



# The HUB Hong Kong Impact Measurement Report

Dr. Mark Hayllar and Miss Yovela Li

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“Since I joined it, the HUB has become a place of new happiness and hope for my family”

A mother from the HUB

## Acknowledgements

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## 1. Introduction

The HUB Hong Kong (HUB hereafter) invited the City University of Hong Kong (CityU hereafter) to help to conduct a second impact evaluation in 2016. The fieldwork for the evaluation was conducted between 26<sup>th</sup> November and 18<sup>th</sup> December 2016. During this time around 140 children/youths, parents and staff were interviewed successfully.

This Report details the aims of the HUB Hong Kong, the aims of this Study, the methodology, the deliverables, the profile of the interviewees, key findings and a discussion of these and of their implications for the way forward.

## 2. Key aims<sup>1</sup> of the HUB Hong Kong are:

- i. To help children and youth attain well balanced physical and psychosocial development.
- ii. To enhance children and youth's social responsibilities.
- iii. To establish, maintain and support a facility for the assistance of underprivileged children or children of parents having problems.
- iv. To promote the awareness of the general public and the business leaders in Hong Kong of the economically distressed children and their families.

## 3. Aims of the Study

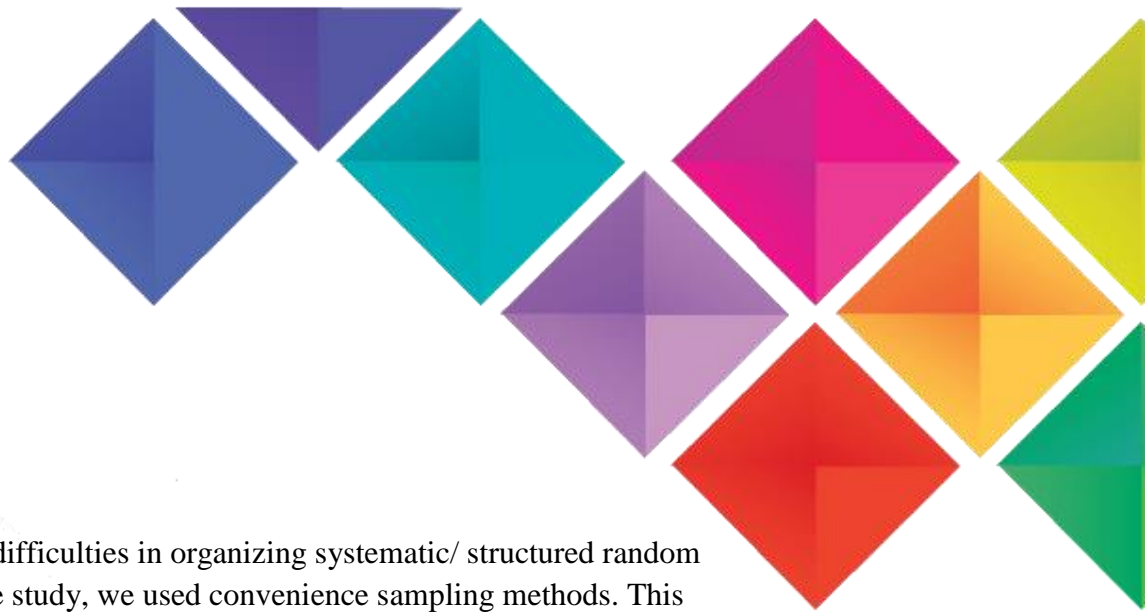
The Study aimed to measure key social impacts generated by the services that the HUB offers. It sought also to identify and analyse changes occurring in relation to the skills and interpersonal relationships of children and their family members after engagement in the HUB's programmes.

This year, the Study aimed to explore also the perceptions of children in relation to school, the HUB, their friends and family members. This can help to widen our understanding of the role played by the HUB and its impact on the children's lives.

In addition, where appropriate and possible, comparisons have been made with the findings from the 2015 study. Hopefully this can contribute towards building up a database for future development.

<sup>1</sup> Extract on 11th January 2017 at <https://www.thehubhk.org/about>





#### **4. Limitations**

Because of the difficulties in organizing systematic/ structured random sampling for the study, we used convenience sampling methods. This was done by making several visits to the HUB across all weekdays and Saturdays and asking a selection of the members present for their help with the surveys, interviews and focus group meetings. This enabled us to meet our target numbers for the surveys and individual interviews. We were not, however, able to ensure that our samples were fully representative as we could not control for gender, age, length of membership or the activities participated in. Similarly, given the limited range of activities being conducted by the HUB during the study period, it was not possible to ensure that the range of people we spoke to could provide information about all the possible activities offered by the HUB. Further, as some members had participated in various programmes and activities previously, their comments and answers reflected both their earlier and current experiences.

The above limitations mean that where we report on percentage figures in the text below, these should be seen as being valid for our sample population, but not necessarily as being valid for the total population of the HUB's members.

#### **5. Methodology**

Survey questionnaires, in-depth interviews and a focus group meeting and observation were adopted as the methods for the study. These were used to gain a sample of different stakeholders' perceptions as to the impacts gained from membership of the HUB on key aspects such as children's development, their learning, family and other relationships.

Convenience sampling methods were used to select over 100 parents, children/youths to complete the survey questionnaires. Convenience sampling was used also to select 20 parents and children for in-depth interviews. 5 staff were invited to participate in the focus group meeting.

## 6. The Deliverables

### 6.1 *Survey Questionnaires*

87 children and 28 family members were interviewed using extensive survey questionnaires that contained more than 70 closed- and open-ended questions. For the closed-ended questions, a 5-point Likert scale was used.

This year, the questionnaire for children (Appendix I) was revised and extended to gather more information as to how the children feel about themselves, their school, home, friends, neighbourhood and their experiences in the HUB. Particular attention was given to aspects relating to their relationships with others and to the impacts they felt had been gained from their membership of the HUB.

Similar to last year, the questions for family members (Appendix II) related to the academic achievements of their children, opportunities for extra-curricular activities, family relationships and connection to the neighbourhood. Both children and parents were asked to identify what they like best about the HUB, and also what they believe could be changed or improved. More attention was given also to the activities currently joined in by the families and to their ideas as to possible future or additional activities.

### 6.2 *In-depth Interviews*

10 children and 10 family members were interviewed in-depth (Appendix III and IV). The aim was to further understanding of their perceptions and experience in the HUB. The interviewees were asked questions about their reasons for joining the HUB and also their experiences with other similar organisations. They were asked to tell us about the benefits they felt they had gained from joining the HUB. We sought also their views as to what else they would like the HUB to do - and especially in relation to family activities. We asked family members whether they would like the HUB to be opened in the mornings and, if so, what should be on offer at such times.

### 6.3 *Focus Group*

One focus group was conducted with 5 staff/volunteer members of the HUB (Appendix V). Questions for the group concerned the impacts members felt were being generated by the HUB in relation to the children and their families. We also asked them for their ideas for the future development of the HUB and its activities.



## **7. Profile of the Interviewees**

### 7.1 Parents

Of the parents/family members completing the surveys, 2 were male and 26 (93%) were female.

#### *7.1.1 Length of membership in the HUB*

Family members had belonged to the HUB for periods ranging between one month and more than two years. 43% had belonged to the HUB for more than two years and a further 36% for between one and two years. This suggests that the HUB is building up loyalty amongst its members and that its services are seen as catering to the needs of the children and their families over a longer period of time.

#### *7.1.2 Time spent in the HUB*

The HUB clearly plays an important role in family members' lives. For example, over 50% of family member interviewees come to the HUB for three or more days a week. 21% visit for as many as five or six days a week. One fourth, however, only visit once a week. For these members it appears that their children only had one activity a week or perhaps they were just coming to collect the free fruit.

### 7.2 Children

Amongst the children surveyed, 64% were female and 36% male. The majority of children were studying in primary school with over half (58%) being in primary three or four. Only one child was from secondary school.

#### *7.2.1 Grades at school*

The great majority of children (79%) told us that they had mostly received A's and/or B's (70-100 marks) in school in the last semester. 16% had mostly received B's and C's (55-84 marks) with 5% receiving mostly C's and D's (40-69 marks). Most felt that the HUB's academic-related classes are generally helping them to achieve good performances in school.



### *7.2.2 Number of days spent at the HUB*

55% of children told us that they visited the HUB for one to two days a week on average, usually on the day(s) that they need to attend particular classes. Over one third of the children visit the HUB three to six days on average. Nearly 10% of children believe they go to the HUB for seven days a week. This appears to reflect not only that the children are taking part in homework and other classes, but also that the Hub provides them with a space for relaxing and having fun in addition to learning in classes.

## **8. Findings and analysis**

### *8.1 Children's perceptions*

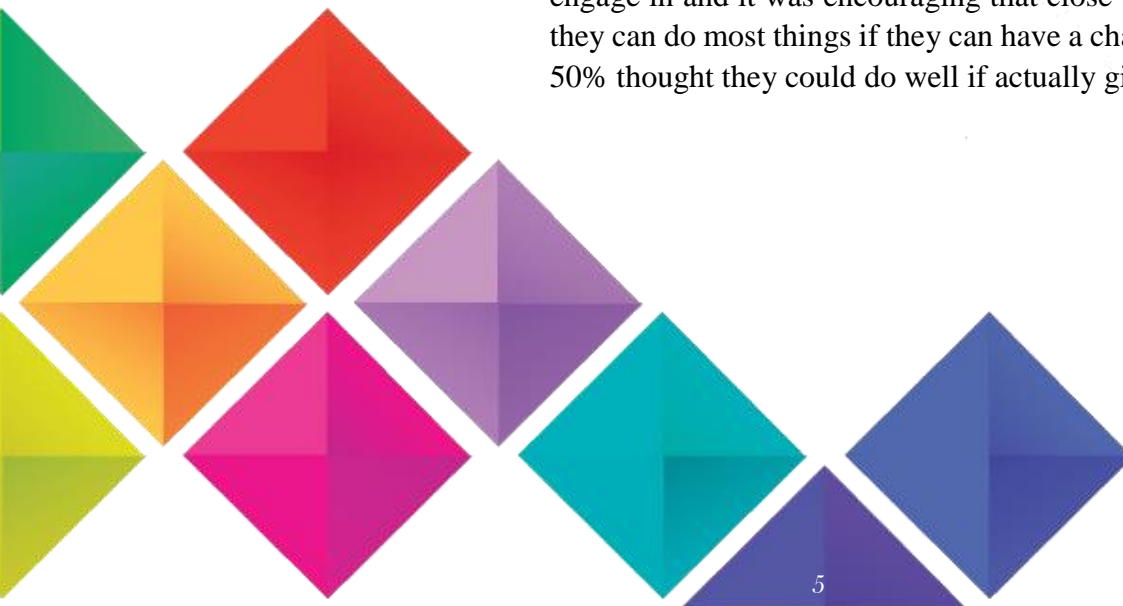
#### *8.1.1 About themselves*

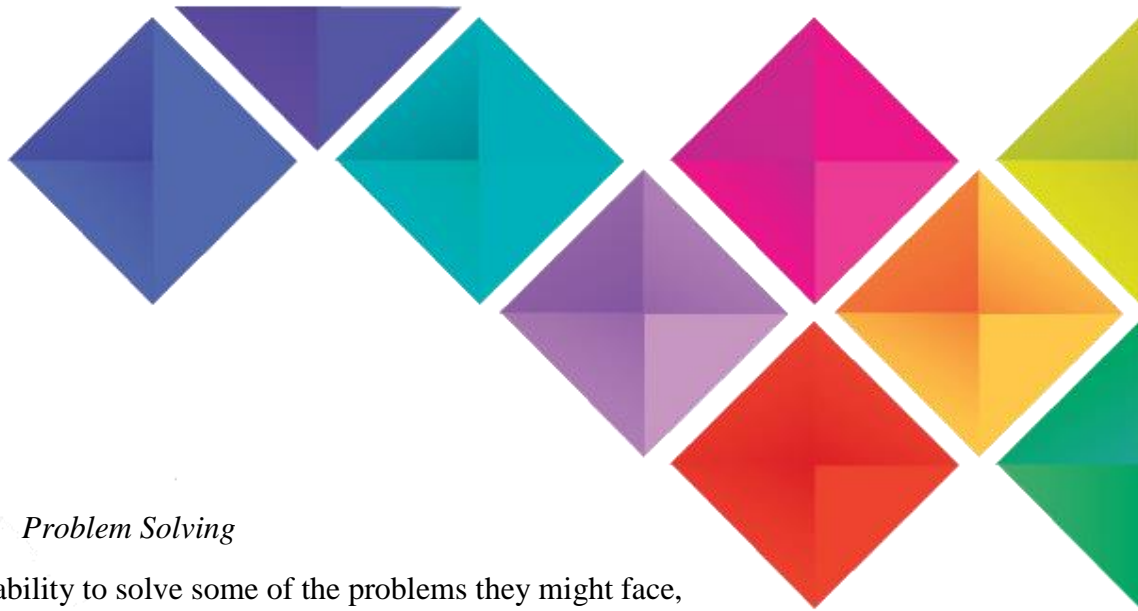
##### *8.1.1.1 Expectations*

We asked several questions relating to the children's views on different aspects of their development and longer term expectations. For example, when asking the children about their expectations for themselves, over half (59%) agreed that they set themselves high goals. A quarter, however, disagreed and did not feel that they did so. Aiming to go to university is a common goal for most of the children with over 50% strongly agreeing and nearly 20% agreeing that they hope to do so. Despite their young ages, fewer than 10% had not thought yet about entering university.

When asking about what jobs the children would like to have when grown up, there was a good range. Some wanted to become a policeman, teacher, doctor, baker, fashion designer, cook, athlete, scientist, astronaut and musician, etc. Not surprisingly, others have not yet thought about any kind of future job.

The HUB offers a wide range of activities for the children to engage in and it was encouraging that close to 70% believe that they can do most things if they can have a chance to try. Almost 50% thought they could do well if actually given such a chance.





#### *8.1.1.2 Problem Solving*

In terms of their ability to solve some of the problems they might face, 60% of the children believe that they do have the ability to do so. 76% told us also that they knew where to go for help if needed. When they do need help, most children (75%) will seek help from an adult, while 64% will either, or in addition, talk to their friends or peers.

#### *8.1.2 Impacts on Children*

The HUB offers the children homework tutoring and a good range of other academic interest classes. 60% of the children agreed that these classes are definitely helping them to attain better results in their studies. This finding, however, was 10% lower than last year's result, although no clear reason for this being so emerged.

We asked the children various questions in relation to how they felt their participation in the HUB was impacting on their levels of happiness, confidence, communication skills, team work and horizons. The results were very similar to those gained last year. 90% of the children stated that they were happy to be joining in the HUB's activities and none expressed any unhappiness. 75% felt that their confidence had been built up and 75% believed their communication skills had also been improved since joining the HUB. Learning to work in teams is particularly important these days and the majority of the children (79%) found they were better in team work now they were in the HUB. Only 7% disagreed with this. Fewer children this year (69%) felt that the HUB was making a noticeable impact on broadening their horizons than for the previous year when the figure was 81%. 10%, however, were just not sure, and only 7% disagreed. We did, however, find that this was a rather difficult question for the children to answer and so not too much should be read into the results at this stage.


Three quarters of the children believe that the programmes offered in the HUB are helping them to reach their goals in terms of studies or developing other interests. Over 60% children regarded themselves as now doing something in the HUB that was making a real difference in their lives. This may be learning a new hobby, improving English or having fun. It was very good to learn that 85% of the children found they were able to make new friends in the HUB with 68% reporting that they felt less lonely or isolated since joining the HUB.

### 8.1.3 Comparisons between the HUB, School, Friends and Family

Knowing there is someone who really cares about them is important for any child's development. In comparing their experiences with school, the HUB and with their friends, the majority of children (90%) told us that there is an adult at school who really cares about them. A friend came next with 82% and 'someone' in the HUB was just slightly behind with 79%. We asked the children about people whom they felt they could trust. 84% said there is a tutor or adult whom they can trust in school compared to 72% who felt the same about someone in the HUB. Likewise, 83% children believe there's an adult in school who will listen to them when they have something to say and the same percentage felt that a family member would do so as well. 72% of the children felt there was someone in the HUB also who would listen to them too, although 12% did not think this was so. These results most likely reflect the fact that the children spend most of their time in their family and school where there are many more opportunities and time to develop trusting relationships with their family members and school teachers. That the HUB is succeeding in gaining the trust of so many children is commendable. There were suggestions though that it would be better for developing relationships if tutors could give more time to children as individuals and if there was greater stability in terms of who was working with each child.

Inevitably, children encounter problems and, when they do, they tend to believe that their family members are going to be the most reliable and competent persons in helping them out. Thus 87% will talk to their family members about their problems, with 78% talking to a friend instead or as well.

For children, receiving praise and the knowledge that others believe in their ability to succeed are important factors in building up their confidence. 84% of the children felt that teachers or adults in their school and 80% of their family members believe in their ability to succeed. The equivalent figure for people in the HUB was 67%. When asking children about who wanted them to do their best, most of the children (83%) felt that their family members do want them to do their best, school followed with 78%, while 63% thought that the tutors/ adults in the HUB did too.



Most children (82%) thought their teachers at school will tell them when they do a good job, although 9% did not agree with this. In comparison, 73% of the children thought that the tutors in the HUB would tell them when they were doing well. Although the focus of the schools may be more academically-oriented, and that of the HUB more



centred on holistic development, both can and do play important roles in providing encouragement to help build up the children's interests and confidence. The children, of course spend the majority of their time in school or home, and so the impact of the HUB should be expected to be less. However, if the HUB can reinforce its belief in its children in as many ways as possible, this is most likely to have a longer term impact on the children's lives.

## 8.2 Family members' perceptions on

### 8.2.1 *Children's Academic Performance / Extra-curricular Activity Opportunities*

One of the key aims of the HUB is to provide a facility for assisting underprivileged children in their development. It is pleasing that 96% of family members agreed (71% agreed and 25% strongly agreed) that the HUB has helped their children to achieve better results in their studies. Only one family member reported feeling neutral about this. Given that last year the comparable figure was 70% of family members either agreeing or strongly agreeing that the HUB's classes helped their children with their academic work, this seems to be a significant increase and a real parental endorsement of the work being done by the HUB.

Naturally, all family members agreed that their children take part in the HUB's activities, but about 14% indicated that their children were not involved in any extra-curricular activities at school. For these parents, the ability to access the HUB and its services plays a particularly important role in their children's development. This view is reinforced further by the 82% of family members who reported that joining the HUB's extra-curricular activities had helped to narrow the gap between what their children can do compared to their peers.

### 8.2.2 *Impact on Children's Confidence, Skills and Horizons*

All family members reported that their children were happy when joining in the HUB's activities. In addition, 82% found that such participation had helped their children to improve their communication skills and 86% found that their children had learnt to work in teams during the activities. Particularly pleasing was that almost all

(93%) of family members confirmed that their children's confidence had been boosted by joining the HUB. A similar number found that the Hub had helped to broaden the horizons of their children too.

### 8.2.3 *Family Relationships*

During the individual interviews, several parents commented that joining the HUB had given them new topics of conversation with their children. Some children liked telling their parents what they have been doing. Equally, some parents found that they could now ask their children about their time in the HUB and they felt that this was helping with their relationships. Most family members (93%) considered that their children get on well with them and most (90%) believed that they can talk easily with their children too. 20%, however, appeared to be unsure as to whether their children were happy at home or not. Only 75% of family members were confident that they were able to notice when something was actually troubling their children. This, perhaps, could be one aspect in which the HUB's parenting skills classes might be able to give more help.

82% of family members told us that they had joined in family activities with their children in other organisations – such as picnics, parties, dancing performances and outings. 96% of family members expressed their happiness at being able to join in the HUB's family activities and several commented on how this helped build up their relationships with their children. Many kept asking for more of such activities to be made available.

### 8.2.4 *Living in the Community*

Most family members (71%) feel that they belong to or are part of the neighbourhood (Shum Shui Po district). Only half, however, believed they had a good understanding of the community services available in the district. Some suggested that the HUB might consider acting in the future as a resource centre by helping to provide more information about community services.

During the individual interviews, most family members reported learning about the HUB by word-of-mouth. Once they had joined, 71% felt they were less isolated in the community





than before. Equally important, nearly 90% reported that for their children, one of the most important impacts of joining the HUB had been the opportunity to make new friends. As a result, their children now seemed to feel less lonely than before.

### 8.3 Views of the Staff

In the focus group we asked the staff questions about the HUB's aims, the impacts they see it creating on both children and their families, and we also sought their views as to any obstacles to the greater success of the HUB.

Staff believed firmly that the HUB has an important role to play - both as a safe place for children to learn and develop, and as a place for the children and their family members to meet each other for networking and sharing experiences. With its emphasis on holistic development and its activity-based approach, the focus group members saw the HUB as a place that enables the children to gain in confidence whilst arousing their interest to learn through its joyful and relaxing environment.

There was general agreement that the HUB is achieving its aims by serving as the second home for many of the children and their parents. As with the findings we gathered from both family members and children, the staff saw the two greatest impacts gained from HUB membership as occurring in the children's personal development and in enhancing their academic achievements.

Although the staff believed the HUB is able to deliver outcomes as intended, they pointed out two key obstacles to its future success or development. First, with only 6.5 staff serving 1,800 HUB members, they feel that the ratio of manpower to members is too low, and is probably considerably lower than is found in other organizations in the same field. This has meant that over the last couple of years, the HUB has had to rely heavily on more than 100 volunteers from corporates and other organizations. Often the corporates help with short-term or one off projects only with the result that many volunteers come and go quickly and do not sustain their attendance.

The contributions by both volunteers and corporates were clearly appreciated, but they lead to the second concern raised by staff, namely that the lack of longer-term commitment by many volunteers can impact negatively on the children's learning. Having more permanent staff they believed would give better results and give the

children more stability too. Nonetheless, the staff members did find that the involvement of volunteers in children's outings is particularly helpful. For the longer-term future of the HUB, however, the staff expressed the hope that the input of resources (including full-time manpower, number of classes and space) could all be increased.

## **9. Overall views of the HUB**

### 9.1 Family Members

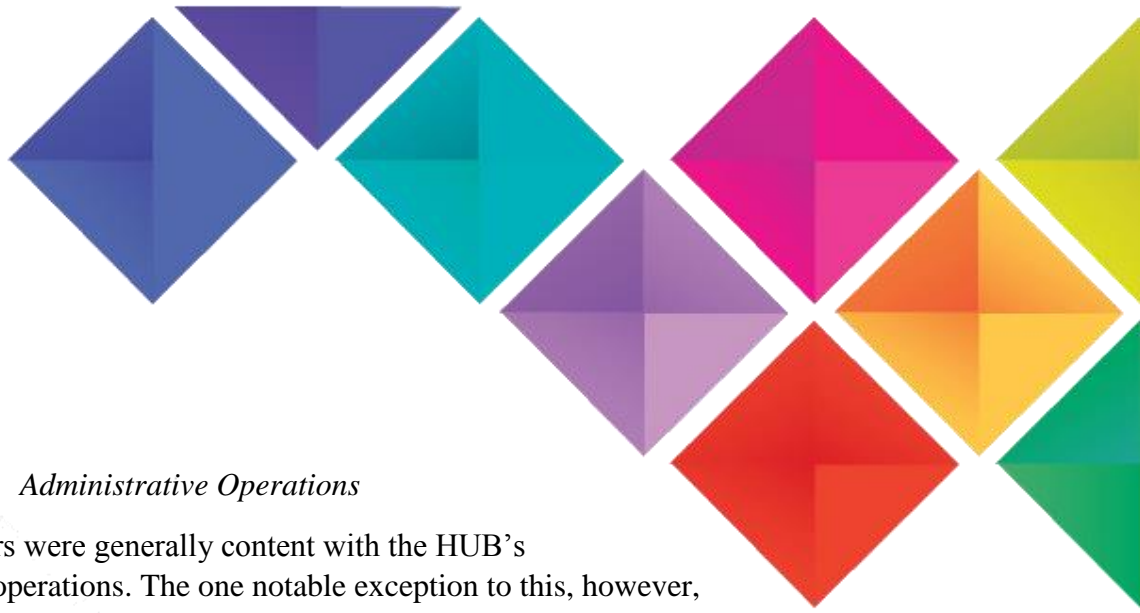
The overall views gathered from the questionnaires and the individual in-depth interviews with family members are summarized in the following paragraphs:

#### *9.1.1 Impacts Created on Family Members*

When asked about the biggest impacts that joining the HUB had made to their lives, the majority of family members reported that the HUB had helped them to relieve the burden and stress they faced in trying to teach or help their children with homework. A second frequently mentioned impact was that membership of the HUB helps to reduce the financial burden when gaining additional support for their children's learning and personal development. That the HUB provides new opportunities for children to take part in different activities at an affordable price was greatly appreciated. One family member emphasized that she had gained new hope since she and her children had joined the HUB. She was better able to achieve her family goals and was especially happy that her children were now not only engaged in different extra-curricular activities but were doing better academically too.

For themselves, many family members were very appreciative that the HUB provides a happy space for them to network together. For example, one family member stressed to us how much more cheerful she had become since being able to meet other members in the HUB.





### *9.1.2 Administrative Operations*

Family members were generally content with the HUB's administrative operations. The one notable exception to this, however, was the lucky draw system for allocating places in activities and classes. This was raised as a major concern by many family members. They pointed out the 'scarcity' of places plus the low probability of getting a place for their children as problems for them. Although the family members agreed that given the lack of resources the lucky draw system was perhaps fairest – and is often used by other organizations too - they did hope that the HUB could either offer more places for each class in the future, or even put on extra classes to cater to the demand.

A few family members reported that they had not been allowed to alter the name(s) of children or family members joining family outings or activities once they had completed the registration. Sometimes, however, if one of the named people was not able to come, the family might need to give up their places. This was seen as rather harsh, especially if another child or family member could replace the original named person. They hoped that, in the future, the HUB could be more flexible about altering the names of people joining such activities.

Overall, however, family members did believe that the HUB is sufficiently flexible in handling most matters and viewed the services offered as being very satisfactory.



### *9.1.3 Eligibility and Fees*

The majority of the family members were very appreciative that the HUB's course fees were relatively low compared to those of other organisations providing similar services in the district. The affordability of classes and activities was thus a definite attraction. This was particularly so given the great variety of activities for the children to choose from. Some interviewees, however, whose families did not currently receive any financial assistance from the government, were somewhat less happy. They complained that despite not being well off either, their children were not eligible to join most of the classes. This was because they did not have any official proof of their poor financial status. Such parents felt that their children were being deprived of opportunities to join in, even if, in some cases, they could afford to pay for the activities at a non-discounted price.

The issues of eligibility of non-HUB members to join in outing activities and the number of places for each family outing were raised frequently with repeated requests for the HUB to offer each family more than two places in outings or activities. Several said that sometimes they had to give up on the places they secured because they had younger children who were not yet eligible to be HUB members. Such children cannot be left alone and need to be brought along too. Sometimes, when a family has more than two eligible members, it is also difficult to leave one behind. Some comparisons were made with other service providers in the district. Thus we were told that some organisations did allow up to four members from a family or even non-members to take part in their family outings or activities. While some family members looked forward to gaining more flexibility with this, several also appreciated that the HUB might lack the necessary resources to achieve this.

Staff at the HUB told us that they were well aware of the above issues and they did try their best to be accommodating and help wherever possible. The fact remains, however, that the current resources available for activities and outings are very limited. Thus, without additional resources, it is difficult for the HUB to accommodate every family's wishes whilst still being fair to other families who also want their members to have opportunities to join in too. Some rationing, therefore, is inevitably necessary. Overall, though, the members did feel that the HUB is trying to operate as fairly as is possible given its existing resource levels.





#### *9.1.4 Class Management*

The HUB is generally managing its classes well and parents and family members appreciated this. Inevitably, the HUB is concerned about attendance and has a number of policies and good practices in place that try to encourage and ensure proper attendance and to identify any problems that might arise. For example, attendance is taken at each class and, if there is more than one, or repeated failures to attend, the HUB will normally try to contact the family to let them know and to ask the reasons why. For many classes and activities the staff take photos of each class and this can help also to identify who is present or not. Sometimes the children will tell the HUB staff that they have to be elsewhere, for example to join activities taking place at school, and so may have to miss the HUB's classes. The HUB will note this, but does not have the resources to check whether, in every such case, the child is being truthful or not. Showing trust in the children is important too.

Sometimes problems may arise, but these seem to be very rare and we only heard of one case during the individual in-depth interviews. In this instance, the family member being interviewed, a father, told us that his child had missed the HUB's homework class for three days after school, but that no one from the HUB had informed the family about this. It was only on the third day that the mother, who usually looked after the child, discovered that the child had been missing from the HUB. The father, however, did not know what follow up action the HUB had sorted out with the mother. Given the need for confidentiality, it was not possible for us to follow up on this case in detail either. The parent suggested it would be helpful if the HUB could take attendance in each class and report any unexpected absences by their children. This, as noted above, is in fact the usual practice.

Overall, the class management policies seem appropriate and were acceptable to most parents. Likewise, family members are positively encouraged to immediately raise any concerns they have about their children's attendance with the HUB's staff.

### *9.1.5 Use of Space in the Morning*

When asked for views as to how the HUB could make good use of its space during the morning hours, the replies were somewhat inconsistent. Although some family members were not sure if morning opening times would be helpful to them, given that they may have other family or work duties to attend to, others were more positive. It was suggested that it would be helpful, for example, if the HUB could let members come and deal with administrative matters such as registering or sorting out refunds in the mornings. Some family members liked the idea of having some interest classes in the mornings too.

### *9.1.6 Interest Classes for Family Members*

The idea of opening more interest classes for parents was clearly appreciated. Some family members told us they had joined in the cooking classes previously and had enjoyed these greatly. They told us they would be happy to join other classes if there was something suitable for them. They preferred classes in the morning or in the early afternoon. A few family members mentioned they would like to learn something useful. For example, one would like to learn English, then she can teach her children; others would like to learn how to use a computer or a musical instrument.

### *9.1.7 Family Activities*

Many family members hoped that the HUB could organise more family activities. Although they did not have any particularly new ideas as to what these should be, they hoped the HUB could organise more of such activities and do so more frequently too. Most family members said they would be likely to enrol in such activities if the timing fitted in well with their own and their children's schedules.





## 9.2 Children

### *9.2.1 Impacts Created on the Children*

Children are generally very happy and proud to belong to the HUB. Similar to last year's findings, most of the children felt the biggest differences that joining the HUB had made for them were the chances to: i) make new friends, ii) improve their academic performance, and iii) develop their existing interests or explore new ones. Overall, the great majority of the children reported that since joining the HUB they had either become happier, or more cheerful, more positive, braver, better able to share and some even thought they had become better tempered!

### *9.2.2 Family Activities*

Like their family members, nearly all children would have liked the HUB to organize more family activities. The favourite suggestions included having more picnics, camping, barbecues, family cooking classes, sports and games, or going to visit museums/Ocean Park/Disneyland. The opportunities that the HUB provides for sharing fun with family members were most definitely appreciated.

### *9.2.3 Overall*

In general, the children are well satisfied with the staff members and facilities in the HUB. Some very much appreciated being able to access classes such as music lessons or dancing that can fulfil or develop their interests. Others enjoyed being able to do some reading or playing with the different toys in the HUB. Quite a few really liked the HUB having a festive atmosphere with its Christmas decorations up during Christmas time. They thought this helped the HUB to become a really special place for them.

In terms of improvements, several children pointed out that the bookshelves were sometimes untidy and many would like more comic books. As one boy put it, one of the best things about the HUB is that you can read Old Master Q books there. But the worst thing about the HUB is that there are not enough Old Master Q books to share!

Some children complained about the discipline in the HUB, such as there being too much unrestricted running around or play-fighting by some members. The need to respect other child members was mentioned quite a few times. A few children also reported that the chairs were broken and hoped they could be replaced soon.

## 10. Concluding Remarks

The findings in this year's study were broadly similar to those gained from the Impact Evaluation undertaken in December 2015. The information we gained from our surveys and interviews demonstrated clearly the HUB's continuing success in providing support and assistance to underprivileged children and their families.

For family members, 'relieving burden and stress in teaching children's homework', 'relieving financial burden' and 'providing new opportunities for children to take part in different activities', were seen as the impacts most frequently reported and these particularly reflected the HUB's goal of providing support to underprivileged children and families. For the children, the most important impacts gained from their membership of the HUB were 'making new friends', 'improving in academic performance' and 'developing their existing interests or exploring new ones'.

We consider that while the HUB is proving effective in providing support and assistance, in advocating the holistic development of children, and in strengthening the ties between children and family through its various activities; it is important also to consider further another of the HUB's goals, namely the focus on the psychosocial development of the children. Thus, apart from comparing the impacts reported for this and last year, we tried also to gain and compare more information as to the children's perceptions of the impacts made on their interpersonal relationships by their schools, family, friends and the HUB. All these parties play critical roles in the children's lives. However, since the children spend so much of their time in school, it is not surprising that the majority of children (82% - 90%) perceive school and home as playing actively 'caring' roles. Thus for most children, they believed that there is someone in their school who will 'listen to them' and can be 'trusted'. They also believe that someone in school has faith in them to 'be a success' and will 'tell them when they are doing a good job'. 78% to 83% of children agreed that their family and friends would also do the same for them in these aspects. The comparable figures for the HUB, however, in terms of caring, trust and encouragement, were relatively lower, with only 63% to 79% children believing that someone in the HUB was playing the same role for them. These figures are laudable, but whether they could be improved upon by the employment of additional full-time or permanent staff is worth further consideration if additional resources can be found.



While the HUB is currently performing well in terms of providing children with the physical environment to learn and develop, enhancing the encouragement and psychological support given to help the children to build up their confidence and trust- based relationships could help to strengthen and broaden the longer-term impacts achieved.

# Appendices



## 樂童行效益研究

## The Hub Hong Kong Impact Survey

午安／您好！我是香港城市大學 XXX。樂童行邀請了我們作一個問卷調查來研究樂童行會員在樂童行的歷程和感受。在問卷中，我們會問閣下學業成績的表現、參加課外活動的機會／成就及了解你和父母的關係。同時，我們會收集你對社區歸屬感的感受。我希望閣下可以抽出十至十五分鐘為我們完成這份問卷，謝謝！

Good afternoon, I am xxx from City University of Hong Kong. We have been asked by the HUB HK to help them to find out more about the experience and feelings of its members as a result of joining its community services. In this questionnaire, we will ask you some questions about your performance in relation to your academic studies, your achievements in extra-curricular activities and we would like to understand more about the relationships between you and your parents. We would also like to know more about any of your feelings about belonging to the community since you joined in the HUB's programmes. Thank you so very much for spending 10 to 15 minutes to help us in completing this questionnaire. It will really help the HUB HK to develop its services further.

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**基本資料 General Information**

1. 參加者編碼 Participant ID : \_\_\_\_\_
2. 性別 Gender : 男 M / 女 F\*
3. 就讀年級 Grade : \_\_\_\_\_
4. 問卷填寫日期  
Date survey completed : \_\_\_\_\_
5. 你通常有多少天會到樂童行？  
How many days do you usually go to the HUB?
- |                                     |   |                                     |                                     |
|-------------------------------------|---|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> 0 天 0 days | <input type="checkbox"/> 0 天，但我想去<br>0 days, but I'd like to go | <input type="checkbox"/> 1 天 1 day  | <input type="checkbox"/> 2 天 2 days |
| <input type="checkbox"/> 3 天 3 days | <input type="checkbox"/> 4 天 4 days                             | <input type="checkbox"/> 5 天 5 days | <input type="checkbox"/> 6 天 6 days |
| <input type="checkbox"/> 7 天 7 days |   |                                     |                                     |
6. 在過去的學年中，你會如何形容你在學校大部份學科中所獲得的成績？  
During the past semester, how would you describe the grades you mostly received in school?
- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> 大部份 A (85-100)<br>Mostly A's (85 – 100) | <input type="checkbox"/> A 和 B (70-100)<br>A's and B's (70-100) | <input type="checkbox"/> 大部份 B (70-84)<br>Mostly B's (70-84) | <input type="checkbox"/> B 和 C (55-84)<br>B's and C's (55-84)   |
| <input type="checkbox"/> 大部份 C (55-69)<br>Mostly C's (55-69)     | <input type="checkbox"/> C 和 D (40-69)<br>C's and D's (40-69)   | <input type="checkbox"/> 大部份 D (40-54)<br>Mostly D's (40-54) | <input type="checkbox"/> 大部份 F (40 以下)<br>Mostly F's (below 40) |

-----

\*請刪去不適用者



7. 你的家長或監護人的最高教育程度是什麼？（標示最高教育程度的家長或監護人）  
What is the highest level of education your parents or guardians completed?  
(Mark the educational level of the parent or guardian who went the furthest in school.)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> 小學畢業<br>Graduated from<br>primary school | <input type="checkbox"/> 中學畢業<br>Graduated from<br>secondary school | <input type="checkbox"/> 入讀大學但沒有完成本科課程<br>Attended university but did not completed<br>a degree |
| <input type="checkbox"/> 完成大專/文憑<br>Completed<br>Diploma/College  | <input type="checkbox"/> 大學畢業<br>Graduated from<br>university       | <input type="checkbox"/> 不知道<br>Don't know  |

請為以下句子以 1 — 5 的量度準則評分，1 為「非常不同意」和 5 為「非常同意」。

On a scale from 1 – 5, with 1 as ‘strongly disagree’ and 5 as ‘strongly agree’, please rate how much you agree with the following statements.

### 關於你 About You

	非常 不同意 Strongly Disagree	1	2	3	4	非常 同意 Strongly Agree	5	不清楚 Not Sure	不適用 N/A
8. 我為自己訂下高目標和期望 I have high goals and expectations for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. 我計劃中學後升讀大學 I plan to go to college/university after secondary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. 如果我嘗試，我可以做很多事情 I can do most things if I try	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. 有很多事我都做得很好 There are many things that I do well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. 當遇到問題，我知道從何處得 到協助 I know where to go for help with a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13a. 當我需要幫助，我找大人傾談 When I need help, I find an adult to talk with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13b. 當我需要幫助，我找同輩傾談 When I need help, I find a peer to talk with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. 我相信自己解決問題的能力 I trust my ability to solve difficult problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. 我希望我長大後的職業是： The job I would like to have when I grow up is:	_____								

**在樂童行 At the HUB**

	非常 不同意 <b>Strongly Disagree</b>					非常 同意 <b>Strongly Agree</b>		不清楚 <b>Not Sure</b>	不適用 <b>N/A</b>
	1	2	3	4	5				
在樂童行裡，有一位導師或其他成人... At the HUB, there is a tutor or some other adult...									
16.	是我信賴的 whom I trust		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	很關心我 who really cares about me		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	告訴我做得好 who tells me when I do a good job		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	留意到我不在場 who notices when I'm not there		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	總想我做到最好 who always wants me to do my best		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	聆聽我所說的話 who listens to me when I have something to say		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	相信我將來會成功 who believes that I will be a success		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
在樂童行， At the HUB,									
23.	我參加有趣的活動 I do interesting activities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	我協助制定班上的活動或規則 I help decide things like class activities or rules		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	我做一些令自己生活不同的事情 (如: 培養新的興趣、改善英文、享樂等) I do things that make a difference in my life (e.g. learn a new hobby, improve my English, have fun, etc.)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	樂童行有助提高我的學習成績 The HUB has helped me to achieve better results in my study		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	我曾參加樂童行的活動 I took part in the activities in the HUB		<input type="checkbox"/>	是 Yes	<input type="checkbox"/>	否 No			

28. 什麼是你最喜歡的活動？  
Which is your favourite activity so far?
- 
29. 能夠參加樂童行的活動，我感到開心  
I am happy when joining activities in the HUB
30. 我能夠從參與樂童行的活動中建立自信心  
My confidence has been built up by joining activities in the HUB
31. 透過參加樂童行的活動，我加強了溝通技巧  
My communication skills have improved by joining activities in the HUB
32. 在樂童行的活動中，我學習到與團隊合作  
I have learnt to work in teams in the HUB's activities
33. 透過參加樂童行的活動，我擴闊了視野  
My horizon has been broadened through taking part in the HUB's activities
34. 加入樂童行後，我能夠認識到新朋友  
By joining the HUB, I can make new friends
35. 加入樂童行後，我感覺不那麼孤單  
By joining the HUB, I feel less lonely
36. 我覺得樂童行的會員尊重我  
I feel that the members in the HUB respect me
37. 我覺得樂童行的職員尊重我  
I feel that the staff in the HUB respect me
38. 樂童行提供的服務有助我和我的家庭達成目標（學習／興趣）  
The programmes offered in the HUB help me reach my goals (study/interest)

**你的朋友 Your Friend**

	非常 不同意 Strongly Disagree				非常 同意 Strongly Agree		不清楚 Not Sure	不適用 N/A			
	1	2	3	4	5						
	我有一個與我年紀相若的朋友，他/她... I have a friend about my own age...										
39.								<input type="checkbox"/>			
	很關心我 who really cares about me										
40.								<input type="checkbox"/>			
	與我傾談我的問題 who talks with me about my problems										
41.								<input type="checkbox"/>			
	當我遇到困難時會幫助我 who helps me when I am having a hard time										
42.	我的朋友來自： My friend comes from:										
	<input type="checkbox"/>	樂童行 the HUB			<input type="checkbox"/>	學校 School			<input type="checkbox"/>	我居住的地區 Where I live	
	<input type="checkbox"/>	其他：請註明 others: please specify									





**社區 Neighbourhood**

	非常 不同意 Strongly Disagree				非常 同意 Strongly Agree		不清楚 Not Sure	不適用 N/A
	1	2	3	4	5			
64. 在家和學校以外， Outside of my home and school, 我是體育活動、宗教團體等成員 I am part of clubs, sports teams, church/temple, or other group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. 我參與了音樂、文化、藝術、體 育或其他興趣活動 I am involved in music, art, literature, sports, or a hobby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. 我幫助其他人 I help other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**其他 Others**

67. 參加樂童行後帶給我最大的改變是：  
The biggest difference joining in the HUB has made for me is:
- 
- 
68. 我希望樂童行能提供更多家庭活動，例如：  
I would like the HUB to do more family activities, for example:
- 
- 
69. 我最希望樂童行新增的活動是：  
The new activities I would most like the HUB to do that are not done now are:
- 
- 
70. 樂童行最好的地方是：  
The best thing about the HUB is:
- 
- 
71. 樂童行最需要改善的地方是：  
The thing that the HUB needs to improve the most is:
- 
- 

~ END ~



## 樂童行效益研究

### The Hub Hong Kong Impact Survey

午安／您好！我是香港城市大學學生 XXX。樂童行邀請了我們作一個問卷調查來研究樂童行的服務為深水埗區內帶來的社會效益。在問卷中，我們嘗試找出閣下參加樂童行後的家庭關係及子女學業成績／參加課外活動的機會／成就上的經歷。同時，我們會收集你對社區支援和歸屬感的看法。我希望閣下可以抽出十至十五分鐘為我們完成這份問卷，謝謝！

Good afternoon, I am xxx from City University of Hong Kong. We have been asked by the HUB HK to help them to find out more about any changes its members feel have happened to them as a result of joining its community services. In this questionnaire, we will ask your experiences in relation to your child's/children's academic performance, their achievements in extra-curricular activities, and the family relationships between you and your child since joining the HUB. We would also like to know more about any changes that you feel have occurred in your sense of gaining support and belonging to the community since the time before, during and after joining in the HUB's programmes. Thank you so very much for spending 10 to 15 minutes to help us in completing this questionnaire. It will really help the HUB HK to develop its services further.

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1. 參加者編碼 Participant ID : \_\_\_\_\_ 2. 性別 Gender : 男 M / 女 F\*

3. 問卷填寫日期 Date survey completed : \_\_\_\_\_

4. 你通常有多少天會與你的小朋友到樂童行？

How many days do you usually go to the HUB with your children?

- |                                     |                                     |                                     |
|-------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> 0 days 0 天 | <input type="checkbox"/> 1 day 1 天  | <input type="checkbox"/> 2 days 2 天 |
| <input type="checkbox"/> 3 days 3 天 | <input type="checkbox"/> 4 days 4 天 | <input type="checkbox"/> 5 days 5 天 |
| <input type="checkbox"/> 6 days 6 天 | <input type="checkbox"/> 7 days 7 天 |                                     |

5. 你加入了樂童行有多久？

How long have you joined the HUB?

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> 少於一個月<br>Less than 1 month       | <input type="checkbox"/> 約一至三個月<br>Between 1 & 3 months | <input type="checkbox"/> 約四至六個月<br>Between 4 & 6 months |
| <input type="checkbox"/> 約七至十二個月<br>Between 7 & 12 months | <input type="checkbox"/> 約一至兩年<br>Between 1 & 2 years   | <input type="checkbox"/> 兩年以上<br>More than 2 years      |



會差距收窄

Joining the HUB has narrowed the gap between what extra-curricular activities my children can do compared to their peers.



## 社區支援和歸屬感 Community Support and Sense of Belongingness

	非常不同意 Strongly Disagree			非常同意 Strongly Agree		不適用 N/A
	1	2	3	4	5	
作為一名家長，我 As a parent, I						
25. 在社區感到不那麼被孤立 Feel less isolated in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
我的子女 My children						
26. 能夠認識到新朋友 Are able to make new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. 感覺不那麼孤單 Feel less lonely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
我的家庭 My family						
28. 似乎感覺到我們居住的地方屬社區的一部份 Seems to feel a part of the neighborhood where we live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. 覺得樂童行的服務時間切合家庭需要 Finds the service hours of the HUB caters to our needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. 在深水埗區內，你有沒有使用其他區內服務呢？若正在使用其他區內服務，你認為它（們）與樂童行有什麼不同之處呢？若沒有使用其他區內服務，為什麼？ Have you accessed other community services in the Shum Shui Po District? If you have, how do you think their service(s) is(are) different from the HUB? If you have not used any other services, why not?						

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## 總體 Overall

	非常不同意 Strongly Disagree			非常同意 Strongly Agree		不適用 N/A
	1	2	3	4	5	
31. 我對區內的社區服務有好的了解 I have a good understanding of what community services are available in the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. 在區內，我有可以聯絡的圈子 I have a network of people that I can communicate with in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. 當我擔心我的孩子時，我能找到傾訴對象 When I am worried about my child I have someone to talk to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
我對樂童行的印象 My impression of the HUB						
34a. 樂童行幫助我減少生活上的壓力 The HUB has helped me to reduce stress in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34b. 請舉例（如有）： Please give example (if any):	<hr/>					
35. 我覺得樂童行的會員對我表現尊重 I feel that the members in the HUB respect me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. 我覺得樂童行的職員對我表現尊重 I feel that the staff in the HUB respect me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37a. 樂童行提供的服務有助我和我的家庭達成目標（學習／興趣） The programmes offered in the HUB help me reach my goals for my family and myself (study/interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37b. 請舉例（如有）： Please give example (if any):	<hr/>					

38. 參加樂童行為你的生活帶來最大的改變是什麼？

What is the biggest change that joining the HUB has made to your life?

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39. 你最喜歡樂童行的是什麼？

What do you like most about the HUB?

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40. 你認為樂童行最需要改善的地方是什麼？

What is the thing that you think most needs to be improved in the HUB?

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41. 你希望樂童行提供多些家庭活動嗎？若希望提供家庭活動，請舉例。若不需要，為什麼？

Would you like the HUB to do more family activities? If yes, please give example(s). If not, why not?

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42. 對於提高樂童行的服務質素，你有什麼其他意見？

What other suggestions do you have for making the HUB better?

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~ 完 ~  
~ End ~

**The HUB Impact Measurement Study 2016**  
**Questions for In-depth Interviews (Children)**

1. Can you please introduce yourself?
2. Why did you join the HUB?
3. What do you do in the HUB?  
Probe: How? Why?
4. What is good about what you do in the HUB? Is anything not so good?
5. What is the most important benefit that joining the HUB has brought for you?  
Why?
6. What, if anything, else would you like the HUB to do (esp. family activities)?
7. You mentioned you did xxx in the HUB,
  - i) can you describe in more detail what you do?
  - ii) how is it different from what you do elsewhere?
  - iii) do you think joining these activity(ies) has been good for you? If yes, why? If not, why not?
  - iv) which is better for you? What you do in the HUB or the other organization?
8.
  - i) Do you have friends in the HUB? If yes, what do you do with them? If no, why not?
  - ii) What is the difference between what you do with friends in the HUB and friends in the school?
9. What changes has belonging to the HUB brought to you and your family?
10. Tell me about our long-term aims/goals.
11. Would you recommend a friend to join the HUB?  
If yes, what would you say to make him or her want to join too?  
If not, why not?



**The HUB Impact Measurement Study  
Proposed Questions for In-depth Interview (Parents)**

1. Can you please introduce yourself?
2. Before joining the HUB, have you joined any other similar organization? Why did you join it? What did you and your children do there? How satisfied were you with their services? What is the best thing about it? What could have been improved?
3. How do you learn about the HUB?
4. Why do you join the HUB?
5. What do your children do in the HUB?
6. What difference has joining the HUB made your children?
7. What difference has joining the HUB made to you?
8. What do you think that the HUB does best?
9. What do you think could be improved?
10. If the HUB was to do more things with families, what do you think it should do? Why?
11. Do you think it will be a good idea for the HUB to be opened in the mornings? If so, what should the HUB be doing?

**2016 HUB Impact Measurement Study  
Staff/Tutor/Volunteer Focus Group**

1. What do you think is the biggest impact that the HUB makes on a) children and b) families?
2. To what extent do you think that the activities the HUB provides fulfils the needs of a) children and b) families?
3. Are there some areas in which that you think the HUB has not done enough / failed to generate the expected impact?
- 4i. If the HUB was to introduce more activities, what should they be for a) children, b) parents and c) family?
- 4ii. In considering expanding the activities of the HUB, what would you give priority to? E.g. doing more of the same, introducing new activities, etc.
5. To what extent do you think the HUB has the capacity to increase/expand its activities? What is most needed?
6. If the HUB was to focus more in the future on serving families, what do you think it should do first?