



Report of Social Impact Assessment on Nutrition for Preschool Children

March 2015





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Executive Summary

Lo Ying Shek Chi Wai Foundation launched a one-year project on Nutrition for Preschool Children in August 2013. In the project, funds were granted to three service initiatives for serving families with pre-school children coming from the low-income families in Hong Kong by the means of providing affordable nutrition meals service and some with training to parents provided. The project aimed to cultivate good health and develop healthy eating habit of the low-income families with pre-school children, as well as to equip parents from the low-income families with positive parental skills and knowledge.

The Hong Kong Council of Social Service (HKCSS) was commissioned to conduct a Social Impact Assessment (SIA) on the programme based on a framework jointly developed by The University of Hong Kong and HKCSS. Three levels of impacts, namely individual level, organizational level and community/social level were assessed. Quantitative approach was used in the assessment.

At individual level, it is obvious that parents' skills and knowledge, in terms of healthy cooking habits and purchasing nutritious food for their children, as well as cultivating their children to develop healthy eating habits were improved. For parents' behaviours and attitude towards interacting with their children, positive changes were recorded though not as significant as the former observation. Self-efficacy of the parents was another area for assessment and the results were falling to two extremes. The ratio of parents having positive changes was similar to those with negative changes. This may possibly be explained by the lack of favourable environment during the time they exercised parenting skills and knowledge they have learnt or when they failed to obtain what they expected from the child/family after several attempts.

At social level, the project has helped fostering school-parent relationship and building sense of belonging of families to school. School is no longer just a place for children to study, but where low-income families could get tangible help from. Though three groups of parents joining the three individual programmes had not created a strong bond among their group, given the one-way programme design, groups of parents were gathered and formed. Leverage on this project, their needs could be further explored and their bonds could be further strengthened.

Considering the organizational level, the project allowed more resources and flexibility for the three service providers to organize activities and events for the low-income families. They would barely have this chance of expanding service without support from the Foundation. By implementing the programmes, the capacity of staff and organizations were expanded as more service users could be reached by engaging more external partners. This would undoubtedly favourable to service development in the future.

Given the impacts shown in three levels, it is recommended that the organizer could launch projects which include and offer more interactive elements in providing nutrition services for preschool children and their families. Also, apart from equipping parents with skills and knowledge, needs of them shall be further explored, in order to provide them with more appropriate and comprehensive help.



1. Introduction

With a strong belief in the impact of good communication among parent and children and availability of foods with nutrition value on the development of children, Lo Ying Shek Chi Wai Foundation (“The Foundation” hereafter) launched a one-year project on Nutrition for Preschool Children in August 2013 for the low-income families with pre-school children coming in Hong Kong.

To implement the project, The Foundation made grants to individual service provider selected by the Board of Directors of The Great Eagle Company, Limited and the Advisory Committee of The Foundation. Eventually, Tung Wah Group of Hospitals (TWGHs), the Hong Kong Young Women’s Christian Association (YWCA) and the Po Leung Kuk (PLK) were funded and implemented three programmes in Wong Tai Sin (run by the TWGHs), Tin Shui Wai (run by YWCA), Kwai Tsing and Kwun Tong (run by PLK) respectively.

Apart from making grants to individual service initiatives, the Foundation would also like to know the social impacts generated by the project and thus commissioned The Hong Kong Council of Social Service to conduct a social impact assessment¹ (SIA) for the project. The objective is to assess the social impacts brought about by the Project on Nutrition for Preschool Children between August 2013 and October 2014 and whether the intended objectives of this project have been achieved as expected.

This report is going to, firstly, give an introduction to the project as the background of this study. Then, an analysis framework and the methodology of this SIA study will be explained before the findings are reported. Based on the analysis, several key points will be highlighted and further discussed in the discussion part.

¹ The purpose of SIA is to bring about a more sustainable and equitable social environment. SIA on social services emphasizes importance of social values as well as translating social values into common unit for comparison.



2. Description on the Project

2.1 Background

The project organizer understands that financial support to low-income families is important. However, support to these families can create positive outcomes and impacts on the beneficiaries only if it is rendered in the right way. The organizer believes that the key for bringing positive outcomes and impacts to the low-income families that they support is to work with their parents on their children's health and their parental skills.

To overcome the challenges faced by the low-income families, the essence of the project is to provide affordable nutritious meals and spread positive parental skills and knowledge in the community through the programmes under the project. With such rationale, the objectives of the project can be summarized as below.

2.2 Project Objective

Through joint-effort of the Foundation and the existing social service providers, the project is aimed at:

- 1 Cultivating good health and developing healthy eating habit of the low-income families with pre-school children, with the provision of affordable nutrition meals service;
- 2 Equipping parents from the low-income families with positive parental skills and knowledge through the trainings provided.

2.3 Implementation

- 1 The project organizer called for proposals from existing social service providers of children and youth service;
- 2 The Board of Directors of The Great Eagle Company, Limited and the Advisory Committee of The Foundation selected from among all collected proposals;
- 3 Funding was granted to the service providers of the selected project proposals to realize the project's objectives within a year's time.
- 4 Each service provider was required to submit a report to the project organizer.

2.4 Design of programmes under the project

The design of the three selected programmes shared the same framework, that is the service providers were expected to provide affordable nutritious meals and organize parental skills training activities to parents and children from the low-income families. At the same time, the Foundation gave the service providers a certain level of flexibility on the programme content and service delivery arrangement. (For details of the three programmes, please refer to Table 1.)

The programmes run by the TWGHs and PLK were quite similar in their delivery mode. They provided affordable nutritious meals to the low-income families with children aged 8 months to 3 years old at their

kindergartens /Pre-school Children Development Resource Centre during the weekdays (except school holidays and public holidays). The only difference is on the arrangement of the parent training activities. For TWGHs, free of charge parental skills training activities were provided before the lunch and the eligible parents could decide whether they join or not. For the activities by PLK, they were organized on other separate occasions.

YWCA engaged the United Christian Nethersole Community Health Service in the programme to provide affordable nutritious lunch to the eligible families twice a month, while the service provider held workshops, parent groups, community activities and street kiosk sessions to promote knowledge and good practice on nutritious food selection and parental skills.

Table 1: Design and Characteristics of the programmes organized by the TWGHs, YWCA and PLK

	TWGHs 健營喜動親子樂融融	YWCA 「天」晴家庭至有營	PLK 「親子飯堂」
Common Framework	Provide affordable nutritious meals and organize parent training activities to the low-income families with pre-school children		
Differences on programme design	Target:		
	Families with children aged 8 months to 3 in Wong Tai Sin	Families with children aged 0 to 6 in Tin Shui Wai.	Families of the students (aged 2 to 6) of the PLK Nursery cum Kindergarten in Kwai Tsing and Kwun Tong.
	Content:		
	Service based – Nutritious lunch provided during weekdays with pre-lunch activities	Event based – workshops, parent groups and community activities organized through setting up of street kiosks. Nutritious lunch was provided twice a month	Service based – Nutritious dinner provided during weekdays with activities arranged on other occasions
Mode of service delivery:			
Solely run by the service provider	Co-run with partners, including the United Christian Nethersole Community Health Service and a kindergarten in the community	Solely run by the service provider	

3. Framework and Methodology of the SIA

3.1 Description on the SIA Framework developed by HKCSS and HKU

The SIA framework used in this study is co-developed by The Hong Kong Council of Social Service (“HKCSS” hereafter) and The University of Hong Kong (“HKU” hereafter) since 2011.

Social impact refers to the consequences of ‘any public or private actions that alter the ways in which people live, work, play, relate to one another, organize to meet their needs and generally cope as members of society’.² Three major dimensions are identified, namely, individual, social and organizational. The corresponding assessment objectives and indicators are shown in Table 2.

Table 2: SIA Framework co-developed by HKCSS and HKU

Impact dimension	Assessment objective	Impact indicators
Individual	To assess how a social intervention could cause changes to the directly-involved individuals.	Quality of life <ul style="list-style-type: none"> - Self-esteem - Information acquisition - Skills and knowledge development - Health and physical change
Social	To assess how a social intervention could cause changes on interpersonal level, and individual’s interaction with the society that could cause immediate effect on their living.	Social capital <ul style="list-style-type: none"> - Social network - Social integration - Community participation - Financial integration - Volunteerism
Organisational	To assess the effectiveness of the intervention in terms of intervention design and execution; and the subsequent changes that may cause to the executing entity as a whole.	Mode of service delivery <ul style="list-style-type: none"> - Effectiveness - Programme restructuring - Stakeholders involvement - Service continuity - Service expansion Financial sustainability <ul style="list-style-type: none"> - Financial adjustment on the service - Community resources allocation

² US Department of Commerce. (1994). *Guidelines and principles for social impact assessment*.

3.2 Assessment Objectives for the Project

This SIA study has three assessment objectives. The primary objective of this assessment is to assess the social impacts brought about by the project on parents and children who joined the project, especially on their information acquisition and skills and knowledge development. On top of that, the study has also assessed the capacity and effectiveness of the project in building up community and social network. Lastly, the assessment would also try to explore how the project has helped the service providers to strengthen the capacity for helping parents to acquire more parental skills and children to develop healthy eating habits, as well as raising social capital.

3.3 SIA Framework for the Project

For the design of the SIA of this project, at each level and dimension of social impact framework, two key indicators are selected for the assessment. Details are shown below in Table 3.


Table 3: SIA Framework for the Project on Nutrition for Preschool Children

Levels	Dimensions	Key Indicators
Individual	Quality of life	<ul style="list-style-type: none"> Parents' skill enhancement and knowledge development
		<ul style="list-style-type: none"> Parents' self efficacy
Social	Social Capital	<ul style="list-style-type: none"> Relationship with the service providers
		<ul style="list-style-type: none"> Social connectedness
Organizational	Mode of Service Delivery	<ul style="list-style-type: none"> Stakeholders involvement
		<ul style="list-style-type: none"> Service development / expansion

3.4 Methodology and Data Collection Method

The assessment was conducted mainly using a quantitative approach. Data were collected mainly through two sets of self-administrated questionnaire for the participating parents. This assessment is a single group pre-test post-test design without tracking of the drop-off.

For the parent questionnaire survey, the pre-test was conducted in September 2013 whereas the post-test in September and October 2014. A total of 184 pre-test questionnaires and 192 post-test questionnaires were returned by the meal service's users respectively. After matching, these questionnaires constituted a paired sample of 164 respondents.



As three NGOs were engaged to provide different types of activities, with different intensities and regularities, service providers provided an activity record form to record each child's and parent's participation in different activities throughout a year.

3.5 Sample

The assessment was conducted based on a sample of all participants who were given hot meals in different service settings. Those who had not been given hot meals were not included in the assessment. According to the service record, in total the project reached 337 parents, in which service users who had dropped out and newly come are included. The sampled cases used for this assessment account for 48.7% of the total beneficiaries.

3.6 Limitation

Considering the duration allowed for the investigation and assessment of change after the project was relatively short while psychological changes might take longer time to realize, long-term after-project impacts could not be assessed in the assessment.

Secondly, given that only quantitative approach was adopted in this study, there is room for more insights and observations to be further explored if qualitative approach, including individual interviews and/or focus group interviews with various stakeholders involved in the project, could be also used for the assessment.

The findings of this assessment are only valid for this project. While it is believed that the analysis will be of good reference value for future planning of the project or for those who are interested in related service planning, it should not be understood as it is generalizable to all children/parents of the low-income families in Hong Kong.

4. Profile and the level of Participation of the Survey Respondents

This chapter will first introduce the profile and the level of participation of the survey respondents before moving on to reporting the impacts of the project.

4.1 Profile of the Survey Respondents

4.1.1 Gender and Age

Similar to other school-based parent engagement programmes, the participants of the project are mainly female (85% of the total respondents). As kindergartens and nursery cum kindergartens are the main platforms for recruiting the participants, the largest parent group engaged in the project belongs to the age of 31 to 40 (Please refer to Chart 2), while young parents (aged 20 to 30) come the second (with 20% of the total participants). The project has also reached some grandparents of the pre-school children (3% of the participants were aged 51 or above).

Chart 1: Gender of the Respondents (n=176)

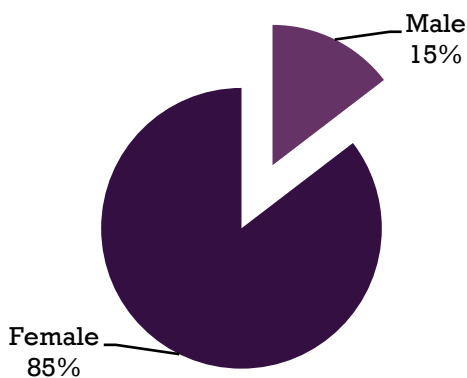
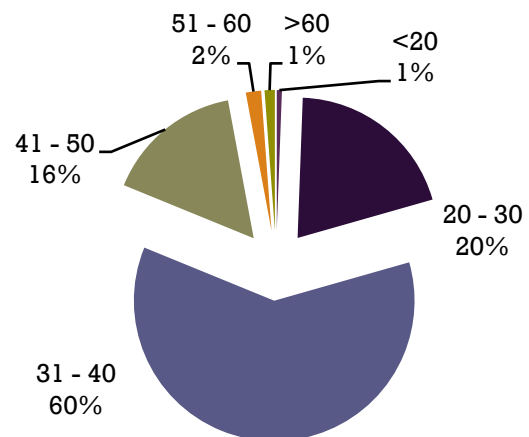


Chart 2: Age of the Respondents (n=170)



4.1.2 Family Structure

It is worth highlighting that 29% of the families participated in the assessment were with single child, while 40% of the respondents did not have any child caring experience (please refer to Chart 3 and Chart 4). At the same time, 7% of the respondents came from single parent families (please refer to Chart 5). It is found from the data that some respondents indicated that they did not have any child caring experience while they have more than one child. One possible explanation is that their older children was/are taking care by their partner or relatives, but not themselves. However, this assessment's tool is not able to offer an absolute explanation on this finding.

Chart 3: Number of Children in the Family (n=177)

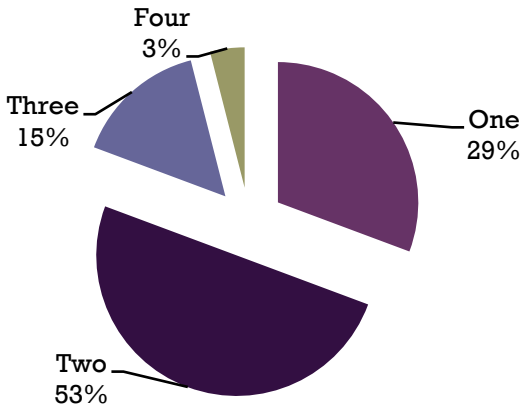
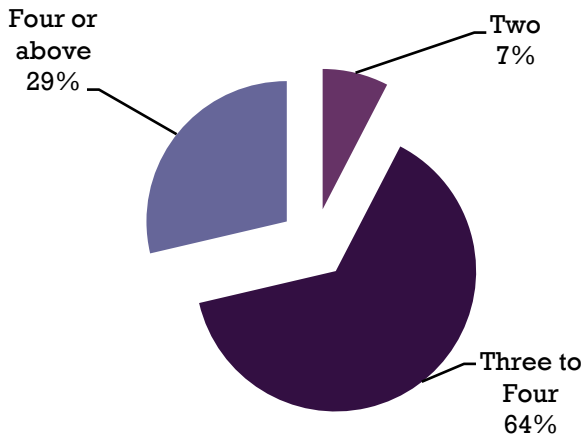


Chart 4: Child Caring Experience of the Respondents (n=174)



Chart 5: Number of Family Members Living Together (n=171)



4.1.3 Employment Status and Education Background

Although 64% of the respondents were full-time housekeeper, one-third of the respondents were engaged in economic activities, for example, having a job or their own business to run (please refer to Chart 6). That means this project attracted a certain number of working parents to join.

Regarding the education background, 7% of the respondents only reached primary school or below, while a majority of the respondents reached secondary school or above (please refer to Chart 7). Nearly 30% attained a tertiary level of education.

Chart 6: Employment Status of the Respondents (n=172)

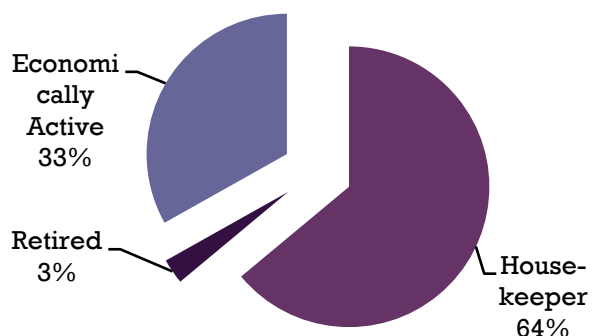
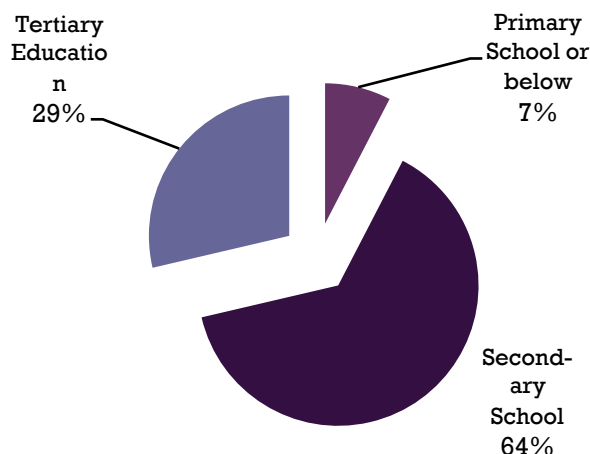


Chart 7: Highest Education Attainment of the Respondents (n=174)



4.1.4 Socio-economic Background

More than half (54%) of the respondent's monthly household income was below the poverty line³ (please refer to Chart 8). Simultaneously, 37% of the respondents received Government's financial support, such as Comprehensive Social Security Assistance (CSSA) or School Textbook Assistance (please refer to Chart 9). From the profile of the respondents, it shows that they were mainly parents from low-income family and some with no prior experience of child care, and so support in parenting is in very much need. It is obvious that **the project had reached the needy targets, as what it was originally planned.**

³ According to the Quarterly Report on General Household Survey of the Census and Statistics Department, the poverty line of the 3rd quarter of 2014 is at HKD 14,250.

Chart 8: Monthly Household Income of the Respondents (n=174)

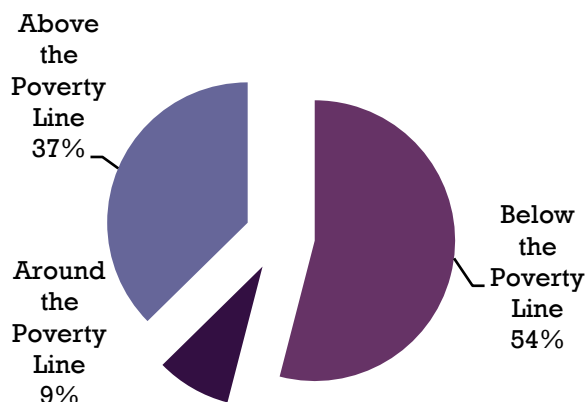


Chart 9: Whether the Respondents Get Government's Financial Support (n=174)



4.2 Use of the Nutritious Meal Service and Parental Skills Trainings

I DON'T UNDERSTAND WHY YOU HAVE 3 DIFFERENT SECTIONS WITH THE SAME SUB-HEADINGS.

4.2.1 Use of the Nutritious Meal Service

Most of the respondents (97%) had not used any kind of affordable nutritious meals service before they joined this project (please refer to Chart 10). The figure showed that the project had given them the first chance to use that particular kind of service. In other words, **if there had not been no such project, they would not have got support of affordable nutritious meals service.**

For the length of the respondents staying in the project, 66% of them had used the meal service for 6 months or less, while 15% of the respondents had used the service for 10 months to one year (please refer to Chart 11).

Among all respondents, 42% frequently used the meal service, that is 5 days per week (please refer to Chart 12). As many as 94.1% of them used the service 5 days per week without counting the programme which did not offer meal every weekday. **These figures illustrated the great demand of the meal service of the respondents.**

Chart 10: Whether the Respondents had joined other Nutrition Meals Service before joining the Project (n=173)

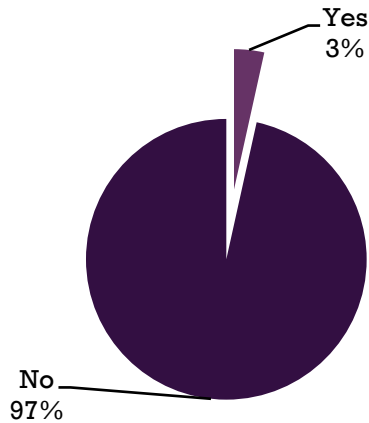


Chart 11: Length of the Service Used by the Respondents (n=117)

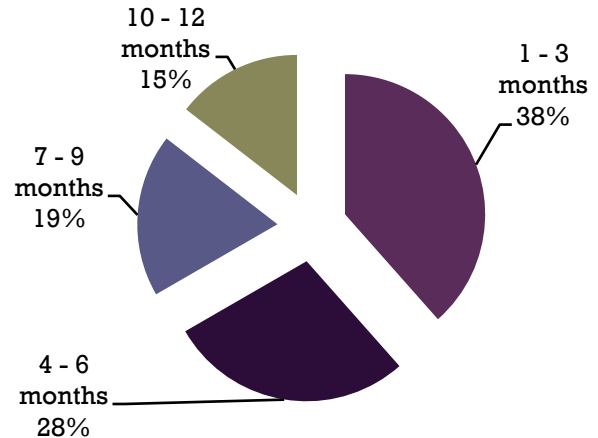
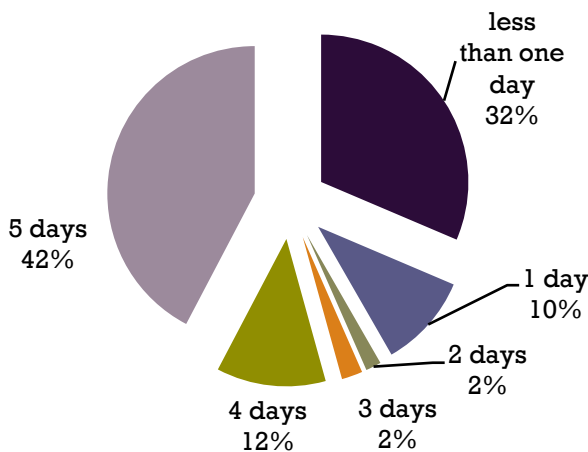


Chart 12: Frequency of Using the Meal Service (Days per week) (n=175)



4.2.2 Participation in Parent-Child Activities and Parental Skills Training

The other essential component of this project is the parent training and the activities related to parent-child relationship . Around 45% of the respondents claimed that they had not had any parent-child activities nor joined any parental skills training activities in the 12 months before they joined the project (please refer to Chart 13). For this group of the respondents, **the project gave them a chance for joining parent-child /and parental skills training activities.**

For the respondents who had not joined any parental-child activities in the 12 months before the project, 55% of them joined at least one parent-child activity of the project. Meanwhile, 54% of those who had not joined any parental skills training workshops in the year before the project participated in at least one

workshop of the project, and 48% of the respondents who had not participated in any healthy eating related programme before took part in at least one such talk (please refer to Chart 13, 14 and 15).

Chart 13: Whether the Respondents had joined any Parent-Child Activities and Parental Skills Training Activities in the Year before the Project (n=177)



Chart 14: Participation in Parent-Child Activities of the Project by Respondents who had not joined any of those activities in the Year before the Project (n=64)



Chart 15: Participation in Parental Skills Training Workshops of the Project by Respondents who had not joined any of those activities in the Year before the Project (n=80)



Chart 16: Participation in Healthy Eating Talks of the Project by Respondents who had not joined any of those activities in the Year before the Project (n=110)

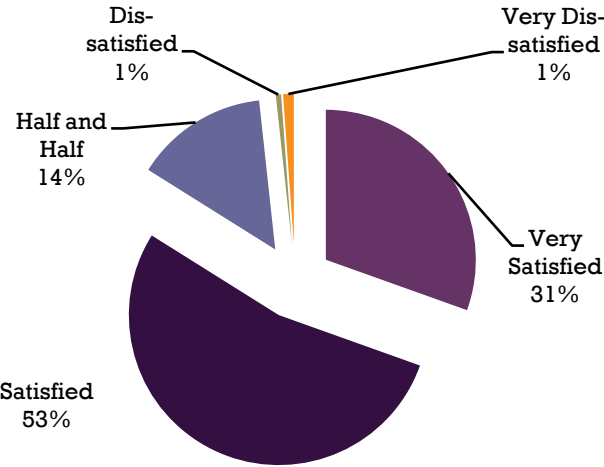


4.2.3 Level of Satisfaction to the Programme under the Project

Refer to Chart 17, 31% of the respondents were very satisfied with the programmes under the project. The ratio jumped to 84% for respondents when counting those rated the programme as either 'Satisfied' or 'Very Satisfied'. The figures revealed that the participants were very positive towards the service that they received.



Chart 17: Overall satisfaction of the Respondents towards programme (n=174)



5. Major Findings – Individual Level

In this chapter, results from the questionnaire survey will be reported to demonstrate a general data pattern observed in the questionnaire survey. It is hoped that a general picture of respondents' subjective evaluation towards the performance of the project they participated in achieving the intended social impact of the project can be revealed.

5.1 Parents' skill enhancement and knowledge development

A more healthy way in food purchasing, cooking habit and more guidance to children on healthy eating habit

To measure the change in parents' skill enhancement and knowledge development in nutritious food purchasing, healthy cooking habit and positive parental style for building up children's healthy life, nine questions were set in the questionnaire to collect the rating of the parents on their behaviours and attitude before and after the programme with 3-point-scale. The respondents were invited to rate how frequent they were on the positive behaviours or attitude stated in the questions.

Positive change will be counted if the respondent's answer shifted from rarely to sometimes/ always, or shifted from sometimes to always at the post-test. If it shifted from always to sometimes / rarely, or from sometimes to rarely, then the change will be counted as a negative one.

Table 4 shows the analysis of the pre-post test results of the nine questions. For most of the questions except the one related to check the packaging of the food product (which has 68.1% of respondents reported remain unchanged for 'always doing so' in the post test), the ratio of the respondents having a positive change increases from 23.4% and 29.9%. The result of a high percentage of respondents having high sense of alertness over food's packaging for both before and after joining the project, meaning the project is able to keep participants' good habit. No change, in this sense, is still a positive result recorded.

There are 29.9% of respondents recorded positive changes on the item related to teaching their children to know more about nutritious foods. It reflects that the project facilitated the parents to transfer some knowledge to their pre-school children, which is the foundation for the pre-school children to develop a healthy eating habit. Over 20% of respondents also got positive changes on food purchasing habit related items (except one which only 14.7% indicated positive changes). The results match the trends illustrated in Chart 18 and 19, which show more respondents count 'nutrition' as the most important factor to consider when they are buying food after joining the project.

Table 4: Change in Food Purchasing and Cooking Habit

	Positive Change (from <i>Rarely</i> to <i>Sometimes / Always</i> ; or from <i>Sometimes</i> to <i>Always</i>)	Remain Unchanged (from <i>Always</i> to <i>Always</i> , <i>Sometimes</i> to <i>Sometimes</i> , or <i>Rarely</i> to <i>Rarely</i>)	Negative Change (from <i>Always</i> to <i>Sometime/ Rarely</i> ; or from <i>Sometimes</i> to <i>Rarely</i>)
我嘗試教導子女什麼是營養的食物。(n=157)	29.9% (47)	54.8% (86) *29.3% counted for From <i>Always</i> to <i>Always</i>	15.3% (24)

Table 4: Change in Food Purchasing and Cooking Habit (cont'd)

	Positive Change <i>(from Rarely to Sometimes / Always; or from Sometimes to Always)</i>	Remain Unchanged <i>(from Always to Always, Sometimes to Sometimes, or Rarely to Rarely)</i>	Negative Change <i>(from Always to Sometime/ Rarely; or from Sometimes to Rarely)</i>
在預備飯菜時我會考慮家人的每日營養所需的攝取量。(n=161)	26.7% (43)	57.7% (93) <i>*18.0% counted for From Always to Always</i>	15.5% (25)
在有限的金錢下我仍然能為子女安排營養充足的膳食。(n=159)	25.8% (41)	60.4% (96) <i>*39.0% counted for From Always to Always</i>	13.8% (21)
我有按照食譜烹調的習慣。(n=163)	25.7% (42)	57.7% (94) <i>*5.5% counted for From Always to Always</i>	16.5% (27)
如子女出現偏食的狀況，我會嘗試改變食譜或烹調方法以確保子女能汲取不同營養。(n=161)	25.5% (41)	54.0% (87) <i>*23.0% counted for From Always to Always</i>	20.4% (33)
我嘗試令子女養成定時吃飯的習慣。(n=161)	23.5% (38)	59.6% (96) <i>*48.4% counted for From Always to Always</i>	16.8% (27)
我會留意各食材所需的烹調時間，以免過生或過熟。(n=162)	23.5% (38)	59.9% (97) <i>*35.2% counted for From Always to Always</i>	16.7% (27)
購買包裝食物或飲品時，我有留意包裝上的標示內容(如：品名、有效期限、產地、食品添加物等)。(n=163)	23.4% (38)	60.1% (98) <i>*38.7% counted for From Always to Always</i>	16.6% (27)
購包裝食物或飲品時，我會檢查包裝是否完整，有無破損。(n=163)	14.7% (24)	74.8% (122) <i>*68.1% counted for From Always to Always</i>	10.4% (17)

Chart 18: The Most Important Factor to Consider When Buying Food for Children (n=142)

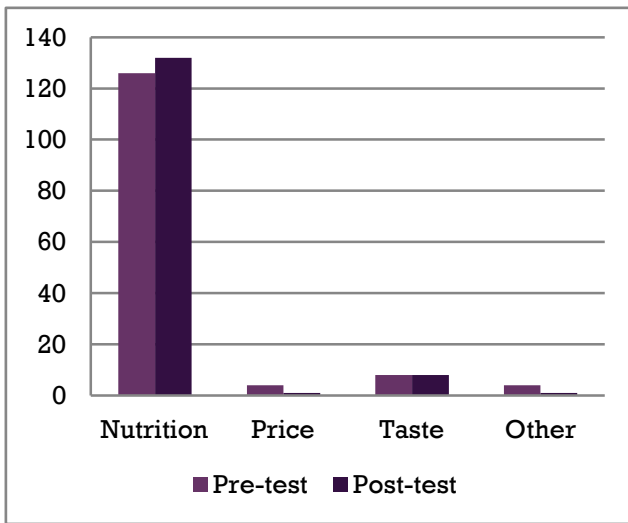
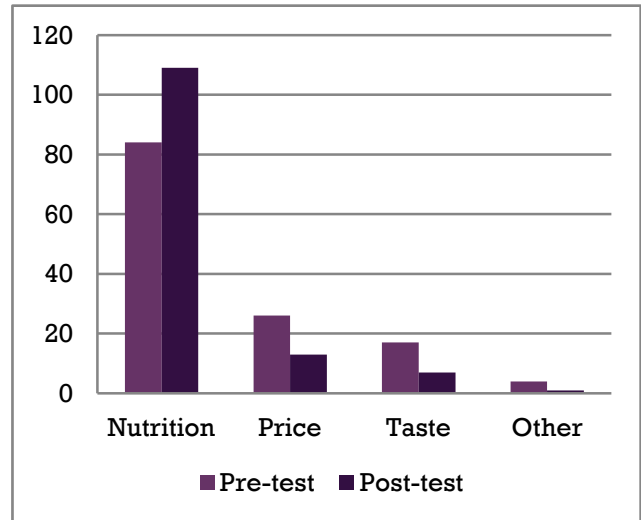


Chart 19: The Most Important Factor to Consider When Buying Food in the Wet Market (n=130)



Changes in parents' behaviours and attitude observed

As stated in Part 4.2, the project could offer opportunities to some of the respondents to have parent-child activities and/or join the parental training activities and events. The following analysis is going to explore whether the programmes helped the participants to have positive changes in their parental style with observed behaviours and attitude.

With reference to the Brigance Parent-Child Interactions Scale and the situation of the parents with pre-school children, the questionnaire had included 10 questions to illustrate different parents' behaviours and thoughts to measure the relationship of the respondents and their pre-school child, as well as their parental style and attitude. Same as the part related to the food purchasing and cooking habit of the respondents, a 3-point scale was used to measure the frequency of the behavior stated in the questions.

Again, positive change will be counted if the respondent's answer, for questions illustrating positive behaviors, shifted from rarely to sometimes/ always, or shifted from sometimes to always after the programme. If it shifted from always to sometimes / rarely, or from sometimes to rarely, then the change will be counted as a negative one, and vice versa for the questions stating negative parent's behaviours.

Table 5 shows the analysis of the results of the pre-post test for the questions concerned. For the question statement asking whether the respondents love their child for most of the time, 76.5% of the respondents said that they 'always do so' in both the pre-test. The respondents had already performed very well for before joining the project and the behavior was kept after the project. For questions measuring the level of patience of the parents towards their children and the level of parent-child interactions, the ratios of cases with positive changes after the programmes range from 24.5% to 30.6%. These figures demonstrate that the programme has helped some of the participants to acquire the knowledge and skills they learnt and turned them into real actions.

However, a greater ratio of cases with negative change than that with positive change was recorded in the question statements related to handling the negative emotion of the child, demonstrating to the child with the things learnt from daily life, and having a negative feeling for parent-and-child interaction. For the first two statements, the findings suggested there may be need for the parents to handle their children with more advanced skills and knowledge. For the latter one, knowledge acquired by the respondents on child caring and development might paradoxically become a pressure for them, who tend to be having greater limitation in terms of time or resource in taking good care of their pre-school children. The figure may provide insight into how the service providers should consider providing more supports to the parents and let them enjoy more parent-child intimate interactions from where the clients are.

Table 5: Change in Parents' Behaviours

	Positive Change <i>(from Rarely to Sometimes / Always; or from Sometimes to Always for positive behaviours and vice versa for negative ones)</i>	Remain Unchanged <i>(from Always to Always, Sometimes to Sometimes, or Rarely to Rarely)</i>	Negative Change <i>(from Always to Sometime/ Rarely; or from Sometimes to Rarely for positive behaviours and vice versa for negative ones)</i>
當我的子女凝視或嘗試接觸一件新玩具，我都會跟他/她講解那玩具。(n=163)	30.6% (50)	49.1% (80) <i>*17.2% counted for From Always to Always</i>	20.2% (33)
跟我的子女說話，我有自己一套獨特的方法。(n=160)	28.8% (46)	50.7% (81) <i>*14.4% counted for From Always to Always</i>	20.6% (33)
我會向子女朗讀兒童讀物或陪伴子女閱讀。(n=162)	27.7% (45)	55.0% (89) <i>*24.1% counted for From Always to Always</i>	17.3% (28)
我會與子女一起玩耍，並向他/她展示玩具的各項細節。(n=163)	25.7% (42)	52.7% (86) <i>*15.3% counted for From Always to Always</i>	21.5% (35)
當子女凝望或觸碰東西時，我第一個反應多是“不要/唔准”。(n=163)	24.5% (40)	55.7% (91) <i>*6.7% counted for From Rarely to Rarely</i>	19.7% (32)

Table 5: Change in Parents' Behaviours (cont'd)

	Positive Change <i>(from Rarely to Sometimes / Always; or from Sometimes to Always for positive behaviours and vice versa for negative ones)</i>	Remain Unchanged <i>(from Always to Always, Sometimes to Sometimes, or Rarely to Rarely)</i>	Negative Change <i>(from Always to Sometime/ Rarely; or from Sometimes to Rarely for positive behaviours and vice versa for negative ones)</i>
不需要我的協助，我的子女都能學習新事物。(n=163)	23.9% (39)	56.5% (92) <i>*12.9% counted for From Always to Always</i>	19.6% (32)
當子女在哭時，我通常會跟他/她說話。(n=162)	18.5% (30)	60.6% (98) <i>*34.6% counted for From Always to Always</i>	21.1% (34)
與子女互動對我來說不是一件有趣的事。(n=161)	18.0% (29)	54.6% (88) <i>*29.2% counted for From Rarely to Rarely</i>	27.3% (44)
我會透過講解/展示生活中所接觸的新事物，以輔助子女從中學習。(n=160)	17.5% (28)	61.9% (99) <i>*31.3% counted for From Always to Always</i>	20.6% (33)
大部分時間我都很喜歡我的子女。(n=162)	8.0% (13)	82.1% (133) <i>*76.5% counted for From Always to Always</i>	9.9% (16)

5.2 Parents' Self-efficacy

Changes in parents' self efficacy fall into two ends

To measure the self-efficacy of the respondents on parenting, the Parenting Sense of Competence Scale was adopted in the questionnaire. The scale includes 16 questions to assess parents' views on their competence as parents on two dimensions, namely the satisfaction with their parenting role, and their feeling of efficacy as a parent. The full mark of the scale is 96. The higher the score, the higher the parental confidence level of the parent reached. Obtaining a total score of 16-50, 51-69 or 70-96 refers that parents are having low, moderate or high parental confidence respectively.

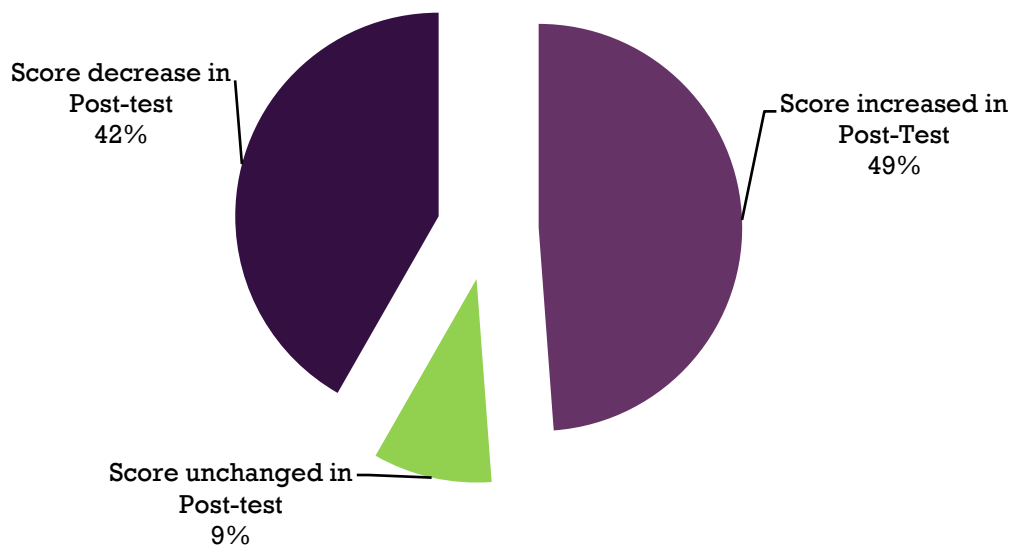
In the pre-test, parents' mean score on Parenting Sense of Competence Scale was 58.5, while the score increased to 58.7 in the post-test. In overall speaking, the level of parents' self-efficacy was at moderate level both before and after joining the programmes, and a slight rise was recorded after joining the programmes.

To further analyze and compare the scores obtained in pre-test and post-test, there is an increase in score for 49% of the respondents, while a drop for another 42%. It means the respondent has quite a different



experience on his/her parental confidence. Chart 20 shows divergent impacts of the project on the self-efficacy of the participating parents. The change of the score of parents' self-efficacy level echoes the analysis of the data collected for measuring the change of the parents' behaviours state in Part 5.1. While the programmes of the project widen the eyes of the participants on parental skills and knowledge, the participants may need other supports to foster their participation in child caring. If they cannot find a way out i.e. turn what they have learnt into successful attempts, it may bring negative impact on their self-efficacy as parents.

Chart 20: Change in the Score of Parenting Sense of Competence Scale (n=127)





6. Major Findings – Social Level

In this chapter, results from questionnaire survey will be reported to outline the impact of the project on the formation of social capital for the participants, based on an analysis of the change of their relationship to the service providers, and their social connectedness.

6.1 Relationship with the Service Providers of the Programme

The project provided an opportunity for the parents to get new services from kindergartens / nursery cum kindergartens and have some deeper interactions with the schools

The figures illustrated in Chart 10, 13 to 16 in Part 4.2 of this report demonstrate positive impact of this project on the parents who did not use any affordable nutritious meals service nor join any parental skills training / child-parent activities for the 12 months before joining the project. Without this project, the parents might not have any opportunity to get the services they needed.

Moreover, as stated in the programme proposals of the three NGOs involved in the project, kindergartens / nursery cum kindergartens were the service points for providing affordable nutritious meals and parental training programme. School is more than a place for children to receive education. With the project, it is a place where parents in need could get tangible supports. It could help both sides foster their relationship and build up the sense of belongings of the parents who used the service to the schools.

Data above also show that a substantial proportion of the respondents used the service very frequently. They did not just take the meals but joined other activities, acquired knowledge and skills, and some of them were able to act accordingly. All these seem to be indicating that a certain proportion of the participating parents not only were given an opportunity, but also did ride on that opportunity to stay in frequent contact with the service points and enjoyed both the service and the connection with the service providers.

6.2 Social Connectedness

The change of social connectedness fall into two ends

The Social Connectedness and the Social Assurance Scales was adopted to measure the level of social connectedness of the parents who joined the programme. The inventory has 16 six-point scale questions to measure the level of social connectedness and the level of social assurance of the respondents. All the items are added up for a total score, and a higher score indicates more connectedness to others.

The score of each respondent has got from the pre-test and post-test is used to outline the change of their level of social connectedness after the project. Score increase in the post-test means the level of social connectedness of the respondent improved, and vice versa.

Chart 21 and 22 show the change of the scores on social connectedness and social assurance of the respondents at the pre-test and posttest. The results show divergence of impact of social connectedness and social assurance. For the former, 46% of the respondents reported a positive change at their level of social connectedness while 44% a negative one. For the social assurance level, more than half of the respondents recorded a negative change (52%), and 39% respondents had a positive change. One of the possible explanations may be the nature of the programme that the three NGOs offered. The affordable nutrition meal service and the parental skills training talks and workshops were quite ‘one-way’ in nature and there were not many interactions among the service users themselves or among the service users and the service



providers. As a result, the positive impacts of the project on social connectedness and social assurance were limited.

Chart 21: Change of the Score of the Social Connectedness and the Social Assurance Scales after the Post-test (for Social Connectedness) (n=144)

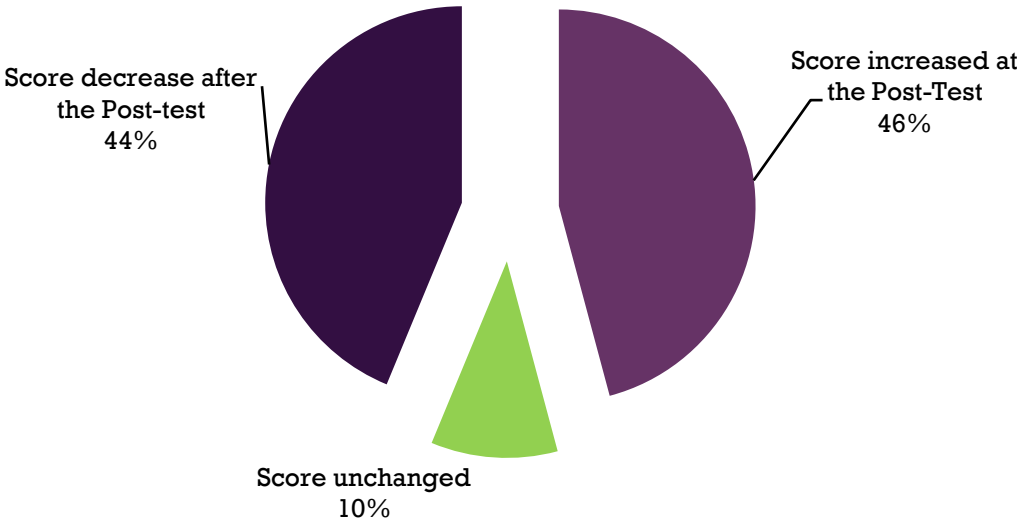
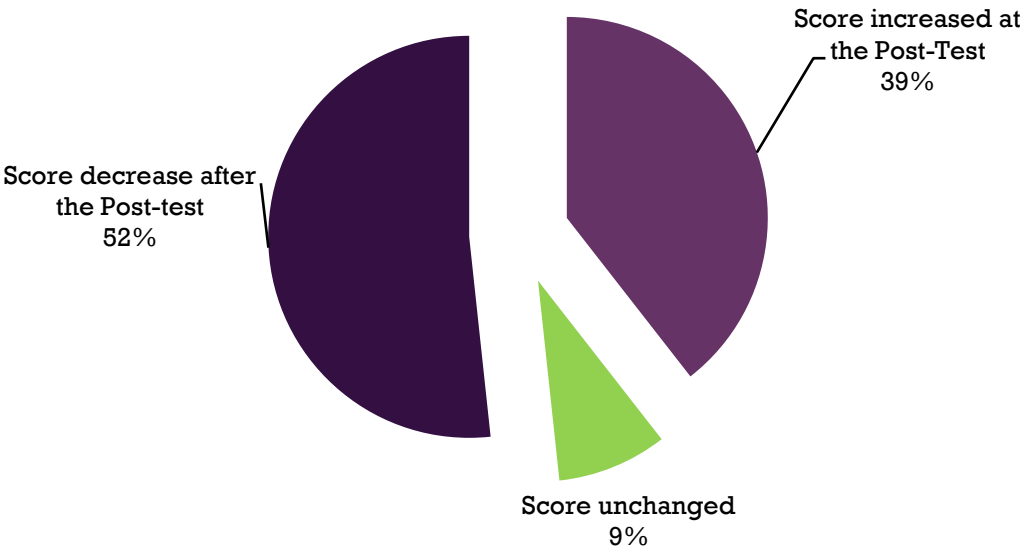


Chart 22: Change of the Score of the Social Connectedness and the Social Assurance Scales after the Post-test (for Social Assurance) (n=147)





Major Findings – Organizational Level

In this chapter, content analysis will be conducted on the proposals, service records, service report and supplementary documents received from the three NGOs to explore the impact of the project on the mode of service delivery. The impact of the project on the capacity of the NGOs in stakeholder engagement and service development will be explored.

7.1 Stakeholder Engagement

The project provided an opportunity for the NGOs to engage with the staff of other service units as well as external working partners

In the existing pre-school education system, there is neither school social work service with government subvention in the kindergarten nor nursery cum kindergarten settings. With the financial resource provided by the project, the involved NGOs can channel their manpower resource, especially the social worker, to provide parental training and counseling service to the parents of the low-income families.

Not only did the provision of social worker service in the kindergartens or nursery cum kindergartens help, the project also facilitated the NGOs to better utilize their existing service settings. The TWGHs made use of the kitchen of the kindergarten next to the service point to prepare the nutritious lunch for the service users, while the PLK turned the three nurseries cum kindergartens into the nutritious meal canteens and served the parents coming from other PLK kindergartens in the same district.

Apart from the internal stakeholders, with the support of the project, the NGOs could engage other external working partners, and YWCA demonstrated a good example. To extend their service scope and reach more parents in need, the agency had co-worked with another kindergarten of other agency in Tin Shui Wai. YWCA also worked with the United Christian Nethersole Community Health Service in designing the nutritious food menu and organizing workshops to teach the parents to understand more on food nutrition.

7.2 Service Expansion/Development

With the resource of the project, the NGOs could provide new service or have their service scaled up to provide more support to needy parents

For the PLK, the project gave them additional resource to provide the very first nutritious dinner service for the parents of their full time nursery cum kindergartens after the Extended Hours Service. The new service of providing affordable nutritious dinner not only helped the low-income families to ease their financial burden, it also expanded the capacity of the agency to help the working parents, who are the main users of the Extended Hours Service, on meal preparation.

Moreover, on top of the affordable nutritious meal service, the three NGOs organized a total of nine talks, 13 workshops and seven groups on parental skills training and food nutrition understanding, plus two parent-child activities for the parents of the low-income families. Without the support of project, the three NGOs might not have the extra resource to organize those events and activities at their platforms.



7. Conclusion

In conclusion, the social impacts of the Project on Nutrition for Preschool Children at different levels could be summarized as below.

8.1 Individual Level

Positive impacts are found on the parents for their skill enhancement on healthy cooking habits and knowledge on food nutrition. However, the impacts of the programme on the parents are different in terms of the changes in their parental behaviours, attitude and self-efficacy. Some parents had positive changes but some negative. Though further analysis was conducted to explore if the differences on the changes were related to parents' backgrounds, their participations in the programme, and the programme they actually joined, no clear pattern was found. The varied patterns of changes then leave questions to the service providers. While the programmes of the project foster the parents' understanding of positive parental skills, shall they also facilitate application of the skills learnt in their daily life? Would parents feel pressured if they cannot apply the skills and knowledge they learnt for the caring of their children given the limitations they may face? And if that's the case, how could the programme design be improved to address the problem? If possible, it is worth further exploring the reasons behind the findings by conducting qualitative interviews or focus groups with the service users.

8.2 Social Level

With the project, the participants had a deeper engagement and interactions with the schools of their preschool children, as the former was the site for delivering the services. With the provision of the affordable nutrition meal services and the parental skills training programmes, some of the participants had a chance to use the service which they had not come across for the past 12 months before the project and they did stay in the service and used it very frequently. The service point seemed to have become a regular point of social contact or support for the parents.

However, the impact on the social connectedness of the project on the participants is divergent, as illustrated by the quantitative analysis results. It may be due to the service programmes of the project were of a nature of unidirectional service provision. Interactions among the service users themselves or among the service users and the service providers were limited to promote more social connectedness among participants.

8.3 Organizational Level

The impacts of the project on the mode of service delivery of the partner NGOs are also observed. It is revealed that the project provided a chance for the agencies to further utilize their resources with coordination of various departments or service units. Leveraging the project, one of the NGOs could engage other external stakeholders to expand their service scope.

In addition, with the support of the project, the partner NGOs could start new service and/or expand their existing services.



8. Recommendations

Based on the findings, some suggestions on project and programme design are recommended for considerations when launching similar programme in the future⁴.

Interactive components to be added in the programme

With the provision of the affordable nutrition meal service, the project has successfully gathered a group of parents with similar background at the service points set in the kindergartens and nursery cum kindergartens. There is a potential for the service providers to leverage the project to create more positive impacts on the level of social connectedness of the participants. One possible way is to have more interactive components in the programme design, such as having more group activities, or even facilitate the participants to build up mutual support networks / groups.

Supports to parents to create more room for them to have a deeper involvement in child care

While the programmes of the project have equipped the participating parents with parental skills and knowledge, the parents may give themselves pressure for not being a good mother or father, due to the limitation they may have, e.g. long working hours. On top of enriching the parents with positive parental skills and knowledge, the service providers can further conduct need assessment to explore what kinds of support the target parents need, thereby creating room for them to have a deeper involvement in taking good care of their pre-school children.

⁴ While working with different NGOs to support the vulnerable families with nutrition meals and parental skills intervention, Lo Ying Shek Chi Wai Foundation is also working on the HOPE-20 programme for parents with pre-school children. The programme includes group activity-based trainings as well as mutual support components for the participants, which echoes the recommendations made in this report. The Foundation can consider working with other participating NGOs in HOPE-20 and exploring the social impact of the programme and see if there is any difference on social impacts created.

Appendix

Appendix 1: Pre-test Questionnaire for Project's Participants

第一部分：

1. 你的嬰幼兒(接受本膳食計劃這一位)現年有多大? _____ 歲 _____ 月
2. 除了照顧這位參加了本膳食計劃的嬰幼兒外，你以往有沒有照顧嬰幼兒的經驗?
 1 有 2 沒有
3. 你**最主要**從哪裡獲取育兒的知識及技巧?
 1 醫生/護士 2 朋友/家人 3 報紙/雜誌 4 書籍 5 互聯網
 6 社工 7 營養師 8 沒有嘗試獲取 9 其他(請註明: _____)
4. 一般而言，你**最常**在什麼途徑獲得食物營養有關的資訊?
 1 醫生/護士 2 朋友/家人 3 報紙/雜誌 4 書籍 5 互聯網
 6 社工 7 營養師 8 沒有嘗試獲取 9 其他(請註明: _____)
5. 你認為自己有多需要獲取育兒的知識及技巧?
 1 十分不需要 2 不需要 3 一半一半 4 需要 5 十分需要
6. 隨着子女成長，你認為有沒有必要持續地學習培育子女成長相關知識及技巧?
 1 十分不必要 2 不必要 3 一半一半 4 必要 5 十分必要
7. 過去一年，你是否有參與過任何下列的活動(不包括是次計劃)：[可選多於一項]
 1 有關親子關係的活動 2 有關管教子女的活動 3 有關飲食健康的活動
 4 沒有參與任何上述活動 → 沒有參與上述活動的**最主要**原因是：[只可選一項]
 1 沒有時間 2 沒有足夠資源 3 不知道有這些活動
 4 覺得這類活動沒有用 5 我沒有這些方面的需要
8. 除了本計劃外，你有沒有曾經接受過類似膳食安排服務?
 1 有 2 沒有 3 不清楚
9. 如果沒有飯餐提供，你會參與這次服務計劃嗎?
 1 會 2 不會

10. 你認為為子女選擇食物，下列哪一項是最重要的考慮因素？

- 1 價錢 2 味美 3 營養價值 4 其他 (請註明: _____)

11. 當你到街市購買食物時，下列哪一項是最重要的考慮因素？

- 1 價錢 2 味美 3 營養價值 4 其他 (請註明: _____)

第二部分：

請細閱以下句子，它們有多少反映你現時的狀況(在適當的方格內劃上✓號)。

		1 很少	2 有時	3 經常
12	購買包裝食物或飲品時，我有留意包裝上的標示內容(如：品名、有效期限、產地、食品添加物等)。			
13	購包裝食物或飲品時，我會檢查包裝是否完整，有無破損。			
14	我嘗試令子女養成定時食飯的習慣。			
15	我嘗試教導子女什麼是有營養的食物。			
16	在預備飯菜時我會考慮家人的每日營養所需的攝取量。			
17	在有限的金錢下我仍然能為子女安排營養充足的膳食。			
18	如子女出現偏食的狀況，我會嘗試改變食譜或烹調方法以確保子女能汲取不同營養。			
19	我有按照食譜烹調的習慣。			
20	我會留意各食材所需的烹調時間，以免過生或過熟。			

第三部分：

請細閱以下句子，由1-6分，它們有多少反映你現時的狀況(在適當的方格內劃上✓號)。

		十分不同意			十分同意		
		1	2	3	4	5	6
21	我已經領悟到一個道理，那就是只要你明白你的行為是怎樣影響到你的孩子，那麼，照顧孩子的困難便會很容易解決。						
22	即使我覺得做父母可以獲得很大的回報，但我卻為我的孩子而感到煩惱。						

		十分不同意			十分同意		
		1	2	3	4	5	6
23	無論晚上睡在床上或早上醒來，我都總覺得自己做得不足夠。						
24	我其實不明白，有時我以為自己能駕御某一場合時，最終卻感覺到受支配的人是我自己。						
25	我的父／母親比起我更有準備做好的父／母親。						
26	我認為自己可以成為剛為人父／母親的人做個好榜樣，讓他們知道如何做個好父／母親。						
27	做父母並不困難，甚麼問題都可以很容易解決。						
28	做父母最大的困難就是不知道怎樣判斷你做得好不好。						
29	有時我覺得我甚麼也做不成。						
30	在照顧我的孩子方面，我覺得自己已達到我期望自己的應有水平。						
31	若有有任何人可以找出困擾我孩子的原因，那人非我莫屬。						
32	我的才能及興趣不在為人父母，而在其他方面。						
33	在我做父／母親這段日子，我感到我已經完全熟習這個角色。						
34	如果做一個父／母可以越做越有趣味，我會更加有動機去做一個好父母。						
35	我確信我已擁有一切所需的技巧去做我孩子的好父／母親。						
36	做父母令我感到緊張及焦慮。						

第四部分：

請細閱以下句子，它們有多少反映你現時的狀況(請在適當的地方圈出你的答案)。

		1	2	3
37	我會與子女一起玩耍，並向他/她展示玩具的各項細節。	很少	有時	經常
38	當子女在哭時，我通常會跟他/她說話。	不會	有時會	通常會
39	我會透過講解/展示生活中所接觸的新事物，以輔助子女從中學習。	不會	有時會	通常會
40	我會向子女朗讀兒童讀物或陪伴子女閱讀。	很少	有時	經常
41	當我的子女凝視或嘗試接觸一件新玩具，我都會跟他/她講解那玩具。	很少	有時	經常

42	跟我的子女說話，我有自己一套獨特的方法。	很少	有時	經常
43	與子女互動對我來說不是一件有趣的事。	不會	有時會	通常會
44	當子女凝望或觸碰東西時，我第一個反應多是“不要/唔准”。	不會	有時會	通常會
45	大部分時間我都很喜歡我的子女。	不會	有時會	通常會
46	不需要我的協助，我的子女都能學習新事物。	不會	有時會	通常會

第五部分：

請細閱以下句子，它們有多少反映你現時的狀況(在適當的方格內劃上✓號)。

		十分不同意			十分同意		
		1	2	3	4	5	6
47	我感到我與周邊世界的聯繫中斷。						
48	即使有我認識的人在旁，我也不認為自己屬於這裡。						
49	我感到與人的距離很遠。						
50	我感受不到與朋友是與我在一起的感覺。						
51	我不覺得自己與任何人有關係。						
52	我認為自己失去了一切與社會連繫的感受。						
53	即使我的朋友圈子中，我也感受不到兄弟姊妹的感覺。						
54	我不覺得自己有參與任何群組。						
55	有認識的人在旁使我感到更自在。						
56	與認識的人一起做事令我感到更輕鬆。						
57	與同伴一起工作比單獨工在更自在。						
58	沒有同伴在則，我感到生命並不圓滿。						
59	沒有人在旁令我無法把自己的技能和天賦展現。						
60	我與朋友經常在一起。						
61	我參與小組是為了友誼多於活動本身。						
62	我希望可以找到能與我經常在一起的人						

第六部分：

63. 性別: 1 男 2 女

64. 年齡: _____

65. 出生地點: 1 香港 2 中國內地 3 其他地方(請註明: _____)

66. 子女數目: _____

67. 教育程度(最高就讀程度)

1 小學或以下 2 中學/預科 3 專上教育

68. 經濟活動身份

1 僱主 2 自營業者 3 無酬家庭從業員

4 其他 5 料理家務者 6 學生

7 退休人士

69. 房屋類別: 1 公營租住單位 2 公營自置單位(居屋/夾屋等)

3 私人自置單位 4 私人租住單位

70. 住屋環境: 1 永久獨立單位 2 臨時獨立單位

3 分住單位(板房/床位) 4 獨立劏房

5 其他(請註明: _____)

71. 經濟支援申請:(可選多於一項)

1 綜緩 2 半額書簿津貼 3 全額書簿津貼

4 沒有申請上述經濟支援

72. 家庭住戶每月收入:

1 少於 \$4,000 2 \$4,000 - \$5,999 3 \$6,000 - \$7,999

4 \$8,000 - 9,999 5 \$10,000 - 11,999 6 \$12,000 - \$13,999

7 \$14,000 - \$15,999 8 \$16,000 - \$17,999 9 \$18,000 - \$19,999

10 多於 \$20,000

Appendix 2: Post-test Questionnaire for Project's Participants

第一部分：

1. 你來這機構用餐有多久? _____ 月
2. 平均而言，一星期你有多少天來這裡食飯? _____ 天
3. 除了食飯外，你有參與提供飯餐機構所舉辦的下列活動嗎?若有，你參加了多少次?(如沒有參與請填“0”次)

3.1	親子活動	_____ 次
3.2	關於管教子女的工作坊	_____ 次
3.3	關於照顧嬰幼兒的講座	_____ 次
3.4	有關營養教育的活動/講座	_____ 次
3.5	社工諮詢/輔導服務	_____ 次
3.6	其他(請註明: _____)	_____ 次

4. 沒有參與任何上述活動的最主要原因是:[只可選一項]

- 1 沒有時間 2 活動要收費 3 不知道有這些活動
- 4 覺得這類活動沒有用 5 我沒有這些方面的需要 6 機構沒有提供
- 7 上述活動我都有參加

5. 參與本計劃的期間，你有沒有在其他機構參與第 3 題所列出的同類型活動?

- 1 有 2 沒有

6. 整體而言，你是否滿意這個計劃?

- 1 十分滿意 2 滿意 3 一半一半 4 不滿意 5 十分不滿意

第二部分

7. 你認為自己有多需要獲取育兒的知識及技巧?

- 1 十分不需要 2 不需要 3 一半一半 4 需要 5 十分需要

8. 隨着子女成長，你認為有沒有必要持續地學習培育子女成長相關知識及技巧?

- 1 十分不必要 2 不必要 3 一半一半 4 必要 5 十分必要

9. 你認為為子女選擇食物，下列哪一項是最重要的考慮因素?

- 1 價錢 2 味美 3 營養價值 4 其他(請註明: _____)

10. 當你到街市購買食物時，下列哪一項是最重要的考慮因素?

- 1 價錢 2 味美 3 營養價值 4 其他(請註明: _____)

第三部分：

請細閱以下句子，你現時的狀況是?(請圈出你選擇的答案)

		1 很少	2 有時	3 經常
11	購買包裝食物或飲品時，我有留意包裝上的標示內容(如：產品名稱、有效期限、產地、食品添加物等)。	1	2	3
12	購買包裝食物或飲品時，我會檢查包裝是否完整，有無破損。	1	2	3
13	我嘗試令子女養成定時食飯的習慣。	1	2	3
14	我嘗試教導子女什麼是有營養的食物。	1	2	3
15	在預備飯菜時我會考慮家人的每日營養所需的攝取量。	1	2	3
16	在有限的金錢下我仍然能為子女安排營養充足的膳食。	1	2	3
17	如子女出現偏食的狀況，我會嘗試改變食譜或烹調方法以確保子女能汲取不同營養。	1	2	3
18	我有按照食譜烹調的習慣。	1	2	3
19	我會留意各食材所需的烹調時間，以免過生或過熟。	1	2	3

第四部分：

請細閱以下句子，由1-6分(6分為十分同意)，它們有多少反映你**現時**的狀況？(請圈出你選擇的答案)

		十分不同意 ←—————→ 十分同意					
20	我已經領悟到一個道理，那就是只要你明白你的行為是怎樣影響到你的孩子，那麼，照顧孩子的困難便會很容易解決。	1	2	3	4	5	6
21	即使我覺得做父母可以獲得很大的回報，但我卻為我的孩子而感到煩惱。	1	2	3	4	5	6
22	無論晚上睡在床上或早上醒來，我都總覺得自己做得不足夠。	1	2	3	4	5	6
23	我其實不明白，有時我以為自己能駕御某一場合時，最終卻感覺到受支配的人是我自己。	1	2	3	4	5	6
24	我的父／母親比起我更有準備做好的父／母親。	1	2	3	4	5	6
25	我認為自己可以成為剛為人父／母親的人做個好榜樣，讓他們知道如何做個好父／母親。	1	2	3	4	5	6
26	做父母並不困難，甚麼問題都可以很容易解決。	1	2	3	4	5	6
27	做父母最大的困難就是不知道怎樣判斷你做得好不好。	1	2	3	4	5	6
28	有時我覺得我甚麼也做不成。	1	2	3	4	5	6
29	在照顧我的孩子方面，我覺得自己已達到我期望自己的應有水平。	1	2	3	4	5	6
30	若有有任何人可以找出困擾我孩子的原因，那人非我莫屬。	1	2	3	4	5	6
31	我的才能及興趣不在為人父母，而在其他方面。	1	2	3	4	5	6
32	在我做父／母親這段日子，我感到我已經完全熟習這個角色。	1	2	3	4	5	6
33	如果做一個父／母可以越做越有趣味，我會更加有動機去做一個好父母。	1	2	3	4	5	6
34	我確信我已擁有一切所需的技巧去做我孩子的好父／母親。	1	2	3	4	5	6
35	做父母令我感到緊張及焦慮。	1	2	3	4	5	6

第五部分：

請細閱以下句子，你現時的狀況是？(請圈出你選擇的答案)

		1 很少	2 有時	3 經常
36	我會與子女一起玩耍，並向他/她展示玩具的各項細節。	1	2	3
37	當子女在哭時，我通常會跟他/她說話。	1	2	3
38	我會透過講解/展示生活中所接觸的新事物，以輔助子女從中學習。	1	2	3
39	我會向子女朗讀兒童讀物或陪伴子女閱讀。	1	2	3
40	當我的子女凝視或嘗試接觸一件新玩具，我都會跟他/她講解那玩具。	1	2	3
41	跟我的子女說話，我有自己一套獨特的方法。	1	2	3
42	與子女互動對我來說不是一件有趣的事。	1	2	3
43	當子女凝望或觸碰東西時，我第一個反應多是“不要/唔准”。	1	2	3
44	大部分時間我都很喜歡我的子女。	1	2	3
45	不需要我的協助，我的子女都能學習新事物。	1	2	3

第六部分：

請細閱以下句子，由1-6分(6分為十分同意)，它們有多少反映你現時的狀況？(請圈出你選擇的答案)

		十分不同意 ←—————→ 十分同意					
46	我感到我與周邊世界的聯繫中斷。	1	2	3	4	5	6
47	即使有我認識的人在旁，我也不認為自己屬於這裡。	1	2	3	4	5	6
48	我感到與人的距離很遠。	1	2	3	4	5	6
49	我感受不到朋友是與我在一起的感覺。	1	2	3	4	5	6
50	我不覺得自己與任何人有關係。	1	2	3	4	5	6
51	我認為自己失去了一切與社會連繫的感受。	1	2	3	4	5	6
52	即使我的朋友圈子中，我也感受不到兄弟姐妹的感覺。	1	2	3	4	5	6
53	我不覺得自己有參與任何群組。	1	2	3	4	5	6

		十分不同意 十分同意 					
54	有認識的人在旁使我感到更自在。	1	2	3	4	5	6
55	與認識的人一起做事令我感到更輕鬆。	1	2	3	4	5	6
56	與同伴一起工作比單獨工在更自在。	1	2	3	4	5	6
57	沒有同伴在則，我感到生命並不圓滿。	1	2	3	4	5	6
58	沒有人在旁令我無法把自己的技能和天賦展現。	1	2	3	4	5	6
59	我與朋友經常在一起。	1	2	3	4	5	6
60	我參與小組是為了友誼多於活動本身。	1	2	3	4	5	6
61	我希望可以找到能與我經常在一起的人	1	2	3	4	5	6

第七部分：

62. 性別: ♂ 男 ♀ 女

63. 年齡: _____ 歲

64 居港年期: _____ 年

65 子女數目: _____ (包括使用飯餐的一位)

66 同住家人數量(包括飯餐使用者): _____ 人

67 家庭住戶每月收入:

- 1 少於 \$4,000 2 \$4,000 - \$5,999 3 \$6,000 - \$7,999
 4 \$8,000 - 9,999 5 \$10,000 - 11,999 6 \$12,000 - \$13,999
 7 \$14,000 - \$15,999 8 \$16,000 - \$17,999 9 \$18,000 - \$19,999
 10 \$20,000 或以上

Centre for Social Impact, The Hong Kong Council of Social Service
Report of Social Impact Assessment on Nutrition for Preschool Children

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