is designed to cater the need of working parents working for long hours. The operation hours of the long whole day service is usually from 8:00a.m. to 6:00p.m. from Monday to Friday and from 8:00a.m. to 1:00p.m. on Saturday. It also has fewer holidays (i.e. with more school days) and will be open even when typhoon number 3 is hoisted.

There are no exact statistics of the LWD KG-cum-CCCs provided in Hong Kong. As LWD KG-cum-CCC service could be considered as an enhancement of the whole day service provided in KG-cum-CCC, the best estimation was that the places of LWD KG-cum-CCCs should not be more than the places of whole day service provided in KG-cum-CCC, which was 29,404 in 2014/15.

ii. Extended hours service

For parents working for very long hours, some KG-cum-CCCs have further provided extended hours service, which provides care service from 6:00p.m. - 8:00p.m. (latest) on weekdays and 1:00p.m. to 3:00p.m. (or 6:00p.m.) on Saturday. In 2014/15 school year, about 1,182 places of extended hours service were provided. In the 2015/16 Policy Address, the Chief Executive had announced to further extend the places of extended hours service to 6,200 in the coming few years.

iii. Other related services

Besides the formal services, the SWD also launched the Neighborhood Support Child Care Project (NSSCP) and the Mutual Help Child Care Centre (MHCCC) to encourage the community to provide child care service through mutual help and volunteers. The NSSCP provides home based or centre based child care service for the children aged below 9. The MHCCC provides service to children below 3 or below 6. In 2013/14, there were 720 places (minimum number of places) and 314 places provided in these two services respectively.

In sum, there were only 47,817 places of whole day service or long whole day services (2014/15 school years) provided. Not more than 62% of the whole day kindergarten places were long whole day places (because some whole day kindergartens were not provided by KG-cum-CCCs). Together with the NSSCP and MHCCC projects, the total number of child cares places was about 50,600 in 2014/15.

Quantitative gap

While parents in better off families can shift part of the caring work to the foreign domestic helpers, parents from low income families with young children cannot.

They have to rely on the service provision which is found to be insufficient to meet the need of these parents.

According to the survey conducted by HKCSS in 2014, about 53% of the parents living in low income households replied that they could not find any other care takers except themselves. About 26% of the parents from the low income families replied that the current care taking mode could not meet the need of their children.

There are about 155,000 children studying pre-primary education. As the provision of places of LWD KG-cum-CCCs is less than 30,000, it means that only less than 15% of the parents can send their kids to LWD KG-cum-CCCs. There is no exact figure showing how many places of LWD KG-cum-CCCs are provided to the children living in low income families and how many families actually want a place but cannot find one. As parents from low income families usually find it more difficult to afford the tuition fee of the LWD KG-cum-CCCs while they have greater need for using it, the related service gap for the low income families must be higher.

Qualitative gap

In terms of service design, the study of the HKCSS revealed that as the care takers of the NSSCP usually did not get professional training, it was hard to guarantee that they would provide appropriate intervention to the children to enhance their development.

Area of Concern 2

Financial support to pay tuition fee

In the education system in Hong Kong, the government has the responsibility to provide 12-year free education only. Pre-school is not included.¹ Even for non-profit making kindergartens, the annual tuition fee is usually more than \$23,000 per year for half day school and \$37,000 per year for full day school.

Current service provision

i. Pre-primary Education Voucher Scheme (PEVS)

The voucher scheme is a subsidy system for the parents who have child(ren) studying in kindergartens. After the students are admitted to the

¹ By the time this report was published, the government should have announced the free kindergarten education policy to be implemented a few years later. Even so, whether the financial support to families is adequate is an issue of concern.

kindergartens, the schools can reimburse the subsidy. About 80% of the kindergartens and 90% of the students are covered by the scheme. In 2014/15, the maximum amount subsidized by the voucher was \$20,100/student/year. The subsidy is supposed to be adjusted according to the inflation. The maximum tuition fee that the kindergartens can charge for being eligible for the scheme is \$30,000 and \$60,000 for half day and whole-day kindergarten respectively. It means that some of the kindergartens, especially for the full day kindergartens can charge higher than the maximum amount of the voucher system. Some of the parents have to pay for the remaining tuition fee after deducting the voucher's subsidy.

ii. Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS)

The Kindergarten and Child Care Centre Fee Remission Scheme is to support parents from low income families to pay the school fee. Parents who find difficulty after receiving the voucher system can have this scheme to help pay the remaining sum.

According to the income level of the family, subsidy level is divided into 100%, 75% and 50% (it means subsidizing 100%, 75% or 50% of the difference between the tuition fee and subsidy from the voucher scheme). The maximum subsidy level of 100% is set at 75 percentile of the fees of kindergartens under PEVS. In 2014/15 school year, the maximum grant was \$26,500/student/year and \$40,500/student/year for the half day and whole day service. A meal subsidy will also be given to students who are studying whole day school.

There were 23,692, 2,715 and 10,292 students getting 100%, 75% and 50% grant in the school year 2013/14.

Quantitative gap

i. Gap on tuition fee subsidy

Although the voucher system and the KCFRS subsidize parents to pay the tuition fee of the kindergartens, the amount is not enough to cover the full cost.

As mentioned in the previous section, there is a gap between the maximum tuition fee the kindergarten can charge and the maximum subsidy of PEVS. Although not every school charges the maximum tuition fee, the average tuition fee (weighted average in terms of students) is still higher than the subsidy. Table 4.1 shows that the weighted average of the tuition fee was still \$3,500 and \$17,500 higher than the subsidy of the voucher scheme in 2015-16. According to government statistics, about 84.7% and 99.1% of the

students studying half day and full day kindergartens respectively had to pay tuition fee higher than the subsidy scheme and the average sum to top up was \$4,762 and \$17,654.

Table 4.1 Subsidy Level of the Pre-school Education Voucher Scheme and the Weighed Average and Maximum Kindergarten Tuition Fee (2014-15)

Kindergarten	Subsidy of the Voucher Scheme	Weighted Average of Tuition Fee	Maximum Tuition Fee
Half Day	\$20,100	\$23,600	\$30,020
Whole Day	\$20,100	\$37,600	\$60,040

Source: LEGCO Paper (Finance Committee 14/15, File Name: EDB-2-c1.docx)

Parents of low income families can apply for the KCFRS to cover the gap between the tuition fee and the voucher scheme. The maximum subsidy is set at 75% percentile of the tuition fee of the kindergartens in Hong Kong, it means that there is chance that parents have to pay out of pocket even they get 100% fee remission. As there is a discrepancy on the tuition fee of kindergartens in different districts, the average tuition fee of kindergartens in some districts can be higher than the maximum allowance. For example, the average tuition fee of whole-day kindergartens in Wan Chai was \$42,400 while the maximum 100% allowance of the Fee Remission Scheme was \$40,500 in 2014/15. The government had increased the allowance for the Fee Remission Scheme by \$2,500 on top of inflation in 2015/16. It is expected to further narrow the gap between tuition fee and the maximum allowance.

Although the Fee Remission Scheme in general can cover the tuition fee of kindergartens that charge average tuition fee, the criteria for parents to get 100% subsidy is in fact quite strict.

In 2015/16, only families with adjusted annual family income less than \$36,108 are eligible for applying school subsidy. It means that a family with 4 members and with monthly income higher than \$15,007.5 or a household with 3 members and with monthly income higher than \$12,036 will not be eligible for full subsidy. This level is even lower than the poverty line of 4-person households and 3-person household families (which was \$16,400 and \$13,000) respectively in 2014.

Table 4.2 Eligibility Criteria of KCFRS (2015-16) and Poverty Line (2014)

	3-member families	4-member families
Income Threshold for Being Eligible for 100% KCFRS	\$12,036	\$15,007.5
Poverty Line	\$13,000	\$16,400

Source: Student Finance Office, Commission on Poverty

If the families are only eligible for 75% and 50% of the remission scheme, the out of pocket money they have to pay is quite significant. Table 4.3 shows the level of out of pocket money that has to be paid for families going to kindergartens that charge average tuition fee in Hong Kong.

Table 4.3 Out of Pocket Money for people getting 75% or 50% Assistance Level for Fee Remission Scheme for studying in schools charging average tuition fee (2015-16)

Assistance Level	Out of Pocket Money (Half Day)	Out of Pocket Money (Whole Day)
75%	\$875	\$4,375
50%	\$1,750	\$8,750

ii. Other school related fees

Under the current subsidy system, the voucher scheme and the fee remission scheme only cover the tuition fee but not other school related fees. According to a survey conducted by the Alliance Concern for Students Development (2015b), usually other school related fees will include school textbook fee, school uniform fee, snack fee, school bag fee and birthday party/outing fee. Altogether they add up to \$4,235/student/year. This can be a significant financial burden for the parents from low-income families.

Table 4.4 Other School Related Fee Charged by the Kindergartens on Average per Student per Year (2015)

Item	Average Fee/student/year
School Textbook	\$1,399
School Uniform	\$1,245
School Bag	\$68
Snack	\$1,120
Birthday Party	\$403
Total	\$4,235

Source: Alliance for Children Development Right, 2015, Survey on Tuition and Miscellaneous Fee charged in Pre-primary Education

Area of Concern 3

Parental education

Although parents play the most important role in early child development, many of them find difficulty in providing appropriate parenting. Researches have showed that parents from low income families have special difficulties in parenting when compare to those in the middle class families. For example, a survey conducted by Hong Kong Young Women’s Christian Association and HKU SPACE in 2013² showed that parents from low income families had less desirable child parent relationship and not so effective parenting method when compared to parents from higher income families.

Good parenting not only associates with the personal relation between children and parents, but also with the involvement of parents in the kindergarten. The latter will facilitate the children to have more consolidated learning experience from school to home.

Current provision

Parental education is mainly provided by Education Bureau (EDB), Department of Health (HD) and Social Welfare Department (SWD).

²<http://hkuspace.hku.hk/file/share/70517/%E5%85%A8%E6%96%87%E8%A9%B3%E8%A6%8Bpdf%E6%AA%94%E6%A1%88.pdf>

i. Parental education provided by EDB

The EDB has organized seminars and published booklets to educate parents about the needs and age-appropriate education expectation for children aged 3-6. Furthermore, a Home-School Co-operation Grant is also established by the EDB for kindergartens to set up Parent-Teacher Associations (PTAs) and to organize parent education activities. The aim of the grant is to promote parent participation in school activities.

ii. Parental education provided by Maternal and Child Health Centres (MCHC)

The MCHC organizes parental education activities in partnership with parents, schools and community through the “Parenting Programme”. These programmes mainly focus on the child-rearing skills of parents. In general, the programme can be divided into Happy Parenting Programme and Positive Parenting Programme” (Triple P). The former is a universal programme provides to all parents/caregivers and parents-to-be with anticipatory guidance on parenting issues appropriate to the ages of their child(ren). The latter provided a targeted approach to parents facing difficulties in parenting with intensive coaching provided to the participants. While there are no updated statistics for the two programmes, there were 140,000³and 8,000 parents joining these two programmes respectively. From 2002 to 2008, on average, there were about 23,000 and 1,300 parents joining these programmes each year.

iii. Parental education provided by SWD system and NGOs

The SWD provides parental education through her “Family Life Education” programmes. Programmes such as seminars, groups, family activities are provided to parents to engage them to play a more active role in early child development.

There are no statistics showing how much parental education service is provided by the Family Life Education programmes. The Family Life Education programmes are partly carried out by Family Life Education Units (FLEU). There are 16 Family Life Education Units (excluding the resource centre run by the SWD). “Parents” is only one of the five target groups to be served in the Family Life Education programmes and parents with young children constitute only one type of parents within the “parents” category.

Integrated Children and Youth Services Centres (ICYSCs) and Integrated Family Service Centres (IFSCs) are also providing parenting programmes to their

³ It should be noted that as some of the service of the Happy Family Programme is delivered through sending out leaflets, the definition of enrolling to the programme is quite loose.

service users. As there is no strict requirement on the service quota of parental education such welfare setting should meet, there are no statistics on the service provision. However, according to some experienced workers of IFSCs, the resource of IFSC putting in preventive services (e.g. family education) was actually decreasing in recent years.

Besides these programmes supported by regular funding from SWD, there are also quite a number of pilot parenting programme supported by other fundings, like the Hands on Parent Empowerment (HOPE), Healthy Start Home Visit Programme and the Parent and Child Enhancement (PACE) in recent years. Although some of these initiatives were proved to be effective, they could hardly become regular service after the funding ended (Leung, C., Tsang, Sandra. & Leung, L. 2013; Leung, C. & Tsang, S. 2012; Leung, C., Tsang, S.K.M. & Heung K.Y.K. 2013).

Quantitative gap

It is difficult to estimate the service need and hence the quantity needed in parental education and parental support. Many front line workers revealed that resources were usually put to meet more urgent needs, parental education was not in the priority of the service design in the welfare service setting.

Previous researches showed that parents from low income families found problems in parenting but lack of support to face them. According to a research conducted by Yan O Tong in 2012, more than 50% of the parents from low income families found stress in parenting and the level of stress index was at an alarming level that would affect their health. Another research conducted by the Council of Non-profit Making Organizations for Pre-primary Education (CNOPE) and HKCSS in 2011 found that parents who were CSSA recipients tended to have worse emotion control in parenting when compared to non-CSSA families (16.7% of CSSA recipients got non-satisfactory result compared to 8.8% of the non-CSSA recipients). Families with higher income also tended to have higher score in emotion control and “paying attention in parenting”. It also showed that 51% of the families had seldom or never got any professional support on parenting.

Qualitative gap

Even if there are parental education seminars/workshops organized by the MCHCs, the intervention usually focuses on enhancing the capacity of parents as an individual. Usually, mutual help amongst parents or leveraging community resources in supporting parenting is not an important strategy in the service design. A research conducted by the Hong Kong Student Aid Society and the Hong Kong Baptist University Social Work Department (2013) found that near half

of the interviewed parents in Tin Shui Wai faced multi level difficulties in parenting. It was also found that community support was confined to exchange of information, but not mutual assistance.

Another point worth mentioning is that grandparents are playing a more important parenting role in low income families, when compare to the better off families. According to the survey conducted by HKCSS (2015), 6.2% of the poverty households were with grandparents as the main care takers of young children in the family and 36.2% had the grandparents to be the alternative carer in the family. However, there is not much parenting education programme targeted at grandparents at the moment.

Area of Concern 4

Exposure opportunity for child development

Studies show that outside school engagement is important for the development of young children. Such engagement can mean activities organized by public or private institutions. It can also mean informal activities that provide young children with chance of exposure or social engagement, such as playing with other children and visiting museums, etc. (HKCS 2008a)

Current provision

Most of the kindergartens will provide certain types of exposure activities to children. Besides, lots of service providers in the private sector are providing different types of activities to children.

Although the major service target of ICYSCs is children over six, they will also spare part of their capacity to provide activities to young children under six. Some NGOs also provide activities to the young children through their own resources or run them as self financed service.

The charge for such activities varies much in the private sector. There is also no upper limit. The courses provided by ICYSCs usually charge about \$50-\$400 per course. They sometimes provide subsidy to families with financial difficulty.

As the service provision is scattered among the schools, the private sector and the NGOs, it is impossible to estimate the volume of service provided in the community.

Quantitative gap

Although there were free activities provided by the NGOs, some frontline workers revealed that the quota was limited and parents from low income families usually had to seek for more expensive activities in the private market if they would like their children to join such activities.

According to a survey on children under six conducted by the Democratic Alliance for the Betterment and Progress of Hong Kong in 2015, about 40% of the respondents had not engaged in any extra-curricular activities. Among them, 21% responded that it was because of the affordability and 20% of them said that it was because they were not able to escort the children to and from the activity (DAB 2015). Another survey conducted by the Alliance Concern for Children Development in 2015 showed that more than half of the children had not participated in any extra-curricular activities during the summer vacation (Alliance Concern for Children Development 2015). A survey conducted by Oxfam in 2013 also found that about 25% of the parents from low income families had forfeited chance of joining extra-curricular activities for their children because they could not pay for it (Oxfam 2013).

Qualitative gap

Many workers opined that there was actually no need for young children to learn too many skills out of the kindergartens curriculum. A research conducted by the Hong Kong Institute of Education - Centre for Childhood Research and Innovation in 2012 found that although 61% of the parents responded that nurturing hobbies was the main reason for enrolling their children in the interest classes, most of them still enrolled their children to language classes (41% to English class, 14 % to Mandarin Class).

On the other hand, many workers viewed that what was most important to children from low income families was the opportunities to have different kinds of exposure, e.g. going to museums and to the country side, rather than learning different skills. A survey conducted by the Green Power & NWS Holdings Limited in 2007 showed that many children from kindergartens had poor knowledge about natural environment. Only about 20% of them showed interest to go to activities related to nature. Less than 50% of them could correctly recognize tadpole in the photo.

Area of Concern 5

Service referral for at risk families

Low income families with children, usually find it difficult to tackle family problems by their own resources. As a result, support from others, especially from the social service sector is very important to these families. Although there are different kinds of social service support in the community, many parents in need do not have enough information about the services provided.

Current provision

The kindergartens in principle can help refer families to other services if they identify families at risk. It was found that only limited number of kindergartens employ school based social workers to act as the bridge between the school and the welfare system for the needy families. Besides the referral service, some of these school based social workers will also provide direct service, like counselling and group service to those families in need.

The MCHC also plays an important role in the referral system. The MCHC is supposed to provide service to all children aged below 5 and under the Comprehensive Child Development Service (CCDS) programme, families which are identified to be at risk will be referred to related social services.

Qualitative gap

About 10% of the parents will not go to MCHC and many of the parents will not go to MCHC anymore after their children have got the last vaccine (usually before the children reach 2 years old), hence some of the families in need will not be identified by the MCHC especially when the babies grow up.

Although the school based social workers in kindergartens are proved to be effective for reaching to families in need, not all kindergartens have school based social workers (Caritas Hong Kong & Department of Social Work and Public Administration of HKU 2011). Under the current education policy, it is not necessary for the kindergartens to employ social workers. Kindergartens hence have to use their own resources if they would like to employ social workers.

In general, it is not common for parents to seek service outside kindergartens. According to the survey conducted by HKCSS and the CNOPE (2011), only 9% of the parents have ever sought for other social services from the community.

4.1.2 Service need of children with SEN

Area of Concern 6

Support to children identified with SEN

Students with SEN need extra support to ensure that they are on the same starting line with other students. It is believed that if intervention can be started in early years of the childhood, the children would need lesser support to catch up with the mainstream in the later stages. As children from low income families are more difficult to use their own resources to get intervention from the market, intervention from the government, NGOs or community become more important to them.

Current provision

i. Identification

Identification of children with SEN is mainly performed by the MCHC and kindergartens in the current system. MCHCs will help detect early syndrome of SEN through the health and developmental surveillance. The Education Department (EDB) and the Department of Health (DH) also provide training to teachers and develop a teacher resource kit to facilitate them to detect children with SEN in schools and refer them to MCHC for further assessment. After the first stage of detection/assessment in MCHC, suspected cases will be referred to Child Assessment Service (CAS) under DH or Hospital Authority (HA) for follow-up assessment. Usually cases will be seen within three weeks and more than 80% of the assessment will be completed within 6 months.

ii. Intervention

For identified cases, rehabilitation services will be provided through Early Education and Training Centres (EETCs), Integrated Programme (IP) and Special Child Care Centres (SCCCs). There were 1,775 SCCC; 2,991 EETCs and 1,860 IP places in 2015. These add up to 6,626 subvented pre-school rehabilitation places in total.

To solve the problem of long waiting list, in 2011, the Community Care Fund (CCF) had launched the “Training Subsidy Programme for Children on the Waiting List of Subvented Pre-school Rehabilitation Services” and it became regularized by the SWD in 2014. Under this scheme, children under six from low income families (with income not exceeds 75% of the median income) and are on the waiting list for subvented pre-school rehabilitation service under the Central Referral System for Rehabilitation Services - Subsystem for Disabled Pre-schoolers (CRSRehab-PS) are eligible for a subsidy to buy training/therapy or assessment service from

service providers. The maximum grant is \$2,763 per month for children on the list of EETCs or IP and \$3,867 per month for the children on the waiting list for SCCC.

Furthermore, a pilot scheme under the Lotteries Fund was also launched in 2015 to invite operators of subvented pre-school rehabilitation services to provide on-site rehabilitation services in kindergartens. About 2,950 places are provided in total.

Quantitative gap

In March 2015, there were about 7,000 applications on the waiting list for subvented pre-school rehabilitation services, with about 90% aged two or above. The average waiting time was from 14.1 months to 19.0 months in 2013-14. The waiting period of the different services is shown in the table below:

Table 4.5 Average Waiting Period for Service to Children Aged 0-6 with SEN (2013-14)

Service	Average Waiting Period (Months)
Early Education and Training Centre (EETC)	19.0
Integrated Programme (IP)	18.5
Special Child Care Centre (SCCC)	14.1

Source: LEGCO Paper (Finance Committee 14/15, File Name: LWB(WW)-2-c1.docx)

As most of the children on the waiting list are two years old or above, this will mean that when these children start getting intervention, they have already gone through half of their kindergarten time. Such discrepancy between supply and demand of service is especially obvious if we take district into account. Below are the service provision and the waiting list of different pre-school rehabilitation services by district. It shows that in Tai Po and North District, the number of children on the waiting list of EETC and the IT is even larger than the number of places currently supplied.

Table 4.6 Number of Places in Services to Children aged 0-6 with SEN and Number of Children on Waiting List by District (2014-15)

District	EETC		IT		SCCC	
	Supply (No. of places)	Waiting List (No. of children)	Supply (No. of places)	Waiting List (No. of children)	Supply (No. of places)	Waiting List (No. of children)
Mid West South District and Islands	205	323	132	89	199	82
East District and Wan Chai	401	264	174	63	216	93
Kwun Tong	262	285	204	138	66	95
Wong Tai Sin and Sai Kung	416	424	234	176	333	153
Kowloon City and Yau Tsim Mong	216	432	192	128	30	138
Sham Shui Po	274	223	84	61	205	79
Sha Tin	291	367	156	217	138	128
Tai Po and North District	205	297	168	211	192	102
Yuen Long	172	154	186	154	108	99
Tsuen Wan and Kwai Tsing	292	406	192	112	168	146
Tuen Mun	165	143	138	135	120	67
Total	2,899	3,418	1,860	1,484	1,755	1,182

Source: LEGCO Paper (Finance Committee 14/15, File Name: LWB(WW)-2-c1.docx)

Qualitative gap

With the domination of professional and medical approach in the current system of SEN support, the role of parents is quite marginalized, although they are supposed to be the one whom the young children spend most of the time with.

Furthermore, such “professional”, “medical” intervention approach will further segregate the SEN students with the mainstream students. Except the IP, all current intervention programme is to provide SEN students with extra support in special institutions, rather than through a more inclusive environment, so that SEN students can have same learning experience with other ordinary students.

Area of Concern 7

Support to hidden cases of children with SEN

Front line workers reflected that, as young children would only go to MCHCs in a few occasions, it was difficult for the professional workers in MCHCs to

preliminary screen out the potential SEN students. Teachers in fact have more chances to observe the behavior of students. Sometimes even though the teachers have identified potential SEN syndrome, many parents are reluctant to bring their children for formal assessment. As a result, there can be many hidden SEN cases in kindergartens. According to the survey by Hong Kong Society for the Protection of Children and the Centre for Special Educational Needs and Inclusive Education, The Hong Kong Institute of Education in 2014, about 14.6% of the children in kindergartens were with certain types of SEN. The total number of SEN cases in kindergarten can therefore be more than 20,000. That is to say, only about half of the cases have gone through formal assessment.

Qualitative gap

Many of the parents of children with potential SEN syndrome are reluctant to seek assistance for assessment. They need time and support to accept the condition of their children. However, there is almost no subvented service to support parents of children with hidden SEN at the moment.

Although early intervention is important to improve the performance of children with SEN, all the services provided to children with SEN are for those who have gone through the assessment process and on the waiting list. However, it still takes quite a long time for the students to go through the whole assessment process and students in this “waiting” period also need support. The need of such hidden cases is not being recognized in the current service provision system.

4.1.3 Service need of NCS students

Area of Concern 8

The need of NCS children in learning Chinese

The skill of NCS students in reading and writing Chinese is important for them to climb up the academic and career ladder. It has long been realized that young children can master much easier a second language when compare to adults. Providing chance to NCS students to learn speaking/writing Chinese is an important means to break the poverty cycle.

According to a survey conducted by Oxfam in 2014, only 8.6% of the NCS families would communicate in Cantonese with their children and 79.1% of the parents replied that the kindergarten was the only place for their children to learn Chinese (Oxfam 2014). As NCS children find difficulty in learning Chinese from their family, kindergartens become the most important place where they can learn Chinese.

Current provision

Most of the support to NCS students is provided through the school system.

Teachers are trained through the Professional Development Programmes (PDPs) organized by the EDB for facilitating NCS students to learn Chinese. The University-School Support Programmes (USP) also provide professional support of the tertiary sector to kindergarten teachers for teaching NCS students Chinese. Kindergartens can also apply for the Quality Education Fund (QEF) to support initiatives to help NCS students learn in the local curriculums.

Besides school based programme, NGOs have also provided district based support programme. In 2015/16, the Standing Committee on Language Education and Research (SCOLAR) had launched the Project on Supporting non Chinese speaking Children in Learning Chinese. SCOLAR collaborates with NGOs (the HKSKH Lady MacLehose Centre and Hong Kong Christian Service) and organize educational programmes to facilitate NCS children aged 3 to 9 to learn Chinese language.

Quantitative gap

In 2014/15, there were about 11,900 NCS students studying in kindergartens. According to the 2011 Census, school enrollment rate of children aged 3 to 5 was 86.9% for the ethnic minority while it was 91.3% for Chinese children. One of the explanations of such discrepancy was that NCS students had more barriers in entering pre-school education than the Chinese students.

Although kindergartens can apply the QEF for initiatives to help NCS, very few kindergartens have actually applied for the fund for this purpose. In the 2013/14 school year there were 15 programmes related to Effective Learning and Teaching of Languages in kindergarten funded by the QEF. Only two of them were related to facilitating NCS students to learn Chinese.

For the University-School Support Programmes, in 2014/15, 61 kindergartens were supported by this programme which composed of 11% of the kindergartens with NCS enrollment.

According to the survey of Oxfam conducted in 2014, more than 50% of the kindergartens had not provided any extra support for NCS students in learning Chinese. Even for the kindergartens that had provided support, none of them had provided parallel Chinese learning classes tailor made for NCS students (Oxfam

2014). This reflects that most of the kindergartens are still not equipped with the capacity to support NCS students in learning Chinese.

Some frontline workers reflected that providing support to NCS students would need extra manpower. According to a survey by UNISON in 2012, only 7% of the kindergartens found no difficulties in teaching ethnic minority students and 81% of the school responded that the most effective support that the government should provide was to give extra funding for employing additional ethnic minority teachers/teaching assistants for the purpose (Unison 2012).

Furthermore, it is also in question whether information about pre-school education for NCS students can actually reach the parents of the NCS students. According to the survey conducted by Oxfam (2014), only 19.1% and 11.4% of the parents of the NCS students got information about the education system from the publications of the EDB and the district offices of the EDB respectively.

Qualitative gap

NCS children in general are still quite segregated from the local students for studying in kindergartens. According to a survey of UNISON in 2015, 62% of the kindergartens used Cantonese only as the medium in entry interviews. 60% of the kindergarten would provide notices or circulars in Chinese only to parents and among them, only 21% of them would provide oral translation to the parents (Unison 2015). With limited support in other schools in general, NCS students are usually left with no choice, but to enroll in few designated kindergartens. According to government statistics, about 50% of the NCS children are studying in 4% of the kindergartens. Hence, majority of the NCS children concentrates in few kindergartens which are used to admit NCS children.

Another gap worths mentioning is Chinese language training for NCS parents. As mentioned in the previous section, less than 10% of the ethnic minority parents would communicate with their children in Cantonese. This will limit the children's exposure to a Chinese speaking environment. Although there are Chinese language classes run by NGOs for adults, they are not tailor made for NCS parents with young children. There are also no child care facilities provided to parents when they attend classes. In addition, the curriculum of the classes is not tailor made for parents with young children (for example, there is no common theme that the parents will encounter with their children).

Table 4.7 summarizes the key service gaps examined above.

Table 4.7 Summary of Service Gaps

Target Group	Area of Concern	Quantitative Gap	Qualitative Gap
Children from low income families	Child care service for parents working for long hours	Lacking of places in LWD KG-cum-CCCs	- NSSCP volunteers do not get professional training
	Financial support to pay tuition fee	- PEVS does not fully cover the tuition fee - Eligibility of KCFRS is too strict - Many other school fees in kindergartens	
	Parental education	Provision of parental education is limited	- Focus on capacity building of individual members rather than organizing them for mutual help - No education to grand parents
	Exposure opportunity for child development	Children from low income families do not have enough exposure opportunities	Parents' choice on exposure opportunity for their children too emphasized on the academic aspect
	Service referral for at risk families	-	Not enough school social workers
SEN children	Support to children identified with SEN	Long waiting list for identification and intervention	- Service focus on professional training to children but not empowerment of parents - Segregation of SEN children from the mainstream
	Support to hidden cases of children with SEN		- No parental support to parents of hidden cases with SEN - No service to hidden cases with SEN
NCS children	The need of NCS children in learning Chinese		No support to children in learning Chinese

4.2 Strategic gaps in current intervention models

The above analysis is based on the service provision and the need of the children or parents of the children from low income families. This section will analyse the gaps related to the strategies used in the mainstream intervention approach.

Missing strategy 1: Capacity building of the parents

In the current intervention for tackling problem of children from low income families, institutional approach or professional approach are emphasized. In recent years, when there is strong urge to government for enhancing the existing service provision, the immediate response of the government is to add more professional support to cater for the service need. For example, subsidy was given to SEN students to buy professional service from NGOs, resources were provided to kindergartens to purchase service from other service providers. University support was given to kindergartens for providing NCS students with training. Of course, this kind of service provision is very important as it is true that even with increasing resources, the quantity of professional support is still far from being adequate to meet the service need. However, the increase in support in recent years seldom focused on the potential strength of the parents.

Although parents do not provide “professional” care to their children, they are the one whom the children spend most of their time with. Too emphasis on professional intervention will run into the risk of disempowering the parents and make them feel detached or unimportant in providing good care to their children.

Furthermore, even there is some (limited) training to parents through the FLE programme, there are not too much resources for encouraging the parents to help each other. Such mutual help from other parents may not be “professional” in nature, but it can be more timely and practical to the parents in need.

Missing strategy 2: Utilization of community resources

The second missing strategy is related to the first one. When government puts most of the resources on professional and institutionalized support, there is not too much effort on identifying and mobilizing existing resources in the community to solve the problem of early childhood development for low income families.

According to the asset based community development approach, if people focus on actualizing the potential asset in the community rather than digging out problems, people can be empowered to use their creativity to solve the problems in the community.

The term “community asset”, can mean help amongst different target groups, NGOs operating in the community and the private sector. For example, some churches in the district have organized parenting courses for parents with young children. There are also schools willing to open their campus as site for activities (e.g. as a site for activities whereby mothers would know and support each other) during the holidays.

When the community generates more power, the better will the service be provided and it will in turn strengthen the community and accumulate more assets for use in future.

Missing strategy 3: Knowledge management and coordination of services

Early childhood educare involves many different institutions, includes the domain of education, social service and health. Besides the public sector, early childhood education is also related to the service provided by the private sector or projects supported by private/cooperate donors. As the need of a child is multi-faceted, with each other, it is important to have good coordination amongst different services. Another related subject is whether the sector can transfer good practice developed in one agency to another agency. A good knowledge management system should be available to make such knowledge transfer possible.

For service coordination, the CNOPE is a platform to coordinating service and discuss policies for the sector. However, this is a platform for the non-profit making nurseries/KG-cum-CCCs. At the moment, there is no platform linking up the non-profit making and profit making pre-school institutions, not to say a cross sectoral platform joining all stake holders related to early childhood educare.

It is found that although there are some initiatives for enhancing the existing services, such initiatives are not well coordinated within the sector. It is also found that such initiatives are not always recorded or evaluated and hence good practice cannot be transferred to other parties. The existing organization that provides knowledge management in the sector is CNOPE, The Pacific Early Childhood Education Research Association (PECERA) and the Centre for Excellence in Social Welfare.

The major focus of CNOPE is not on research and the Centre for Excellence in Social Welfare is a platform for knowledge management for the whole social welfare sector rather than just for the early childhood educare sector. The PECERA is research focused, but seems research sharing in this platform is still limited.

Furthermore, the government does not make a systematic effort to collect and release statistics related to the service provision and service demand of early childhood educare. For example, the number of places of long whole day service is unknown to the public, it makes it hard to assess the service need and service gap in the community.

Table 4.8 Summary of Gap in Intervention Strategies

Gap in Terms of Intervention Strategy	Capacity building of parents
	Utilization of community resources
	Knowledge management and coordination of services

4.3 Identifying specific districts most in need of extra support

One objective of this study is to suggest the district where the Collective Giving should take place. As previous analysis shows that there are three potential target groups for the Collective Giving, this report will conduct the district analysis by each target group.

4.3.1 Districts with highest number of low income pre-school children

One way to estimate the service need of low income children by district is to use the number of low income young children in each district as proxy.

The table below shows the districts by the population of low income young children aged 3-6 who are studying in pre-school education. Kwun Tong is the district with the highest population of young children in poverty (3,673), followed by Yuen Long and Kwai Tsing.

Table 4.9 Number of Pre-primary School Children Aged 3-6 and Living in Low Income Households (2011)

District	Population
Central & Western	364
Wan Chai	203
Eastern	1,561
Southern	773
Yau Tsim Mong	1,172
Sham Shui Po	2,164
Kowloon City	1,123
Wong Tai Sin	2,119
Kwun Tong	3,636
Kwai Tsing	3,179
Tsuen Wan	1,350
Tuen Mun	2,252
Yuen Long	3,596
North	2,062
Tai Po	927
Sha Tin	2,055
Sai Kung	1,432
Islands	837
Land total	30,805

Source: Statistics Tabulation from Population Census 2011

4.3.2 Districts with highest number of SEN pre-school children

There are three ways to estimate the population of SEN in need of extra services. First, we can use the population that is on the waiting list plus the population that is getting service to estimate the total population of young children with SEN in different districts.

The ratio between the supply of service and the total number of identified SEN children can be considered as the proxy of the supply demand ratio in that district. Table 4.10 shows the ratio by district. Kowloon City and Yau Tsim Mong are with the highest Case to Supply ratio (2.59), which means that the service has to go through more than 2.5 rounds of total turnover before everyone in the waiting list can get the service. Other districts with relatively high Case to Supply ratio is Sha Tin and Tai Po/North District.

Table 4.10: Cases: Service Supply Ratio of Service to Children Aged 0-6 with SEN by District (2014-15)

District	Total Supply of Service (places)	Total Identified Case	Case : Supply Ratio
Central-Western-Southern District and Islands	536	1,030	1.92
East District and Wan Chai	791	1,211	1.53
Kwun Tong	532	1,050	1.97
Wong Tai Sin and Sai Kung	983	1,736	1.77
Kowloon City and Yau Tsim Mong	438	1,136	2.59
Sham Shui Po	563	926	1.64
Sha Tin	585	1,297	2.22
Tai Po and North District	565	1,175	2.08
Yuen Long	466	873	1.87
Tsuen Wan and Kwai Tsing	652	1,316	2.02
Tuen Mun	423	768	1.82
Total	6,514	12,598	1.93

Source: LEGCO Paper (Finance Committee 14/15, File Name: LWB(WW)-2-c1.docx)
 Calculated by the Research Team

According to previous researches, the number of hidden cases was even more than the number of identified cases and it was estimated that 14.9% of the kindergarten students got certain types of SEN (HKSPRA & The Centre of Special Education Need and Inclusive Education 2014). Another rough estimation of the number of SEN cases is to assume it to be 14.9% of the kindergarten students. Deducting the number of identified cases from the figure will give the estimated number of hidden cases. Table 4.11 shows the number of hidden cases by district. It is shown that Tsuen Wan and Kwai Tsing got the highest number of hidden cases (1,466), followed by “Central-Western-Southern District and Islands” and “Kowloon City and Yau Tsim Mong”. However, it should be noted that the above statistics combined the number of hidden cases in more than one District Council district as further break down is not available. If we consider the hidden case in one single district, then Yuen Long gets the highest number.

Table 4.11 Number of Estimated Cases, Identified Cases and Estimated Hidden Cases with SEN by District (2014-15)

District	Estimated Total Case	Total Identified Case	Estimated Hidden Cases
Central-Western-Southern District and Islands	2,316	1,030	1,286
East District and Wan Chai	2,321	1,211	1,110
Kwun Tong	1,989	1,050	939
Wong Tai Sin and Sai Kung	2,805	1,736	1,069
Kowloon City and Yau Tsim Mong	2,398	1,136	1,262
Sham Shui Po	1,264	926	338
Sha Tin	1,857	1,297	560
Tai Po and North District	1,907	1,175	732
Yuen Long	1,976	873	1,103
Tsuen Wan and Kwai Tsing	2,782	1,316	1,466
Tuen Mun	1,480	768	712
Total	23,094	12,598	10,496

Source: LEGCO Paper (Finance Committee 14/15, File Name: LWB(WW)-2-c1.docx)

Statistics Tabulation from Population Census 2011

Calculated by the Research Team

4.3.3 Districts with highest number of NCS pre-school children

Table 4.12 shows the number of NCS population aged 0-6 in each district. As most of the NCS children living in low income families are South Asian (Indian, Pakistanis and Nepalese), Table 4.12 only shows the number of South Asian young children by district. It is showed that Yau Tsim Mong gets the highest number of South Asian young children (with 1,248 children), followed by Yuen Long and Kowloon City.

Table 4.12 Number of Aged 0-6 South Asian (Indian, Pakistani and Nepalese) by District, 2011

District	Population
Central & Western	451
Wan Chai	238
Eastern	238
Southern	243
Yau Tsim Mong	1,284
Sham Shui Po	223
Kowloon City	576
Wong Tai Sin	87
Kwun Tong	191
Kwai Tsing	304
Tsuen Wan	149
Tuen Mun	153
Yuen Long	649
North	18
Tai Po	29
Sha Tin	143
Sai Kung	180
Islands	421
Land total	5,577

Source: Statistics Tabulation from Population Census 2011

4.3.4 Recommendation on districts for implementing the project

It can be seen that the districts with the greatest need are different in three different target groups. If only one target group is targeted in the Collective Giving, then the district with the highest number of that specific target group can be chosen.

However, if the Collective Giving is to be a multi-function project or to start with one target group first and expanding it to other target groups in future, then Yuen Long is the district commonly found to be in the top 3 districts in each of the 3 target groups (the number of low income children, estimated SEN cases and the number of ethnic minority children). Hence, if only one district is to be tried out and according to the needs assessment, Yuen Long could be considered as the district where Collective Giving can start the service. However, the final decision should also take into

consideration other factors like NGOs that offer the related services in that district and promises available etc.

Table 4.13 Recommendations on Districts to Implement Different Intervention Options

Target Group	Suggested District(s)
Low Income Children in General	Kwun Tong
SEN (Long Waiting List)	Kowloon City and Yau Tsim Mong
SEN (Hidden Case)	Yuen Long
NCS Children	Yau Tsim Mong
Multi Functions	Yuen Long

Chapter 5

Suggestions of Intervention Options

5.1 Scope of Intervention Options

The intervention options should be based on the service gap analysis. As the funders will not consider scaling up services that are already subvented by the government, the quantitative gap identified in previous chapter will not be the main focus of the intervention options.

Furthermore, taking the current gap in intervention strategies into consideration, the intervention options should emphasize on building the capacity of parents, utilization of community resources and service coordination/knowledge management. As service coordination and knowledge management will be catered by the Collective Giving model, building parent capacity and utilization of community resources will be the key strategies to be considered in designing the intervention options. The table below recapitulate the gaps to be considered in the intervention options

Table 5.1 List of gaps to be catered by the Intervention Options

Type of Gap	Target Group	Gap
Qualitative Gap	Children from low income families	<ul style="list-style-type: none"> - NSSCP volunteers do not get professional training - Focus on capacity building of individual members rather than organizing them for mutual help - No education to grand parents - Parents' choice on exposure opportunity for their children too emphasize on the academic aspect - Not enough school social workers
	SEN children	<ul style="list-style-type: none"> - Service focus on professional training to children but not empowerment of parents - Segregation of SEN children from the mainstream - No parental support to parents of hidden cases with SEN cases - No service to hidden cases with SEN
	NCS children	<ul style="list-style-type: none"> - No support to children in learning Chinese
Intervention Strategy Gap		<ul style="list-style-type: none"> - Capacity building of the parents - Utilization of community resources

5.2 Local good practices amongst new initiatives in the concerned areas

Local Initiatives were selected by projects filling in the above qualitative gaps and using the captioned intervention strategies. Experts and frontline workers were consulted to recommend projects that met the above criteria. A total of 9 initiatives were identified (Table 5.2).

Table 5.2: 9 Initiatives Identified Originally

Project Name	Organizations
HOPE	The Hong Kong Polytechnic University
Healthy Start	Tung Wah Group of Hospitals
PACE	HK SKH Lady MacLehose Centre
Support Project for Families with Young Kids	International Social Service Hong Kong Branch
Kid Vision	The Little Green Feet Reading Club
Specific Learning Disabilities Buddy	Hong Kong Association for Specific Learning Disabilities
Parents Resources Centre	Heep Hong Society
Happy Learning Assessment and Training Centre	Kwun Tong Methodist Social Service
Children and Family Services Centre (Kowloon City)	Hong Kong Society for the Protection of Children

As some of the initiatives are quite similar to each other, only 6 initiatives were shown in this exercise. When initiatives are in similar nature, only the one with more information was shown in this exercise. Hence, those not shown should not be considered as less effective.

Among the 6 initiatives to be introduced in this section, two of them are for children of low income family or their parents; two of them are for families of children with SEN and one of them targets at NCS children and their parents. It should be noted that one initiative (Initiative 4) actually targets at primary school students, but the research team considers that such service design can be borrowed to be tried out in a pre-school setting.

Initiative 1

Project Name:

- Support Project for Families with Young Kids (西九同行 - 支援新生家庭計劃)

Operator:

- Shamshuipo (South) Integrated Family Service Centre, International Social Service Hong Kong Branch (sponsored by The Hong Kong Jockey Club Charities Trust)

Service Target:

- Parents and children aged 0-6, most of the participating parents are full time housewives in SSP

Service Objective:

- To enhance social network support to families
- To equip parents with better child care and parenting skills
- To transform the experience of women into knowledge and skills and provide them the opportunities to join the volunteer service which enhancing the social capital

Service Highlight:

- Families with parenting experience are recruited and trained as Caring Ambassadors to provide support to new parents
- Workshops, groups and activities are provided :
 - Playgroup for young children
 - Seminars on child care and parenting
 - Workshops on enhancing the personal development of parents
 - Outing activities
 - Participants in the programme are encouraged to become Caring Ambassadors
- Casework to families at risk

Number of Beneficiaries (Per Year):

- Beneficiaries: 252 Families
- Trained Ambassadors: 184 persons

Initiative 2

Project Name:

- Specific Learning Disabilities Buddy (無障伙伴行計劃)

Operator:

- Hong Kong Association for Specific Learning Disabilities (Supported by Ms Kao Cheng Charitable Trust)

Service Target:

- Children and families with specific learning disabilities

Service Objectives:

- To consolidate parents with special learning disabilities, to facilitate mutual support and to find out effective strategies to face challenges in learning
- To enhance community awareness on specific learning disabilities

Service Highlight:

- Build up mutual support network for parents of children with specific learning disabilities
- The mutual help group help parents identify the problems of their children; to provide emotional support and useful information
- Professional workers (e.g. psychologists, therapist) are invited as consultant to support parents and children in need
- Child-parent reading workshop is held to help parents master the skills of reading with children who are with special learning disabilities
- To provide workshop to help parents use IT- technology for helping children with special learning disabilities in learning

Number of Beneficiaries (Per Year):

- 4,033 SLD parents and children

Initiative 3

Project Name:

- Parents Resource Centres (PRCs) (家長資源中心)

Operator:

- Heep Hong Society

Service Target:

- Families of people with developmental disorders

Service Objectives:

- To empower the entire family functioning through diversified and comprehensive services
- To ease parents' pressure of taking care of their children
- To build mutual support and encouragement among parents
- To enhance public understanding and acceptance of persons with disabilities and their families in the community

Service Highlight:

- Individual and family counselling
 - Therapeutic groups for parents
 - Parents support group
- Educational talks and training workshops
- Training activities for children
- Developmental activities for adolescents
- Vocational training and employment for young adults
- Social and recreational function
- Interest classes
- Hotline Service
- Resource Library and toy library
- Community education activities

Number of Beneficiaries (Per Year):

- Around 670 Families (per centre)

Initiative 4

Project Name:

- Children and Family Services Centre (Kowloon City)
[兒童及家庭服務中心 (九龍城)]

Operator:

- Hong Kong Society for the Protection of Children (the project is non-subvented)

Service Target:

- Children aged Below 16, including those from EM and local deprived families

Service Objectives:

- To offer service to families with children in the community to enhance, strengthen and stabilize family life
- To provide an integrated environment for the EM children and their parents
- To provide service tailor made with the special need of the EM students and parents

Service Highlight:

- A centre with resources and activities to cater the need of child caring, development and parent education for both local and EM families
- Networking and sharing opportunity (Tea Break for Mum) are held for the parents
- Playgroups (Kids Land) are organized for both local and EM children
- Cantonese classes are provided to mothers and children, including classes only for the children and parents-child Chinese classes
- Tutorial and interest classes, and parent-child activities are provided to families (with an integrated model between the EM and the local children)
- Outreaching service are provided to EM home to play with young children and teach Chinese to family members

Number of Beneficiaries (Per Year):

- About 1,300 Ethnic Minority and local deprived children and parents

Initiative 5

Project Name:

- Parent and Child Enhancement (啟步童行學前親子成長課程) (PACE)

Operator:

- HKSKH Lady MacLehose Centre (supported by Drs. Richard Charles & Esther Yewpick Lee Charitable Foundation)

Service Target:

- Children aged one year 8 months to 3 years old and their parents (from low income families)

Service Objectives:

- To enhance the growth of confidence of children and families to face new stage of development
- To nurture the learning skills of children and to create positive social experience
- To enhance positive parent-child relationship and positive communication
- To extend social network of the parents and to enhance mutual support amongst parents

Service Highlight:

- To provide a 40-session training programme for the parents and children about the skills of parenting and learning
- The training is provided in the form of playgroups and workshops
- To nurture mutual support among participants
- Volunteers are engaged to provide support (e.g. in child caring)
- An robust evaluation research was conducted to capture the knowledge accumulated in this programme and result proved to be positive

Number of Beneficiaries (Per Year):

- 80 participants (including parents and children)

Initiative 6

Project Name:

- Kids Vision (小孩子.大视界)

Operator:

- The Little Green Feet Reading Club (supported by Oxfam)

Service Target:

- Primary school students in low income districts and their parents

Service Objectives:

- To build up extra-curricular reading culture among the students and the parents
- To provide opportunities of exposure for the children
- To identify community resources that the children or schools can rely on
- To help families and schools build up the capacity of organizing such activities

Service Highlight:

- A list of recommend books are recommended to schools to build a library
- Reading sessions are designed by the workers and the volunteers and a parallel field visit/experience workshop is organized in each session
- Parents, teachers and children join the reading workshops and read together
- Teachers and volunteers are trained with the capacity of operating such reading workshops

Number of Beneficiaries (Per Year):

- Direct beneficiaries
 - 60 volunteers,
 - 150 primary students and
 - 140 families
- Indirect beneficiaries
 - 5,000 primary students and kindergarten students
 - 300 families

5.3 Overseas Good Practices amongst New Initiatives in the Concerned Areas

5.3.1 Overseas Good Practices in the Concerned Areas and Potential Focus Area for Intervention and Ways to Tackle Such Matters

Project Name:

- An Overseas Program Dealing with Children from Low Income Families

Operator:

- Save the Children (USA) – Early Steps to School Success programme
-

Service Target:

- Children ages 0-5 and their families

Setup:

- Started in 2006
- Built on public-private partnerships with local schools and States

Service Highlight:

- Home visits conducted by early childhood coordinators
- Helping parents develop skills and strategies that help child development
- Book exchange program
- Fostering a positive connection between families and schools
- “Transition to School” activities

Number of Beneficiaries:

- For the 2012–2013 program year, the programme served more than 7,600 children
- 80 percent of 3-year-olds in the program scored at or above the normal range for vocabulary acquisition

5.3.2 Potential Focus Area among Children with Special Needd and Ways to Tackle

Children with special needs such as blindness, deaf, physical disabilities, autism, Down Syndrome, dyslexia, Attention Deficit Hyperactivity Disorder (ADHD) etc have relatively limited support in Hong Kong. While each kind of special needs require its unique treatment, ADHD and dyslexia are less visible of an issue given the nature of its impairment, as such, we have looked further into these two needs.

Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD)

Treatment for ADD/ADHD is not only about taking medication. There are many other effective treatments that can help kids with ADD/ADHD improve their ability to pay attention, control impulsive behavior, and curb hyperactivity. Nutritious meals, play

and exercise, sleep and learning better social skills (whilst having a routine and consistency) are all part of a balanced treatment plan that can improve performance at school, improve child's relationships with others, and decrease stress and frustration.

Other treatments, including individual counselling, play therapy, dietary interventions, treatment for inner ear problems, neurofeedback/biofeedback, perceptual-motor training, sensory integration training, chiropractic manipulation, pet therapy, mindfulness and others.

Behavioral Principles: Changing Antecedents and Consequences

The basic components of most consequence-based intervention for ADD/ADHD programmes can be summarized with the following acronym: CISS-4. The components of CISS-4 are **C**onsistency, **I**mmediacy, **S**pecificity, **S**aliency, and a **4:1** (positive reinforcement to punishment) ratio.

Dyslexia

The key ingredients of effective early intervention programs for dyslexia are:

1) Systematic and direct instruction in:

- Phonemic Awareness, Phonics, Sounding out words, Spelling, Reading sight words, Vocabulary and concepts, Reading comprehension strategies

2) Practice applying these skills in reading and writing:

- Practice means using them everyday from reading comic strips to writing e-mail.

3) Fluency training:

- Fluency is the ability to read quickly, smoothly, accurately and with good comprehension. When reading is slow and tough, kids spend all their energy to just sound out the words, often missing the meaning entirely.

4) Enriched language experiences:

- Interactive dialogue involving listening, speaking and story-telling.

5.3.3 Potential Focus Area among Children who are Ethnic Minority or Children who Does Not Speak the Official/Mainstream Language(s) At Home And Ways to Tackle Such Matter

The issues faced by ethnic minority families include: the lack of affordable child care and early education opportunities, mismatches between hours of employment and hours of child care, transportation limitations, a shortage of high-quality programs for young children in low-income communities, parents may not be speaking the local language to assist their children from a language front. As noted, these issues are multifaceted. It is important for the community to have the awareness of such issues, the accessibility for these ethnic minority parents and their children to child

care/educational programs and the responsiveness from different service providers in tackling such problem.

Some of the strategies that work include:

- Linking children of ethnic minority to immigrant-serving organizations or cultural mediators
- Targeting outreach to immigrant/ethnic minority communities
- Increasing bilingual and bicultural staff
- Using face-to-face communication

5.4 Lessons learnt from local and overseas good practices

There are several insights we can learn from the local and overseas good practices:

i. Mutual support is the essential element in service design

From local initiatives 2,3 and 4 above, it is found that just building the capacity of parents by providing “service” to them individually is not enough. Mutual support amongst parents is important and is an essential element to make the professional intervention to children effective. Operators of related programmes revealed that even when parents were trained with professional parenting skills, they needed to put these skills into everyday practice which would be effectively facilitated by mutual support. Furthermore, it is also shown that if the mutual help group could be helped to grow and function independently, the need for social workers’ input will be minimized gradually.

ii. It needs specific input to explore community resources

From local initiative 4, it is found that important community resources (both in terms of volunteers, experts and land) can be explored and they can generate great impact to the programme. However, community resources should not be considered to be a pre existing endowment, special input is needed to explore or even to co-create the community resources which can be used by the project.

iii. Chinese learning is a matter to the whole family

From local initiative 6 and also from the overseas experience, it is found that for NCS children to learn Chinese effectively, parents of the children also have significant role to play. Although there are Chinese lessons for adults, the Chinese learnt by the adults is usually out of the context of the children. To facilitate effective Chinese learning for children, parents should also learn Chinese and in the context of facilitating their children to do so.

5.5 Suggestions of intervention options and estimation of service need

Taking reference to the service gaps, the gaps in intervention strategies and good initiatives in local and overseas, this report recommends four intervention options to Collective Giving for consideration. Calculation of the estimated cost for each option is spelt out at Appendix 2.

Intervention option 1:

Support Programme to Low Income Parents with Young Children

Target participants:

Parents with young children (aged 0-6) from low income families
(especially for those new parents with child(ren) aged between 2-3)

Programme objective:

- To provide training on parenting skill of the parents
- To equip young children with the appropriate learning skill and social skill
- To enhance social network of mutual support of the parents
- To bridge parents from low income families with relevant community resources

Service design:

- Training programmes are organized to train the skills of parenting for parents and the basic social and learning skills for children
 - Well established curriculum in Hong Kong can be referred to for designing the Curriculum of parental training and parallel workshop with children, e.g. PACE or Healthy Start
- Training is provided to nurture more experienced mothers to become helpers/ambassadors in the programme
 - Assistance provided by the ambassadors can include emotional assistance, accompanying and provision of information
- Mutual help amongst participants is emphasized in the service design and participants are supported to form mutual help group
 - Ambassadors can be helpers in the workshops
- Workshops/activities are provided to extend the exposure of the parents and children and to attract parents to become ambassadors and join the mutual help groups
- Casework services will be provided to parents in need

Expected number of beneficiaries in the project:

- Parents and children get trained: 100
- Parents trained as ambassadors: 100
- Parents get assistance from the ambassadors: 50

(The three groups can be overlapped, the total number of beneficiaries is estimated to be around 200)

Estimated operation cost per year:

- Around HKD1,000,000

Number of potential service users (HK wide):

- Estimation of potential service users should be the low income families with only one economic active member (the spouse will then be more ready to other join the programme).

In 2011, there were 17,900 children living in low income families with only one economic active member. Potential participants and ambassadors can come from these families. If the programme is to target at parents with problems in parenting, a research in 2013 found that about 49% of the parents found multiple difficulties in parenting*. Hence it is estimated the number of potential service users of the service in Hong Kong will be about 8,800.

*This research was confined to parents living in Tin Shui Wai. As a rough estimation, we assumed that the proportion was similar for low income families in Hong Kong as a whole.

Intervention option 2:

Exposure Support to Children from Low Income Families

Target:

Children studying in pre-school setting and parents from low income families

Programme objective:

- To provide young children from low income families with exposure opportunities
- To build up parent-child reading culture among families
- To build up the capacity of schools and parents to organize exposure activities to the children

Service design:

- A school based reading and exposure programme is provided
 - Parent-child reading groups are formed with multi-session parent-child reading workshops
 - For each reading session, a parallel exposure activity will be designed for the children
 - Volunteers will be trained to support the reading and exposure workshops
 - Parents and teachers from kindergartens are also trained with the skills of organizing workshops
 - Exposure workshops will be designed based on the community resources explored by the workers
- A Parent-child Reading library will be established in kindergartens to facilitate the parent groups to organize parent-child reading workshops
- Short term interest classes/or exposure workshops aiming at expanding the horizon of children will be organized
 - The short term interest class will be organized as a continuation of some of the exposure workshops if needed

Expected number of beneficiaries in the project:

- 150 children and 150 parents

Operation cost per year:

- Around HKD500,000

Number of potential service users (HK wide):

- There are about 38,000 children living under the poverty line. As previous surveys showed that about 40-50% of the students did not have chance to join any exposure activities beyond the kindergarten, the potential service users would be about 17,000 children and their families.

Intervention option 3:

Support to Children with SEN and the Families

Target participants:

- Young children (aged 0-6) with SEN and their families

Programme objective:

- To build up mutual help networks for the parents of children with SEN, so as to provide emotion support, consolidate parenting skills into everyday practice and share information
- To provide professional support in training to children with SEN (or suspected SEN cases) and their families
- To train social workers, volunteers and parents with basic assessment tools so that hidden cases of SEN can be more easily identified and referred for formal assessment (the quick assessment should be provided under the support of professionals)

Service design:

- Mutual help groups amongst parents of children with SEN are set up under the assistance of professional workers.
 - The key function of the mutual help group is to provide emotional support, information sharing and to turn trained skills into everyday practice
 - The long term objective of the mutual help groups is to cultivate their capacity to operate the groups independently
- Quick screening will be provided to hidden cases of SEN
- Training will be provided to children and parents to the problems identified in the quick screening
 - Training to parents is emphasized so as to assist them to handle problems they will face with their children in daily life
- A resources corner with supporting resources (e.g. specially designed toys, software) are provided to children and their parents with the space and resources for proper intervention
- Casework service is provided to parents who are at risk and need emotional support

Expected number of beneficiaries in the project:

- 50-60 families (100-120 people)

Estimated operation cost per year:

- Around HKD700,000

Number of potential service users (HK wide):

- A rough estimation is the number of hidden cases plus the number of children waiting for service, so the total number of users is $(10,500 + 6,500) = 17,000$ children with SEN and their families

Intervention option 4:

NCS Children and Family Support

Target participants:

NCS families with children under 6 living in the community

Programme objective:

- To provide Chinese learning opportunity to NCS children and their parents
- To provide tailor made parenting training to NCS parents
- To provide different exposure opportunities
- To provide an integrated environment so that the NCS parents and children can have chance to extend their social network to the local community (if conducted with other local programmes)

Service design:

- Chinese learning courses will be provided to the children and a tailor made parallel Chinese learning programme is also delivered to the parents of the children, so as to nurture a Chinese language friendly environment in the families
- Tailor made parenting programme is provided to NCS parents, the programme is specially designed in terms of:
 - Language used
 - Special parenting situation that is commonly faced by the ethnic minorities
 - Information about the resources available for local citizens
- Outings will be organized to different significant places (e.g. the airport, the museums, stadium) and institutions (e.g. social service centres, and post offices) in Hong Kong
- A matching programme will be launched to match the NCS families with local volunteers so as to extend the NCS network to the local community

Expected number of beneficiaries in the project:

- About 80 children and their families for Chinese learning
- About 200 members of local and ethnic minority families for the matching programme and other activities

Estimated cost of service:

- About HKD1,000,000

Number of potential service users (HK wide):

- The total number of potential service users should be the total number of South Asian young children and their families in Hong Kong. The number of South Asian young children in Hong Kong was 5,600 in 2011.

Below is an overall summary of the proposed intervention options by service gaps, potential number of beneficiaries and unit cost of the service. It should be noted that the unit cost of service cannot be directly comparable with each other, as the content and intensity of service is different in different programmes:

Table 5.3 Summary of Intervention Options

	Intervention option 1	Intervention option 2	Intervention option 3	Intervention option 4
Name of the project option	Support Programme to Low Income Parents with Young Children	Exposure Support to Children from Low Income Families	Support to Children with SEN and the Families	NCS Children and Family Support
Estimated number of Potential Users	8,800	17,000	17,000	5,600
Qualitative Gap to be filled	- limited parenting support in the current service provision - limited support in enhancing mutual help amongst parent	- lack of exposure opportunities for low income children - current exposure opportunities usually too academically focused	- limited service provided to parents of children with SEN - limited service provided to hidden cases	- limited support for NCS pre-primary children in learning Chinese and no support to facilitate their parents to learn Chinese and facilitate their children's learning - no tailor made parenting programme to NCS parents
Intervention Strategy Gap to be filled	Building of parent capacity	- Building of parent capacity - Utilization of community resources	Building of parent capacity	- Building of parent capacity - Utilization of community resources
Unit Cost (HKD/beneficiary)	\$5,000	\$1,700	\$6,400	\$3,600

Chapter 6

Suggestions of Collective Giving Model

6.1 Reviewing overseas good practices in “Collective Impact”

The concept of “Collective Impact” was introduced in the winter 2011 issue of Stanford Social Innovation Review by John Kania and Mark Kramer. Kania and Kramer reviewed different initiatives of highly structured collaborative efforts that had achieved substantial impact on a large scale social problem⁴. All the initiatives noted in their article share five key conditions that distinguished collective impact from other types of collaboration: a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and the presence of a backbone organization. (See “the Five Conditions of Collective Impact” below)⁵.

The five conditions of collective impact	
Common Agenda	All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.
Shared Measurement	Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
Mutually Reinforcing Activities	Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.
Continuous Communication	Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.
Backbone Support	Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

The five conditions noted above were considered to offer a more powerful and realistic paradigm for social progress than the prevailing model of isolated impact in which countless non-profits, business, and government organizations each work to address social problems independently.

⁴ Kania, J., & Kramer, M. (2011, Winter). Collective Impact. *Stanford Social Innovation Review*.

⁵ Hanleybrown, F., Kania, J., & Kramer, M. (2012, January 26). Channeling Change: Making Collective Impact Work. *Stanford Social Innovation Review*.

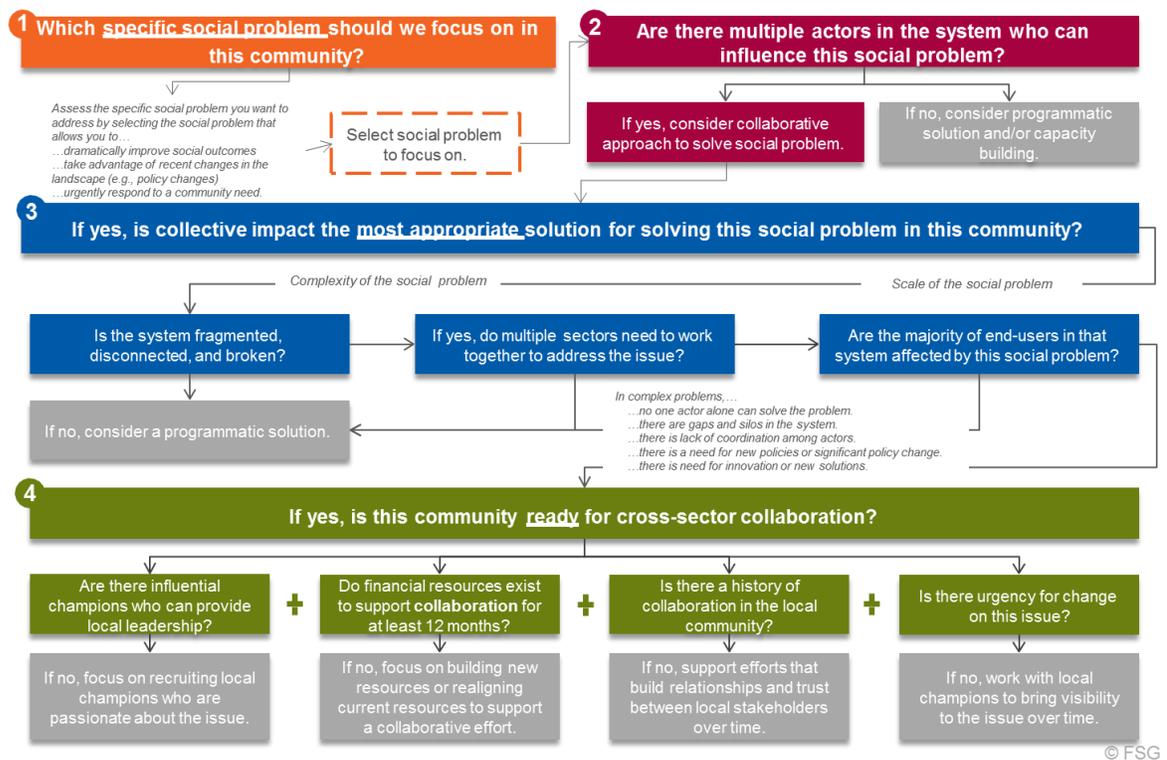
An effective use of the collective impact approach requires a fundamental mindset shift with respect to how practitioners design and implement their work, how funders incentivise and engage with grantees, and how policymakers bring solutions to a large scale. In short, to be effective, collective impact must consider who is engaged, how they work together, and how progress happens.

Is the collective impact approach feasible?

Collective impact is not the solution to every social problem. The FSG has issued a Collective Impact Feasibility Framework to guide group of stakeholders to assess whether or not collective impact is the right approach to address the specific social problem in their community. This framework is most helpful before anyone invests in a collective impact effort by assessing the landscape of actors, the scale and complexity of the social problem stakeholders want to address, and the readiness for collaboration.

Here's a road map to assess if the collective impact arrangement is feasible⁶.

Collective Impact Feasibility Framework



If a community finds that collective impact is not appropriate, it means the nature of the problem best lends itself to an alternative solution or approach. By better

⁶ (2015). Collective Impact Feasibility Framework. FSG. <http://www.fsg.org>.

understanding the nature of the problem, the community’s resources can be better utilized. Separately, if a community finds that the local stakeholders are not ready for collective impact, the framework offers tips on how to build readiness for cross- sector collaboration over time.

Implementing a collective impact

Upon the completion of the feasibility assessment which indicates a collective impact approach to be viable, Hanleybrown, Kania and Kramer’s research suggests that there are three distinct phases of getting a collective impact effort up and running. From Phase 1, Initiate Action, to Phase 2, Organize for Impact to Phase 3, Sustain Action and Impact. (See “Phases of Collective Impact” below).

Phases of collective impact			
Components for success	Phase I Initiate Action	Phase II Organize for Impact	Phase III Sustain Action and Impact
Governance and Infrastructure	Identify champions and form cross-sector group	Create infrastructure (backbone and processes)	Facilitate and refine
Strategic Planning	Map the landscape and use data to make case	Create common agenda (goals and strategy)	Support implementation (alignment to goals and strategies)
Community Involvement	Facilitate community outreach	Engage community and build public will	Continue engagement and conduct advocacy
Evaluation and Improvement	Analyze baseline data to identify key issues and gaps	Establish shared metrics (indicators, measurement, and approach)	Collect, track, and report progress (process to learn and improve)

It is important to recognize that the initiative must build on any existing collaborative efforts already underway to address the issue. Collective impact efforts are most effective when they build from what already exists; honouring current efforts and engaging established organizations, rather than creating an entirely new solution from scratch. Last but not least, relationship and trust building among diverse stakeholders, leadership identification and development, and creating a culture of learning are also essential elements contributing to a successful implementation of collective impact.

While there are clear steps to implement collective impact, it is still a delicate process. There has been attempts that fail, but here are three examples that demonstrated that collective impact can succeed.

Example 1 for collective impact

Project name: Global Alliance for Improved Nutrition (GAIN)⁷

Mission: An alliance driven by the vision of a world without malnutrition.

Who was involved: GAIN has created and coordinated the activity of 36 large-scale collaborations that include governments, NGOs, multilateral organizations, universities, and more than 600 companies in more than 30 countries.

Impact: In less than a decade, GAIN has helped reduce nutritional deficiencies among 530 million poor people across the globe. In China, South Africa, and Kenya, for example, micronutrient deficiencies dropped between 11 and 30 percent among those who consumed GAIN's fortified products.

Example 2 for collective impact

Project name: The Strive Partnership⁸

Mission: A nonprofit subsidiary of KnowledgeWorks, has brought together local leaders to tackle the student achievement crisis and improve education throughout greater Cincinnati and northern Kentucky.

Who was involved: Presidents of the University of Cincinnati, Xavier University, and Kentucky University, along with the superintendents of the Cincinnati, Ohio, and Covington and Newport, Ky., school districts. Top executives from several of the area's major employers and charitable foundations were brought on board, along with directors of civic groups such as the United Way and Urban League.

Impact: In The Strive Partnership's fourth annual report card, it shows that 81 percent of its 34 measures of student achievement are trending in the right direction versus 74 percent in year 3 and 68 percent in year 2.

⁷ Global Alliance for Improved Nutrition (GAIN). <http://www.gainhealth.org>.

⁸ StriveTogether. <http://www.strivetogether.org>.

Example 3 for collective impact

Project name: Communities That Care Coalition of Franklin County and the North Quabbin (Communities That Care)

Mission: Bring Franklin County schools, parents, youth and the community together to promote protective factors, reduce risk factors, prevent substance use and other risky behaviors, and improve young people's ability to reach their full potential and thrive.

Who was involved: More than 200 representatives from human service agencies, district attorney's offices, schools, police departments, youth serving agencies, faith-based organizations, local elected officials, local businesses, media, parents and youth.

Impact: Over the decade of its existence, CTC has seen declines in local youth substance use (reduced teenage binge drinking by 31 percent) and has received national recognition for its work.

6.2 Suggestion of a collective giving model to implement the intervention options

Basing on the research of Hanleybrown, Kania and Kramer, this mapping exercise should be part of the phase I in the collective giving model. The implementation of Collective Giving should be the phase II and phase III of the model.

The Collective Giving is to provide a solution in improving the early childhood educare in Hong Kong with multi stakeholders engagement, so as to ensure different stake holders would pursue for the same ultimate goal, better coordination, sharing of information and avoiding duplication of resources etc. As a result, the impact aggregator should perform as the coordinator between projects supported by (different) donors and also to enhance collaboration between stake holders from different sectors.

With the above consideration, it is suggested that the impact aggregator should not perform actual front line service delivery but as an inter-donor coordinator, inter - sector coordinator and intra-sector coordinator.

- **Inter-donor coordinator**

As the collective giving project is supported by multi donors, the impact aggregator can perform the role as the project coordinator and as the middle man between the front line service operators and donors.

The impact aggregator should regularly organize meetings and provide secretarial support to the donors' group. Progress of the service should be reported during the meeting. Recommendations from the donors' group (to the front line operators) and request for support from the service operators (to the donors' group) should be channeled through the meetings.

- **Intra-sector coordinator**
The impact aggregator has to facilitate coordination, sharing of good practices and discussion within the sector of educare and early child development. Meetings and seminar(s) should be organized to enhance the sharing of good practices.

- **Inter-sector coordinator**
The impact aggregator should engage stake holders from other sectors which include the business sector, the professional, the academics and the government to support educare.

Financial support and support in expertise are to be leveraged from the business and professional sectors. The academics should be engaged to provide evidence based evaluation of the projects and development of further service initiatives. Impact aggregator should also keep a continuous dialogue with the government so as to advocating the government to scale up good initiatives tried in the project etc.

Summary of the functions performed

In summary there are 6 functions to be performed by the impact aggregator:

Type of Coordination	Function
Inter donor Coordination	To be the project manager of the services supported by “Collective Giving”
	To provide secretarial support to “Collective Giving” model
Intra sector Coordination	To discuss and share good practices with the sector
Inter sector Coordination	To leverage resources from the business and professional sectors
	To help evaluate the project and develop new service initiatives with the collaboration of the academics
	To have continuous dialogue with the government about the service initiatives

「香港低收入家庭兒童教育與照顧」 集體捐獻計劃的可行性及概覽性研究 － 結果及建議撮要

甲) 引言

本研究由一群來自於企業、基金會及政府的人士贊助，目標是要尋求改善現時幼兒教育及照顧的服務，以協助貧窮兒童脫離貧窮循環。

由於幼兒教育及照顧彼此相連，因此本研究將採用教育及照顧的框架，去檢視現時幼兒教育及照顧的需要及現時提供的服務等，以建議可行的介入選項。

要尋求解決方案，資助團體提出了兩大主要方向，首先必須概覽現時幼兒教育及照顧的服務需要及供應，以確保所提出的解決方法已考慮香港整體服務的圖象，並防止資源錯配。第二，建立一集體捐獻的模式，確保計劃涉及的不同持份者之間，能有更好的協調，並產生最大的協同效應。

乙) 研究方法

要尋求改善幼兒教育及照顧服務的最佳解決方法，本研究採取了一系列程序：

首先，研究先回顧過去十年與低收入家庭兒童相關的教育及照顧服務的研究。目的是確立此計劃未來主要支援的對象，以及與這些對象相關的關注事項。

其二，當訂出服務對象及關注事項後，本研究將跟據現時所提供的服務及這些對象的需要，找出服務縫罅。

其三，根據這些服務縫罅，本研究將依據本港及海外的經驗，訂出最適用於香港的介入選項(intervention options)。

其四，訂定介入選項後，本研究將設計一集體捐獻模式 (collective giving model)，以確保不同持份者能高度協作，共同令介入選項發揮最佳效果。

何謂服務縫罅?

本研究將以三種方式界定服務縫罅

- 量性服務縫罅

指現時由政府提供的服務，其服務數量不足以滿足社區需要。理論上，這些縫罅最好透過增加服務量解決；

- 質性服務縫罅

指現時提供的服務並未充足地顧及服務使用者的特定需要，因此必須透過創新的

服務解決此落差；

- **策略性服務縫罅**

指部份有效的介入策略未有在現時的服務設計中獲普遍採用。

資料來源

本研究有關服務需要的資料主要來自政府統計處的數據，以及過去曾進行的相關研究。有關服務供應部份，則主要來自政府及非政府機構的檔案文件。

本研究雖然主要是分析已有的資料，並沒有進行第一手資料收集，然而本研究亦諮詢與服務相關的持份者，包括機構主管、前線同工，以及服務使用者。當本研究進行資料分析及建議時，這些持份者將以顧問方式提供協助。

研究限制

本研究有三點限制：

- 研究並無系統性地收集第一手資料，而是以已有的統計數據及研究報告作分析，因此服務使用者及服務提供者對服務的主觀感受，有機會未能在研究報告中充份反映；
- 研究在探索現時改善幼兒教育及照顧的良好方法(**good practice**)時，因時間所限，我們並未能有系統性地搜集所有嘗試回應服務縫罅的計劃，再加以篩選，而是先列出幾個條件，再邀請社會服務機構的持份者推介良好的案例；因此有機會遺漏其他高質素的良好嘗試；
- 本研究對幾個建議的選項 (**intervention options**) 進行單位成本估計，以作為考慮不同選項的參考，然而由於不同計劃的服務性質及介入的強度都不同，選項之間的單位成本不能直接互相比較。

丙) 回顧過去的研究

本研究主要搜尋過去十年與低收入家庭兒童的照顧及教育有關的研究(共 45 項)，以確立研究框架。

根據過去研究及文獻的檢視結果，本研究訂出了三個主要目標社群以及八個主要關注事項。

目標社群一. 低收入家庭的兒童

主要關注項目

1) 長時間工作父母的託兒服務

研究指出低收入家庭由於沒有能力聘請家庭傭工，因此在幼兒照顧上比中產階層的家庭面對更多困難。此問題在雙職家庭更為嚴重。

2) 應付學費的財務支援

研究發現現時不少幼稚園所收取的學費都高於「學前教育學券計劃」的最高支付額，此外不少幼稚園亦有收取學費以外的額外收費，以至不少基層市民感到難以應付支付學費及與教育相關的費用。

3) 親職教育

有研究指出低收入家庭兒童較少建立健康的生活習慣；另有不少研究探索父母與幼兒的溝通方法，以及如何應付育兒帶來的壓力。

4) 發展性的擴闊視野機會

研究指出低收入家庭兒童較少有參與校外擴闊視野活動的機會。此外，一些研究指出香港的家長在選擇課外活動時，一般會較集中於選擇與學術相關的活動。

5) 危機家庭的轉介

研究指出大部份家長當有需要時都不知道如何尋找社會服務；研究亦發現幼稚園的駐校社工能有效識別風險家庭和及早作出介入。

目標社群二. 有特殊學習需要的兒童

主要關注項目

1) 被確診為有特殊學習需要的兒童

研究發現有特殊學習需要的兒童參與社區及使用社區設施上存有障礙；此外，不少幼稚園並未有足夠準備應付有特殊學習需要兒童的學習需要。研究亦發現及早介入，將有助提昇有特殊學習需要兒童的表現。

2) 特殊學習需要兒童的隱藏個案

研究發現約有一半有特殊學習需要的兒童並沒有經過正式評估；數據反映全港實際上有約 24,000 名有特殊學習需要的幼兒。即使是已被識別的兒童，亦有超過六成不為幼稚園所知悉，亦即他們難以在幼稚園中得到適切支援。

目標社群三. 非華語兒童

主要關注項目

非華語兒童於華語環境的學習需要

研究發現大多數幼稚園並沒有任何融合措施協助非華語學童於華語環境中學習。這些幼稚園大多沒有協助非華語兒童及其家長參與入學面試及閱讀通告。大多學校亦沒有為非華語學童學習中文作為第二語言提供支援。

服務需要及供應

本研究經識別目標群組及關注項目，透過政府統計處的數據、政府/非政府機構的檔案及過去的研究，整理出現時幼兒教育及照顧服務的服務縫罅：

目標群組	關注項目	量性服務縫罅	質性服務縫罅
低收入家庭兒童	長時間工作父母的託兒服務	長全日服務供應不足	「鄰里支援幼兒照顧計劃」的義工專業培訓不足
	應付學費的財務支援	- 「學前教育學券計劃」不足應付全額學費 - 「幼稚園及幼兒中心學費減免計劃」的申領資格過於嚴格 - 幼稚園仍有很多其他與學習相關的費用	
	親職教育	親職教育提供不足	- 強調培訓家長的個人能力，忽略組織家長互相支援 - 沒有祖父母的親職教育
	發展性的擴闊視野機會	低收入家庭兒童欠缺參與擴闊視野的活動的機會	父母為兒童選擇擴闊視野活動時過份強調參與學術相關的活動
	危機家庭的轉介		駐校社工不足
有特殊學習需要的兒童	被確診為有特殊學習需要的兒童	服務輪候隊伍過長	- 著重對兒童的專業訓練，但忽略建立家長的能力 - 有特殊學習需要兒童與主流學童分隔
	特殊學習需要兒童的隱藏個案		- 沒有對隱藏個案的家長提供支援 - 沒有對隱藏個案的兒童提供支援
非華語兒童	非華語兒童於華語環境的學習需要		- 缺乏對非華語學童學習中文的支援

此外，研究亦歸納出現時的服務提供有三項策略性服務縫罅

- 家長能力的建設
- 善用社區資源
- 知識管理及服務協調

地區建議

研究根據對不同地區服務需要的估算，對介入選項的服務區域作出建議。對於不同的目標群組，所建議的地區亦有不同：

目標群組	建議地區
低收入家庭兒童	觀塘
有特殊學習需要兒童(已確診個案)	九龍城及油尖旺
有特殊學習需要兒童(隱藏個案)	元朗
非華語兒童	油尖旺
多項功能(即同時推行多於一種介入選項)	元朗

丁) 介入選項建議

本研究識別了一系列的服務縫罅，由於贊助人期望本研究提供的介入選項，不會與現時政府提供的資源重覆，因此滿足量性服務縫罅的服務會為較次要考慮。根據述服的務縫罅，本研究識別了一系列本地處理相關縫罅的服務經驗。

可作參考的六個本地服務計劃有：

機構名稱	計劃名稱
香港國際社會服務社	西九同行－支援新生家庭計劃
香港特殊學習障礙協會	無障伙伴行計劃
協康會	家庭資源中心
香港保護兒童會	兒童及家庭服務中心(九龍城)
香港聖公會麥理浩夫人中心	啟步童行學前成長課程(PACE)
綠腳丫	小孩子,大視界

參考上述的服務經驗，本研究對於介入選項作出如下建議：

建議介入選項一

針對有幼兒的低收入家庭的支援計劃

目標對象：

來自低收入家庭及有幼兒(0-6 歲)的家長

計劃目標:

- 提供親職培訓予家長
- 裝備幼兒學習適當的學習技巧及社交技巧
- 建立家長之間的互助網絡
- 將低收入家庭連接到相關社區資源

服務設計:

- 舉辦培訓計劃以訓練家長親職技巧及兒童基本社交及學習技巧
- 培訓家長成為計劃大使
- 於計劃設計中強調參與者之間的互助，並支援參與者成立互助小組
- 提供工作坊及活動以增加家長及兒童的視野和體驗，以吸引家長成為大使及參與互助小組
- 向有需要的家長提供輔導服務

預計受惠人數:

- 被培訓的家長及兒童: 100 名
- 成為大使的家長: 100 名
- 接受大使支援的家長: 50 名

預計每年營運經費:

約港幣 1,000,000 元

估計潛在會使用此服務的人數(全港):

約 8,800 人

建議介入選項二

支援低收入兒童及家庭擴闊視野

服務對象:

就讀學前教育的低收入家庭兒童及其家長

計劃目標:

- 提供低收入家庭幼兒擴闊視野的機會
- 培養親子閱讀文化
- 增強學校及家庭舉行擴闊視野活動的能力

服務設計:

- 提供校本的擴闊視野活動
 - 成立親子閱讀小組並舉行識子閱讀讀書會
 - 以特定的體驗活動配合讀書會
 - 培訓義工支援讀書會及體驗活動

- 培訓家長及教師，以加強他們舉辦活動的能力
- 根據員工發掘的社區資源，設計體驗活動
- 於幼稚園中建立親子閱讀的圖書閣
- 舉辦一些短期的興趣班，作為體驗活動的延續

預計受惠人數:

150 名兒童及 150 名家長

預計每年營運經費:

約港幣 500,000 元

估計潛在會使用此服務的人數(全港):

17,000 兒童及其家庭

建議介入選項三

支援有特殊學習需要的兒童及其家庭

服務對象:

有特殊學習需要的幼兒(0-6 歲)及其家庭

計劃目標:

- 建立有特殊學習需要兒童家長間的互相網絡，以提供情緒支援，分享育兒知識及其他資訊
- 為有特殊學習需要的兒童(懷疑個案)提供專業支援
- 培訓社工、義工及家長認識基本評估的工具，協助及早辨識有需要的兒童，並作轉介，獲取正式經過評估

服務設計:

- 在社工的協助下成立家長互助組
 - 互助組的主要功能為提供情緒支援，分享資訊及把訓練所得的育兒知識轉化為實際經驗
 - 互助組的長遠目標是互助組能獨立運作
- 為隱藏個案提供快速的初步識別
- 如兒童經快速識別後發現問題，為這些兒童及其家長提供培訓
- 設立資源角為家長及兒童提供適切的資源
- 為危機個案或有情緒題的家長提供支援

預計受惠人數:

50-60 家庭(100-120 人)

預計每年營運經費:
約港幣 700,000 元

估計潛在會使用此服務的人數(全港):
17,000 兒童及其家庭

建議介入選項四

支援有非華語兒童及其家庭

服務對象:

於社區生活的非華語兒童(0-6 歲)及其家庭

計劃目標:

- 為非華語兒童及其家長提供學習中文的機會
- 為非華語兒童的家長提供度身訂做的親職教育
- 提供不同擴闊視野的機會
- 為非華語兒童及其家長提供一個共融環境，使他們有機會把他們的社交網絡擴展至本地社區

服務設計:

- 為兒童提供中文培訓，同時為其家長提供度身訂做的中文訓練
- 為非華語兒童家長提供度身訂做的親職教育
- 提供不同的探訪活動，如香港的重要設施/景點(包括機場、博物館、郵局等)
- 以配對計劃，把非華語家庭與本地的義工配對，以增強他們在本地的社區網絡

預計受惠人數:

80 兒童及其家庭；200 名本地及非華語家庭成員

預計每年營運經費:
約港幣 1,000,000 元

估計潛在會使用此服務的人數(全港):
5,600 非華語兒童及其家庭

戊) 集體捐獻模式設計

為加強協調不同持份者，本研究參考外國經驗後，建議設立一中央協調角色，以統籌不同的介入選項，以及與不同持份者溝通。此中央角色(Impact Aggergator)應擔當的功能如下:

1. 作為受集體捐獻項目的服務計劃的統籌經理；
2. 為集體捐獻模式提供秘書服務；
3. 與業界討論及分享優質服務經驗；
4. 從商界及專業界別尋找資源；
5. 與學界合作，評估服務項目並作出服務創新；及
6. 與政府保持溝通，遊說政府採納有效的服務創新選項。

Appendix 1

List of Researches on Educare for Young Children from Low Income Families

Research	Author	Year
Current Situation and Development of Early Education in Hong Kong* (香港幼兒教育的現況與發展)	W L Chan, P W Cheng and KC Wong (陳惠玲、鄭佩華、黃國茜)	2015
Survey on Parenting of Working Parents* (雙職家長管教子女情況調查)	The Hong Kong Institute of Family Education (香港家庭教育學院)	2015
Report of Study on Child Care Services for Low Income Families in Hong Kong (香港低收入家庭的兒童照顧服務研究)	The Hong Kong Council of Social Service (香港社會服務聯會)	2015
The Evolution of Early Childhood Education Policy in Hong Kong (香港幼兒教育政策的演化*)	Jessie M S Wong, Nirmala Rao (王明善博士， 劉麗薇教授)	2015
Report on Tuition Fee and Miscellaneous Charge in Kindergartens* (幼稚園學費及雜費調查報告)	Alliance for Children Development Rights (關注學童發展權利聯盟)	2015
Survey on the Participation in Community Activities of Preschool Children with Autism (「學前自閉症兒童參與社區活動」調查)	Heep Hong Society (協康會)	2015
Survey on Parents' Opinion on Whole-day Pre-school Education* (家長對長全日幼兒教育意見調查)	Council of Non-profit Making Organizations for Pre-primary Education, Parents' Alliance for Free Pre-School Education* (非牟利幼兒教育機構議會， 關注免費幼兒教育家長聯盟)	2015
Study on 'Developing child support services on all fronts: To facilitate both parenting and employment' (支援家長育兒及就業：全方位發展幼兒服務研究報告)	Bauhinia Foundation Research Centre (智經研究中心)	2015

Study on “problem-solving ability and social learning of children in games”* (「遊戲解難及社交學習」研究)	The Hong Kong Institute of Education - Centre for Childhood Research and Innovation (香港教育學院兒童研究與創新中心)	2015
Study on “an outreach dental service programme” (香港幼稚園兒童牙科外展服務項目)	Faculty of Dentistry HKU (香港大學牙醫學院)	2015
Associations between Parental Feeding Styles and Childhood Eating Habits: A Survey of Hong Kong Pre-School Children (父母餵食方式及兒童進食習慣的關係：香港學前兒童研究*)	Kenneth Lo, Calvin Cheung, Albert Lee, Wilson W. S. Tam, Vera Keung	2015
Study on the opinions of poor family towards the education and fees of kindergartens and the fees of all Hong Kong kindergartens* (貧窮家庭對幼稚園教育及收費的意見與全港幼稚園收費調查報告)	Society for Community Organization (香港社區組織協會)	2015
Research on Kindergarten Support and Attitude towards Ethnic Minority Students in Hong Kong (香港幼稚園對少數族裔學生的支援及態度調查*)	Hong Kong Unison Limited (香港融樂會有限公司)	2015
Survey on the Chinese Learning Challenges South Asian Ethnic Minority Kindergarten Students from Low-Income Families Face (低收入家庭南亞裔幼稚園學生的中文學習挑戰研究調查)	Oxfam HK (香港樂施會)	2014
Study of Happiness Enhancement Project (快樂幼苗培育計劃研究)	The Chinese Rhenish Church Hong Kong Synod, Department of Applied Social Studies of City U (中華基督教禮賢會香港區會，香港城市大學應用社會科學系)	2014
Study on “the emotions of Hong Kong students and parents” (香港學童及家長情緒表現調查)	The Hong Kong Institute of Family Education (香港家庭教育學院)	2014

Opinion of support of teachers to young children with developmental disorders (幼師支援有發展障礙幼兒意見調查*)	Hong Kong Society for the Protection of Children, HKIED The Centre for Special Educational Needs and Inclusive Education (香港保護兒童會 香港教育學院特殊學習需要與融合教育中心)	2014
Research on the family needs of Tin Shui Wai (天水圍幼兒家庭需要研究)	The Hong Kong Student Aid Society Limited, Social Work Department of HKBU (香港學生輔導會， 香港浸會大學社會工作學系)	2013
Pilot Evaluation of a Home Visit Parent Training Programme in Disadvantaged Families (健康由家庭開始先導計劃評估研究)	Leung, C., Tsang, S.K.M. & Heung, K.Y.K.	2013
Study on Tin Shui Wai Parents' Ways of Nurturing and Educating their Young Children* (天水圍幼兒家長育兒關注及教育方法社區調查)	Hong Kong Young Women's Christian Association (香港基督教女青年會)	2013
Social Development Topical Issues - Summary of Hong Kong Children* (社會發展專題資料 - 香港兒童概況)	The Hong Kong Council of Social Service (香港社會服務聯會)	2013
Pilot Evaluation of Parent and Child Enhancement Programme for Disadvantaged Families (提昇弱勢家庭先導計劃評估研究*)	Cynthia Leung, Sandra Tsang, Iona Leung	2013
Survey on interest class attendance (幼兒課外興趣班的參與調查)	Centre for Childhood Research and Innovation of HKIEd (香港教育學院兒童研究與創新中心)	2012
Survey on Pressure in Parenting* (父母管教壓力問卷調查)	Yan Oi Tong (仁愛堂)	2012
Parent-Child Interaction Therapy (PCIT) service in Hong Kong: An efficacy and effectiveness study report (香港親子互動輔導服務:效能與成效研究報告)	Leung, C., Tsang, S.K.M. & T.W.G.Hs (梁敏教授， 曾潔敏博士， 東華三院)	2012

Hands On Parent Empowerment (HOPE) project: Comparison between social service centres and preschools (學得樂導航計劃: 社會服務中心與學前比效*)	Leung, C., Tsang, S. (梁敏教授， 曾潔敏博士)	2012
A Survey of Infant and Young Child Feeding in Hong Kong: Diet and Nutrient Intake (嬰幼兒飲食及營養狀況)	Centre for Nutritional Studies, CUHK The Department of Health of the Government of HKSAR (香港中文大學營養學中心， 衛生署)	2012
Spirituality, morality and values in young children's development: Case studies of Hong Kong kindergartens (幼兒的心靈、道德和價值的發展：香港幼稚園的個案研究)	The Hong Kong Institute of Education - Centre for Childhood Research and Innovation (香港教育學院宗教教育與心靈教育中心)	2012
Study on Development of Pre-school Children* (學前兒童發展研究計劃)	The Hong Kong Council of Social Service, Council of Non-profit Making Organizations for Pre-primary Education (香港社會服務聯會， 非牟利幼兒教育機構議會)	2011
Survey on Wordings Used in Child Caring in Hong Kong* (本港親子語言使用狀況調查)	Hong Kong Christian Service (香港基督教服務處)	2011
Research on Situation of Parents with Infants or Young Children* (香港嬰幼兒父母狀況調查)	Hong Kong Young Women's Christian Association (香港基督教女青年會)	2011
Evaluation Study on School Based Social work Service in Pre-School Education* (學前教育駐校社會工作服務成效研究)	Caritas Hong Kong, Department of Social Work and Public Administration of HKU (香港明愛， 香港大學社會工作及公共行政學系)	2011
Reading . Happy Child Care Story Telling* (閱講 越開心親子講故事)	Chinese Young Men's Christian Association of Hong Kong (香港中華基督教青年會)	2010

How Parents Perceive and Feel about Participation in Community Activities: The Comparison between Parents of Preschoolers with and without Autism Spectrum Disorders (家長對社區活動參與的看法和感受：自閉症與非自閉症兒童的家長的比較*)	Psychology Department, the University of Hong Kong (香港大學心理學系)	2010
Chance of playing for Students with Special Need- Parents Opinion Survey* (特殊需要兒童之遊樂機會-家長意見調查研究)	Playright Children's Play Association, Rehabilitation Alliance Hong Kong (智樂兒童遊樂協會, 香港復康聯盟)	2009
Survey on Leaving Children Alone at Home* (獨留兒童在家問卷調查)	Hong Kong Christian Service (香港基督教服務處)	2008
Impact of Pre-school Subsidy on Children Living in Poverty* (學前教育資助對貧窮兒童的影響調查報告)	Society for Community Organization (香港社區組織協會)	2008
Perception of Parents in Shum Shui Po on "Play"* (深水埗區家長對遊戲的看法)	Hong Kong Christian Service (香港基督教服務處)	2008
Students' Knowledge and Contact with Natural Environment in Hong Kong* (學童對香港大自然認識及接觸情況調查)	Green Power & NWS Holdings Limited (綠色力量及新創建集團有限公司)	2007
Survey on Needs of Nursery Schools and Kindergartens for School based Social Work Service* (『幼兒學校及幼稚園對學校社會工作服務需要』調查)	Caritas Hong Kong (香港明愛)	2007
Brief Report: Application of the TEACCH Programme on Chinese Pre-School Children with Autism—Does Culture Make a Difference? (應用自閉症與相關溝通缺憾兒童的治療和教育於中國自閉症學前兒童：文化會否導致不同?*)	Tsang SK, Shek DT, Lam LL, Tang FL, Cheung PM.	2006
Research on the Physical and Mental Health of Young Children and their Family Background (幼兒身心健康與家庭背景調查報告)	The Hong Kong Council of Social Service, Centre for Health Education and Health Promotion of CUHK (香港社會服務聯會, 香港中文大學健康教育及促進健康)	2005

	中心)	
The Quality of Child Education* (幼兒教育質素)	Hong Kong Christian Service (香港基督教服務處)	2002
Arts Cultivation Starting From Children – Response to the Consultation Paper 2002 of Culture and Heritage Commission* (藝術培育應由幼兒開始 - 對文化委員會 諮詢文件 2002 的回應)	Hong Kong Christian Service (香港基督教服務處)	2002
Study on “the functions and applications of child literature to teaching”* (「幼兒文學在幼兒教學的作用與應 用」調查報告)	The Hong Kong Institute of Education (香港教育學院)	2000

*The English/Chinese title is translated

Appendix 2

Calculation of the Estimated Cost of Intervention Options

Support Programme to Low Income Parents with Young Children

Item	Cost (HKD)	Unit	Total (HKD)
Social Worker x 1	\$22,900 (monthly salary)X1.05	12	\$274,800
Programme Worker x3	\$13,000 (monthly salary)X1.05	12	\$491,400
Honorarium to Ambassadors	\$100 (per month per person)	12 x 60 ⁹	\$72,000
Program Fee	\$5,000 (per activity)	12	\$60,000
Miscellaneous	6% of sub total cost		\$53,892
Total			\$952,092

Exposure support to Children from Low Income Families

Item	Cost (HKD)	Unit	Total (HKD)
Social Worker x 1	\$22,900 (monthly salary)X1.05	12	\$274,800
Project Assistant	\$13,000 (monthly salary)X1.05	12	\$163,800
Transportation	\$100(children and parents)	150	\$15,000
Story Book	\$60	500	\$30,000
Training Instructor	\$1000/hours	25	\$25,000
Miscellaneous	6% of sub total cost		\$30,516
Total			\$539,116

Support to Children with SEN and Their Families

Item	Cost (HKD)	Unit	Total (HKD)
Social Worker x 1	\$22,900 (monthly salary)X1.05	12	\$274,800
Special Education Teacher x 1	\$20,000 (monthly salary)X1.05	12	\$252,000
Service from Therapist(s)	\$2,500 (average)	60 Cases	\$150,000
Resources Corner	\$10,000		\$10,000
Miscellaneous	6% of sub total cost		\$41,208
Total			\$728,008

⁹ Assume 60% of the trained ambassadors to be active in providing service to the beneficiaries

NCS Children and Family Support

Items	Cost (HKD)	Unit	Total (HKD)
Social Worker x 1	\$22,900 (monthly salary)X1.05	12	\$274,800
EM Programme Worker x2	\$13,000 (monthly salary)X1.05	12	\$327,600
Chinese Teacher	150 per hour	1500	\$225,000
Programme Fee	\$5,000 (per activity)	15	\$75,000
Miscellaneous	6% of sub total cost		\$54,144
Total			\$956,544

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