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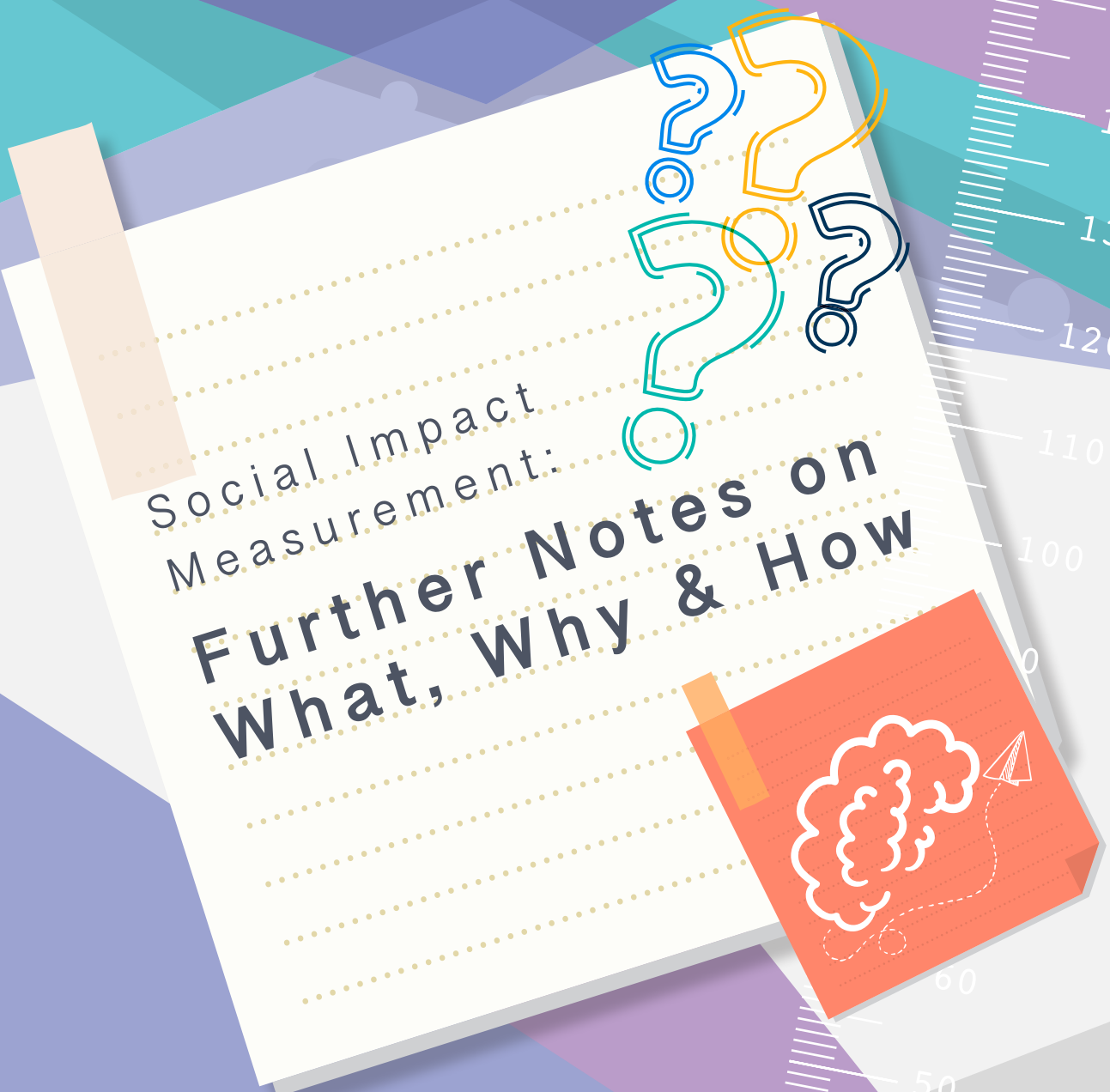
Jockey Club Fullness Social Impact Measurement Coaching Scheme



Social Impact Measurement: Further Notes on What, Why & How

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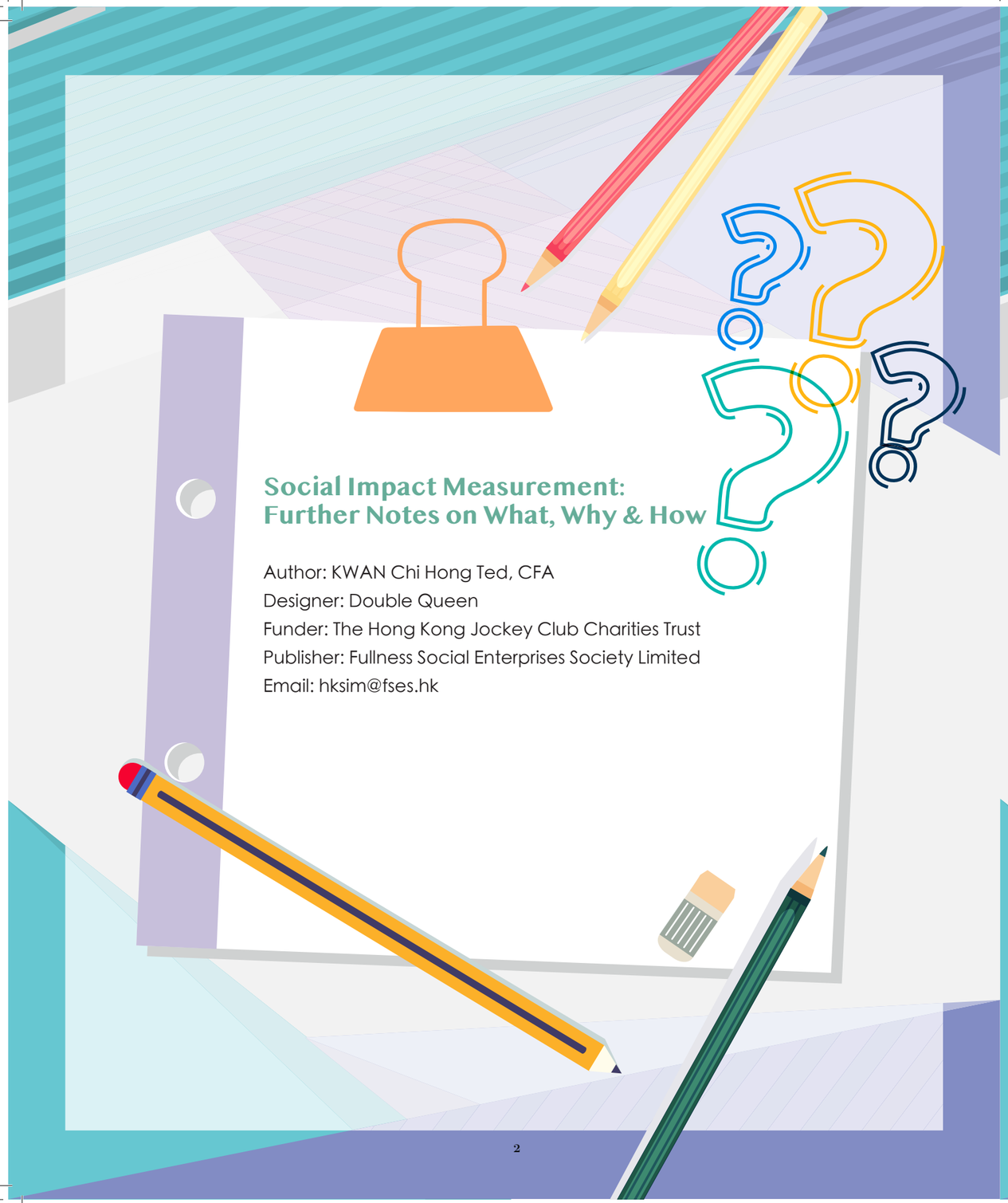

Social Impact Measurement: Further Notes on What, Why & How

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Preface

In 2020, we wrote the Social Impact Measurement Workbook: a step-by-step approach to devise outcome indicators (“the Workbook”) that aimed at helping social welfare workers to devise outcome indicators for their social projects.

The Workbook illustrates a well-thought exercise covering 10 stages altogether. If one follows those stages, he/she can come up with a set of targeted outcomes for the project. In practice, the user would need to go back and forth of those templates in the Workbook before he/she could come up with a coherent answer that explains the project objectives (Why), the rationale for the activities (How) and a set of expected outcomes (What).

Many readers ask us more about the knowledge behind those templates (stages) and tips in filling them “correctly” . There are no correct answers to those templates, it is rather the back-and-forth process that helps users to think thoughtfully, which is making a difference to justify the value of a project.

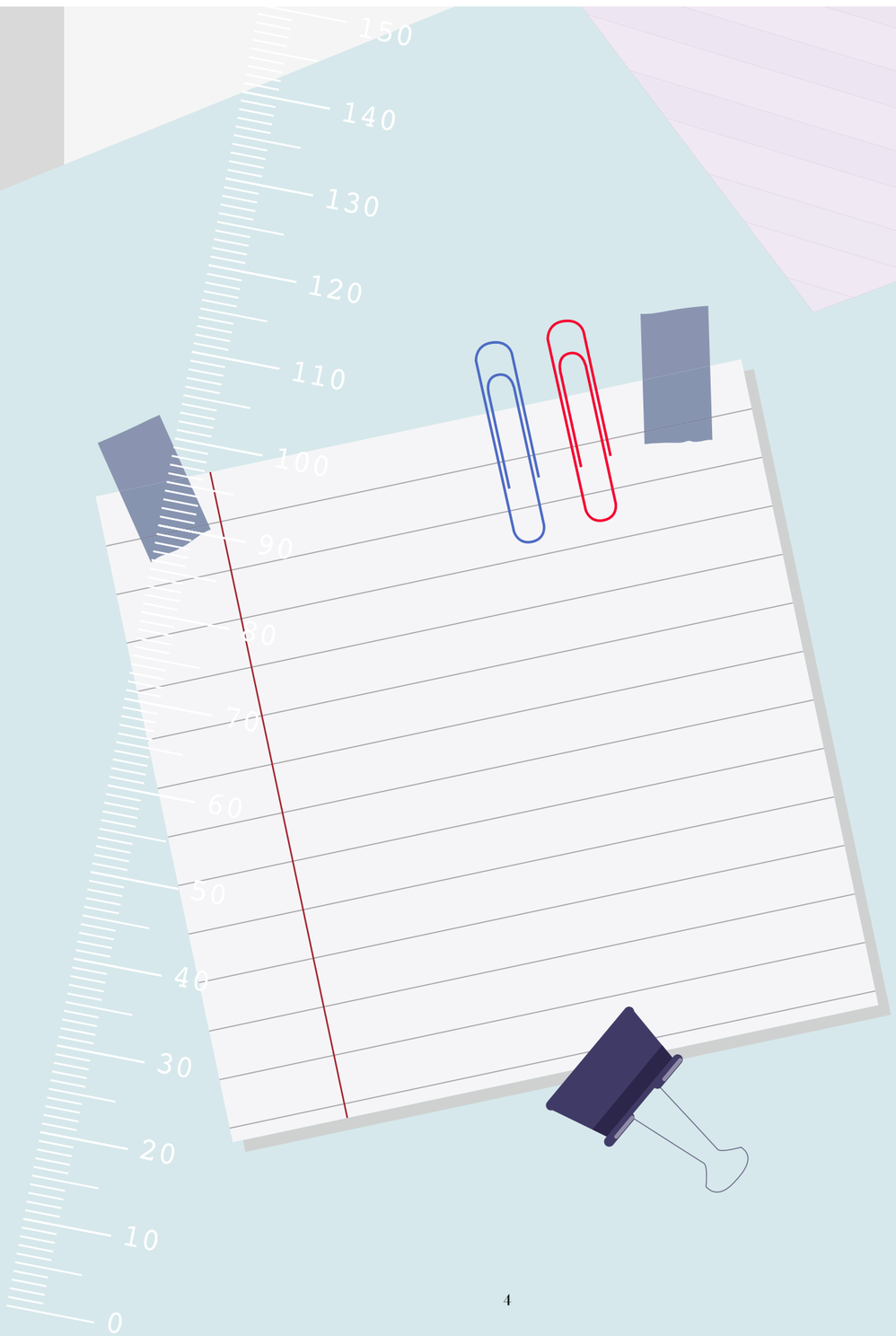
Instead of explaining the concepts behind the Workbook, this book aims to serve the following purposes:

1. To give further knowledge and tips in using the Workbook

2. To explain why Social Impact Measurement (SIM) is an important component in the Monitoring, Evaluation & Learning (MEL) cycle, as well as its relationship with MEL.

By writing this book, I wish to encourage more people to recognize the benefits of applying SIM and MEL in their organization, and to provide handy tools that can be implemented at project’s operational level.

Ted Kwan, CFA
Project Director
Jockey Club Fullness Social Impact Measurement Coaching Scheme (2018-2022)



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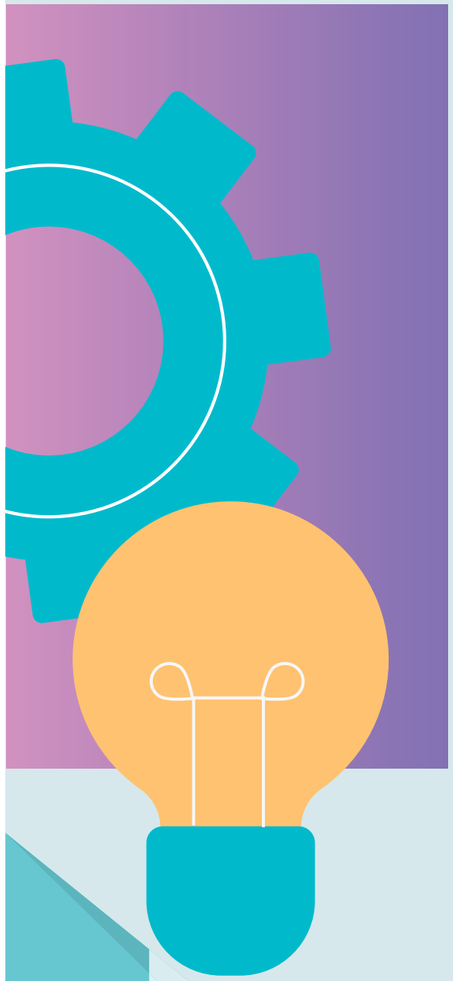
CHAPTER 1

INTRODUCTION

to Monitoring, Evaluation and Learning and its relationship with Social Impact Measurement



If Monitoring, Evaluation & Learning (MEL) is important in social projects to create sustainable positive impact to the society, Social Impact Measurement (SIM) is a tool that helps in such process.

United Nations Development Programme (UNDP) published a handbook[1] addressing the MEL. While UNDP aims to help countries to achieve the Sustainable Development Goals, the MEL concept mentioned therein is very relevant to the social sector in Hong Kong.

Basically, MEL can be understood as follows:

MONITORING

The first step before a project can be monitored is to define well a set of well-thought project objectives, in our previous workbook,"Social Impact Measurement Workbook: a step-by-step approach to devise outcome indicators" ("the Workbook"), we provided templates that cover Problem Analysis, Value Proposition, Theory of Change and Logic Model, hoping that all these templates can result in a set of outcome indicators that can be measurable when the project is implemented.

1 Results-oriented Monitoring and Evaluation: A Handbook For Programme Managers. Edited by Sharon Capeling-Alakija, Abdenour Benbouali, Barbara Brewka and Djibril Diallo. 1997, Office of Evaluation and Strategic Planning, United Nations Development Programme, New York, NY 10017

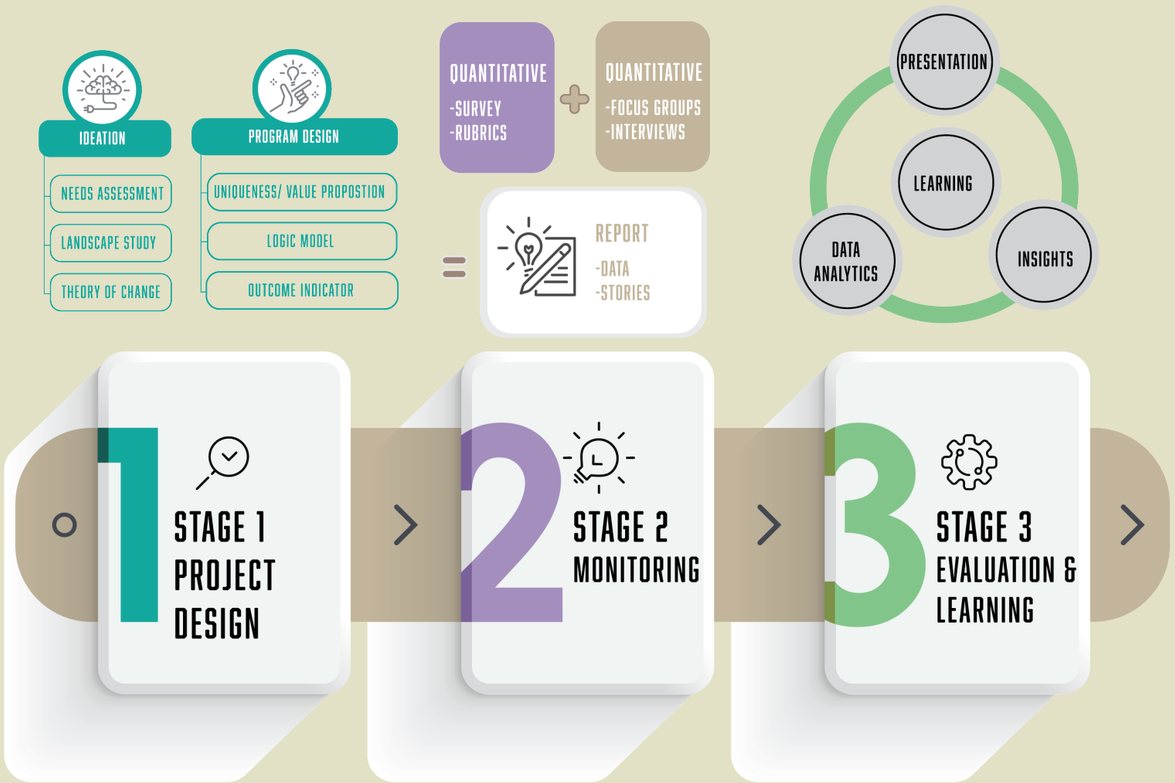
EVALUATION

Evaluation is complementary to monitoring, while monitoring is an ongoing effort to ensure what has been planned is done, e.g. the improving well-being of the beneficiaries, evaluation is a time-bounded, more comprehensive exercise to assess the performance of a project, a few projects collectively, or a mid-point evaluation of a project. Evaluation helps to identify the existing weakness or strength of the project, and may provide suggestive measures to ensure project success. More advanced data analysis skills and other qualitative information is needed compared to the monitoring stage.

LEARNING

Learning occurs through monitoring and evaluation. It brings insights, lessons learned, and suggestions to apply in future projects. The lessons learnt can be extracted for broader application for the social organizations. This would help to build capacity and to bring forth social innovations in social organizations in Hong Kong.

THE MEL PROCESS IN A PROJECT

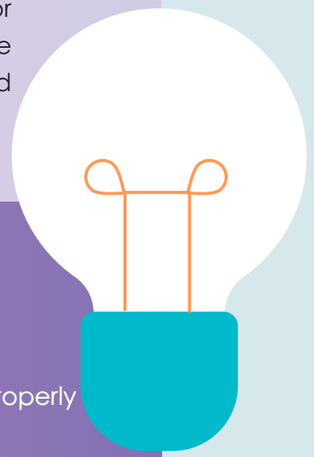


This graph shows how the MEL process appears in a typical process of a social project in Hong Kong. A typical project would involve designing (Stage 1) what to do and what social issue it aims to resolve in the implementation stage (Stage 2), there are monitoring, measurement of outcomes for the project manager to check if it fits the original expectation, sometimes, adjustment of activities is needed to ensure satisfactory performances. As the project comes to an end, an evaluation (Stage 3) will be performed. Through both quantitative and qualitative data analysis, insights may be gained, and such lessons learnt could bring back to the design of future projects (Stage 1).

IN THIS SENSE, MEL is an integrated process that helps projects align with its intended outcomes and consolidate the learning for future enhancement. If MEL is properly implemented, the social projects are expected to bring better societal outcomes to a greater number of beneficiaries in Hong Kong.

If MEL is properly implemented, the social projects are expected to bring better societal outcomes to a greater number of beneficiaries.

WHILE our Workbook on SIM mainly addressed Stage 1 & 2 of a project. If one believes that MEL shall be better adopted in Hong Kong, more work needs to be done to give knowledge for Stage 3. While MEL itself justifies writing another book, we would now turn our focus on the essential knowledge and skills to finish a SIM exercise.



STRUCTURE ON THE BOOK

In completing a SIM exercise, it is important to answer properly the three questions involve in a social project, namely:

- **WHY** – to justify the value of the project that it is addressing the social issue neatly.
- **WHAT** – the expected outcomes, especially on the changes in the target beneficiaries.
- **HOW** – to justify the project activities for the expected outcomes.

In the following chapters, we aim to provide more knowledge, practical tips, and explanations surrounding the "Why", "What" & "How" of a project.

2 CHAPTER

WHY:

Problem Analysis, Landscape Study and Value Proposition

In our Workbook, there are several templates to address the "Why" of a project, namely:

- Problem Analysis
- Landscape Study
- Value Proposition

The most important aim for the Problem Analysis is find out the root cause of the social issue and correctly stated the Assessed Needs of the target beneficiaries.

UNDERSTANDING PROBLEM

PROBLEM ANALYSIS	WHAT IS THE PROBLEM?	
	WHERE DOES IT EXIST?	
	WHO ARE AFFECTED BY IT?	
	WHEN DOES IT OCCUR?	
	HOW SERIOUS IS IT? (TO WHAT DEGREE IS IT FELT?)	
PROBLEM STATEMENT		
ROOT CAUSE		
ASSESSED NEEDS		

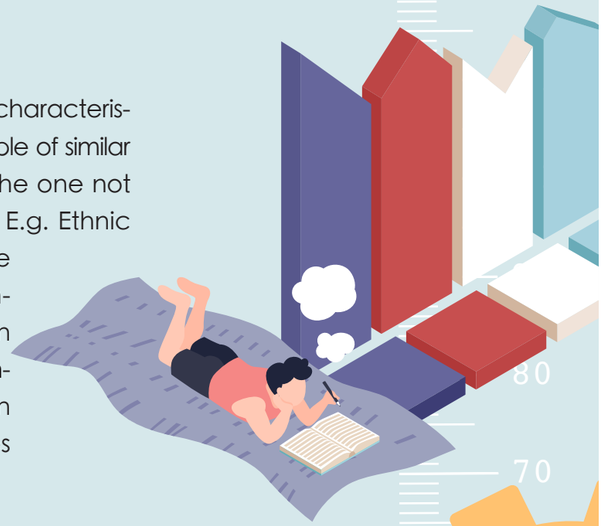
Assessed needs can be categorized into the four groups[2]

1. NORMATIVE NEEDS

Normative need is what an expert or professional, administrator or social scientist defines as a need in any given situation. E.g. minimum wages for every working adult.

2. COMPARATIVE NEEDS

A comparative need is obtained by studying the characteristics of the population in receipt of a service. If people of similar characteristics receive differentiated services, the one not receiving the service as others do has a need. E.g. Ethnic minority young people, relative to people of the same age, do not receive the same level of employment support in school or in government, then there is a comparative need. Another example is single-parents who are being excluded from certain job opportunities or access to certain services due to their constraint in family obligations.



3. FELT NEEDS

Here need is equated with want, the people are being asked whether they feel they need it. E.g. People want more arts and community activities in Yuen Long.

4. EXPRESSED NEEDS

Expressed need or demand is felt need turned into action. E.g. people are queueing for public rental housing.

2 Bradshaw, Jonathan (1972) Taxonomy of social need. In: McLachlan, Gordon, (ed.) Problems and progress in medical care : essays on current research, 7th series. Oxford University Press , London , pp. 71-82.

ONCE the assessed needs are identified, it is wise to look for existing projects that are serving such needs. Many people do not have a habit of making a comparison before coming up with their project, nevertheless, the comparison is extremely useful and it helps us:

1. To avoid repeating what has been done
2. To learn from other's successful intervention strategies
3. To build on other's success to reinvent better strategies (innovation)
4. To see things beyond our own organization that deepen our understanding of the social issues

LANDSCAPE STUDY

PROJECT EVALUATION	EXISTING PROJECT / INTERVENTION 1	EXISTING PROJECT / INTERVENTION 2	EXISTING PROJECT / INTERVENTION 3	EXISTING PROJECT / INTERVENTION4
EXISTING PROGRAMS COMPARABLE TO YOURS				
DESCRIPTION				
TARGET BENEFICIARY GROUP(S)				
EXTENT TO WHICH THE MOST IMPORTANT NEEDS ARE ADDRESSED (LARGE/MEDIUM/SMALL)				
EXTENT TO WHICH THE PROGRAM ADDRESSES THOSE NEEDS (LARGE/MEDIUM/SMALL)				
EXTENT TO WHICH THE PROGRAM BENEFITS A LARGE BENEFICIARY GROUP (LARGE/MEDIUM/SMALL)				
COST EFFECTIVENESS (HIGH / MEDIUM / LOW)				
SCALABILITY (HIGH / MEDIUM / LOW)				
SUSTAINABILITY (HIGH / MEDIUM / LOW)				

SERVICE GAP: _____

AFTER a thorough comparison with other projects, one can come up with his/her own proposal that creates unique value. For example, the new proposal has a larger number of beneficiaries, serves the needs better or more sustainable or use less resources. These examples of gradual improvements are social innovation. All good innovations, whether of service or product, that are useful today are built on existing inventions and convert them into better use. A successful innovation shall be widely adopted in practice and make real life changes, while a creative idea remains an idea if it cannot be widely adopted. So, many people do not understand innovation comes from hard-work of gradual improvements instead of an all-of-sudden idea in a blink.

Gradual improvements
are
social innovation

WHY

MORE importantly, we should treasure all these gradual changes that bring forth by numerous frontline workers, that lead to societal betterment, rather than rely on heroic ideas to bring hope.

WHAT IS THE VALUE PROPOSITION OF YOUR PROJECT?

CRITERIA FOR DETERMINING WHERE THE VALUE PROPOSITION OF YOUR PROJECT LIES	DOES IT MEET THE CRITERIA? AND WHY?
1. DOES IT FOCUS ON MOST IMPORTANT NEEDS?	
2. DOES IT ADDRESS THOSE NEEDS EXTREMELY WELL?	
3. DOES IT BENEFIT A LARGE BENEFICIARY GROUP?	
4. COST EFFECTIVENESS	
5. SCALABILITY	
6. SUSTAINABILITY	

THE word "innovation" is very popular, however, there are lots of misconception about it which is best depicted as below.

> "When amazing innovations arise and change the world today, the first stories about them mirror the myths from the past. Putting accuracy aside in favor of echoing the epiphany myth, reporters and readers first move to tales of magic moments. Tim Berners-Lee, the man who invented the World Wide Web, explained: Journalists have always asked me what the crucial idea was or what the singular event was that allowed the Web to exist one day when it hadn't before. They are frustrated when I tell them there was no Eureka moment. It was not like the legendary apple falling on Newton's head to demonstrate the concept of gravity… it was a process of accretion (growth by gradual addition)." [3]

Social innovation is plausible in Hong Kong if we can see things more down-to-earth, and starts to install procedures, protocols that reinforce MEL in social organizations.

3 Berkun, Scott. The Myths of Innovation (Kindle Locations 143-149). O' Reilly Media. Kindle Edition.

3
CHAPTER

HOW

Program Design using Theory of Change and Logic Model

In our Workbook, the following templates are designed to address the "How" of a project, namely:

- Theory of Change
- Logic Model

If innovation happens as we gradually improve the project's outcomes, the above two templates are designed to help us spell out how the outcomes are achievable.

THEORY OF CHANGE

NAME OF THE THEORY	
INTERVENTION STRATEGY (WHAT YOU DO)	
RESULT(S) (WHAT YOU GET)	

A Theory of Change (TOC) is an explanation between the social issue and the expected outcomes, it provides a conceptual model to tell us what are the critical success factors of a project that will lead to the desired outcomes. A TOC can be academic in nature but not necessarily so. Sometimes, detailed observations and sound logic would suffice to explain why a project is conducted in a certain way. For instance, you want a group of low-income individuals to reduce their burden and improve their living conditions by co-sharing a flat, and you find that they cannot get along well with each other, so each of them end up renting alone and pay a higher cost. The logical solution is to help them learn to co-live with each other, or otherwise provide rental subsidies.

A Theory of Change can be academic in nature but not necessarily so. Sometimes, detailed observation and sound logic would suffice to explain why a project is conducted in a certain way.

HOW

MORE often, a neat and tidy TOC is not available, while frontline workers will propose a theory (or a logical explanation) of what they believe will achieve certain outcomes. In practice, this is unavoidable as theories usually lag practices in social science. Theories can only be published as theories after work has been done, research completed and data proved to their validity.

IN such situation, work is still needed to be done and to be tested if the social issue can be tackled in a meaningful way. But an evaluation could play an important role in testing our initial thinking and checking how well the intended outcomes are achieved over time.

Assume you have a reasonable assurance of the TOC, the next step is to plan the program activities that lead to outcomes. The key is to "begin with the end in mind". For example, if your project aims to help youth-at-risk reintegrate into society (outcome), what type of activities would best help to truly reintegrate? Examples of relevant activities can be a training class, a practicum experience, or a counseling session, and then you chose practicum experience would be most effective in achieving the aims. This mindset would help design activities that are the most relevant and effective in meeting the project's outcomes.

LOGIC MODEL

YOUR PLANNED WORK		YOUR INTENDED RESULTS		
RESOURCES/ INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT
CERTAIN RESOURCES ARE NEEDED TO OPERATE YOUR PROGRAM	IF YOU HAVE ACCESS TO RESOURCES, THEN YOU CAN USE THEM TO ACCOMPLISH YOUR PLANNED ACTIVITIES	IF YOU ACCOMPLISH YOUR PLANNED ACTIVITIES, THEN YOU WILL HOPEFULLY DELIVER THE AMOUNT OF PRODUCT AND / OR SERVICE THAT YOU INTENDED	IF YOU ACCOMPLISH YOUR PLANNED ACTIVITIES TO THE EXTENT YOU INTENDED, THEN YOUR PARTICIPANTS WILL BENEFIT IN CERTAIN WAYS	IF THESE BENEFITS TO PARTICIPANTS ARE ACHIEVED, THEN CERTAIN CHANGES IN ORGANIZATIONS, COMMUNITIES, OR SYSTEMS MIGHT BE EXPECTED TO OCCUR

TO think begin the end in mind is extremely important to make a project solid, such concept is best illustrated as follows.

"Begin With the End in Mind" means to start with a clear understanding of your destination. You need to know where you are going in order to better understand where you are now so that the steps you take are always in the right direction. It's easy to get caught up in an activity trap, in the busyness of life, to work harder and harder at climbing the ladder of success only to discover it's been leaning against the wrong wall.

"People are working harder than ever, but because they lack clarity and vision, they aren't getting very far. They, in essence, are pushing a rope with all of their might." - Dr. Stephen R. Covey [4]

4 https://www.franklincovey-benelux.com/en/tips-tools/habit-2-begin-with-the-end-in-mind/

4 CHAPTER

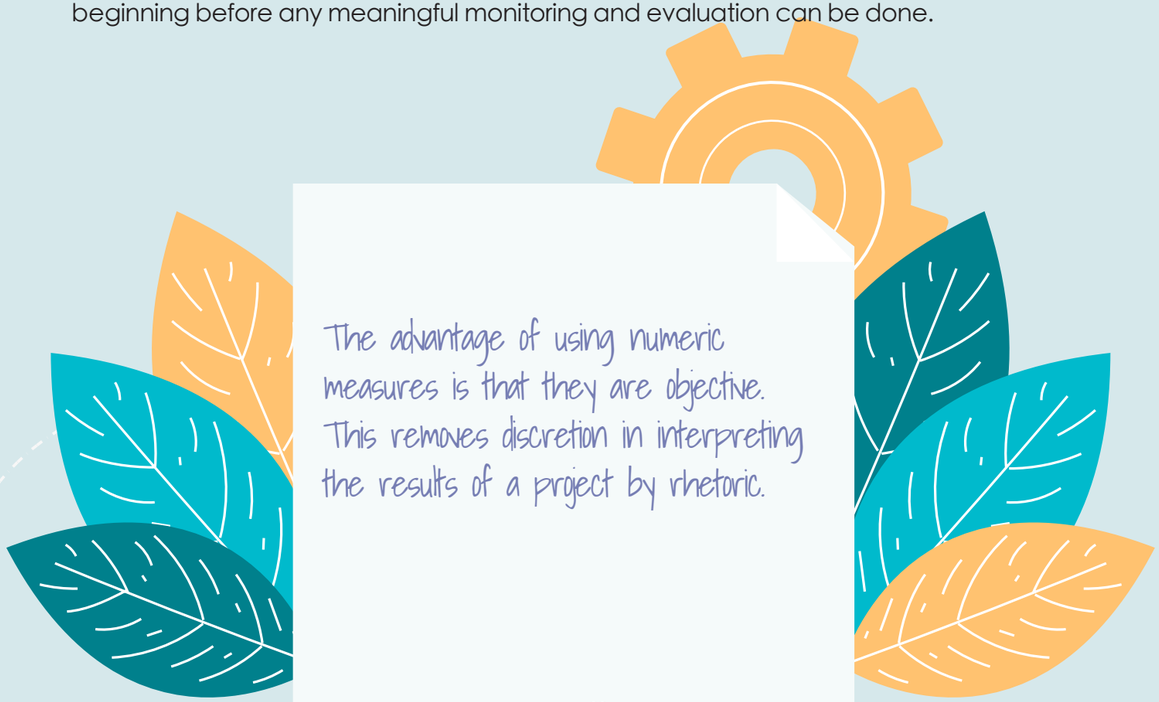
WHAT

Monitoring using Outcome Indicators

In our Workbook, the following templates are designed to address the "What" of a project, namely:

- Outcome Indicators

To monitor a project, the use of numeric measures complement the use of experiences or judgments. The advantage of using numeric measures is that they are objective. This removes discretion in interpreting the results of a project by rhetoric. Numbers are also comparable that help cross-sectional and time-series analysis covering different projects. It is understandable that not everything is measurable and the use of qualitative indicators is necessary. Whether a project's success is defined by qualitative and/or quantitative metrics, there must have certain measurement indicators pre-set at the beginning before any meaningful monitoring and evaluation can be done.



The advantage of using numeric measures is that they are objective. This removes discretion in interpreting the results of a project by rhetoric.

By using our template, it provides a thoughtful journey to devise such indicators. Each indicator needs a justification for that to be included in the measurement. The template is best completed by providing a checklist [5] to go through that includes:

1. Is it reasonable to believe the program can influence the outcome in a non-trivial way?
2. Would this outcome help identify the program successes and help point out weaknesses?
3. Will the program's stakeholders accept these as valid outcomes of the program?
4. Does each outcome have at least one or more indicators?
5. Does each indicator measure a different aspect of the outcome?
6. Is the indicator stated in specific terms so that you know what characteristic or change will be counted?
7. Is the data source for each indicator identified?

5 Dr. Susan Barkman, Utilizing the Logic Model for Program Design and Evaluation." Purdue University, 2000.

WHAT

WHEN the outcomes and indicators are collectively exhaustive, we would say these indicators completely describe the outcomes of the project. As a rule of thumb, using fewer indicators to explain most of the outcomes is better than using many indicators that do the same, we would say these indicators are parsimonious.

As we are confident in our choice of indicators, we must understand that quantitative measures, relative to qualitative, require more interpretation when data is presented. The template purposely asks the respondents to consider using relevant benchmarks, comparable or reference values for interpreting the numbers.

OUTCOME INDICATORS (QUANTITATIVE)

OUTCOME	INDICATORS	METHOD OF MEASUREMENT (E.G. PRE & POST, EXIT SCORE, NUMERIC FIGURES, RUBRICS, ASSESSMENT BY COACH, SELF-EVALUATED)	JUSTIFICATION/ REASON	BENCHMARK OR COMPARABLE OR REFERENCE VALUE OR GOAL (E.G. HK AVG SCORE, USAGE OR UNIT COST OF SIMILAR STUFF, ETC.)
LEVEL 1 - AFFECTIVE (FEEL GOOD ABOUT THEMSELVES, OR ABOUT THE PROGRAM, HAPPIER, MORE HOPE, ETC.)				
LEVEL 2 - KNOWLEDGE, SKILLS & ATTITUDE (INCREASE IN KNOWLEDGE, KNOW THE WAYS TO SEEK HELP, WILLING TO TRY, ETC.)				
LEVEL 3 - BEHAVIORAL (INCREASE IN NUMBER OF INTERACTION, WALK MORE, SMOKE LESS, TALK MORE, SMILE MORE, TIME SPENT IN POSITIVE ACTIVITIES, MEET MORE FRIENDS, TALK LONGER, ETC.)				
CONDITIONS (IMPROVED IN PERSONAL CONDITIONS, OR ENVIRONMENTAL CONDITIONS, MORE ACCESSIBILITY, MORE USAGE, ETC.)				

BENCHMARK

It is an apple-to-apple comparison, for example, the use of subjective well-being score in the project participants is compared with the same score of the general population. This is the best if one can find a benchmark.

If there is no benchmark, one way to overcome it to conduct a randomized control trial (RCT), where the target group is subjected to the project's intervention and the result is compared with another randomized group of people that is not receiving the intervention. However, the use of RCT is sometimes too difficult in a given situation and too costly to perform, e.g. it is unable to access people that are not in a project.

COMPARABLE

It is less restrictive than benchmarks. The score obtained in the project is compared against another score that shares at least one similar characteristic, it's like comparing an apple to a Fuji apple. For example, the unit cost of trying to play a squash sport is $400 per hour in the project, it can be compared with the unit cost of $600 per hour of having a professional coach teaching squash, or the wellbeing score of young people after intervention can be compared to the same score of elderly groups receiving the same intervention. The purpose of this comparison is not to tell which one performs better, it seeks to inform the audiences to make judgment on whether the unit cost or the increase in scoring is reasonable or not. Reasonableness is a useful concept here because many social projects are not conducted in a laboratory environment and benchmarking is simply not available.

Let's consider a case of spending $4,000 a trip to Thailand and a similar trip to Japan that costs $8,000, people can still reasonably judge if the Japan trip is worth double the cost of that of Thailand.

REFERENCE VALUE

If comparable is not feasible, we suggest providing a reference value, it's like comparing an apple to an orange. For example, the cost of training a youth in learning squash versus the cost of training an elderly in learning chess.

Lastly, the use of benchmark, comparable and reference value does not preclude the use of narratives or stories to illustrate the meaning behind a certain numeric score, but actually recommends doing so. The essence of the SIM exercise is to communicate the project impacts to stakeholders, anything that facilitates to convey such message is welcomed.

The essence of the SIM exercise is to communicate the project impacts to stakeholders, anything [quantitative or qualitative] that facilitates to convey such message is welcomed.

DATA COLLECTION

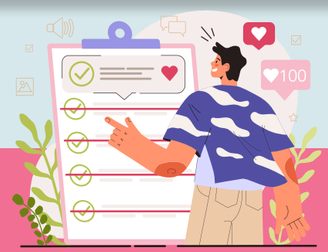
5 CHAPTER

DATA COLLECTION

When outcome indicators are set, several methods can be used for data collection, basic tools include:

SURVEY FORM
(SUBJECTIVE, GOOD FOR LEVEL 1&2 INDICATORS)

FOCUS GROUP
(WHY PEOPLE CHANGES AND GAIN INSIGHTS FOR FUTURE WORKS)



RUBRICS
(OBJECTIVE, GOOD FOR LEVEL 2 INDICATORS, SUCH AS KNOWLEDGE, SKILLS, ATTITUDE)

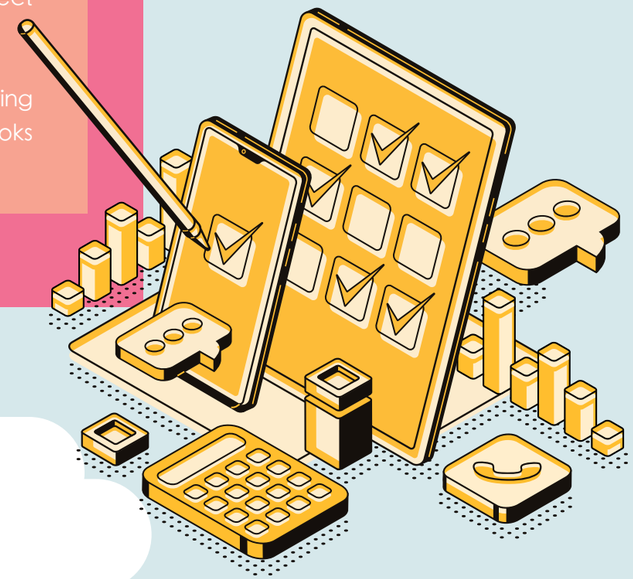
CHECKLIST / DIARY
(OBJECTIVE, GOOD FOR LEVEL 3 INDICATOR, E.G. BEHAVIOR)

1. SURVEY DESIGN

This is the most common tool to collect data. It is best used to elicit subjective responses from respondents, most of the Level 1 indicators measure the affective dimension of a person, so a survey question is appropriate. Moreover, if one wishes to know the attitude of respondents toward something, a survey question is also useful.

The key to writing good questions is to use specific wordings that describe the outcomes. Specific wordings would result in a specific meaning to interpret the results. If the objective of the SIM exercise is to communicate, more specific is better than a generic description, therefore, the survey question's wording should reflect this trait.

For readers who need more assistance in writing survey questions, there are many textbooks available in the market.



DATA COLLECTION

2. RUBRICS

For some Level 2 indicators, such as measuring the knowledge and skills level of respondents, it may be difficult to use survey questions as a tool to ask for a self-assessment. In such cases, a rubric is helpful.

A rubric is mostly used in school for providing a scoring guide for assignments. It is also applicable in evaluating the performance of respondents by several evaluative criteria, such as knowledge level attained, skills level achieved, etc. The rubric is an attempt to communicate expectations of quality around a task.[6]

A rubric is useful because it gives an objective assessment of the level of knowledge, skills or attitude and is assessed by a coach or an instructor, thus removing the subjectiveness in a self-administered survey form.

LEVEL 2	評分標準 SCORE STANDARD			
態度, 知識及技能 ATTITUDE, KNOWLEDGE & SKILLS	1	2	3	4
學習態度 LEARNING ATTITUDE	抗拒 RESIST	被動式學習 LEARN PASSIVELY	主動學習， 留心聽講 PROACTIVE, LISTEN ATTENTIVELY	主動而且積極學習， 懂得發問 PROACTIVE, LISTEN WELL AND KNOW HOW TO ASK QUESTION
溝通態度 COMMUNICATION	非常被動的溝通 VERY PASSIVE	被動式的溝通， 簡短交談，缺乏主動性 PASSIVE, SELDOM EXCHANGE	主動溝通並能 大致了解對方 ABLE TO COMMUNICATION	良好溝通及真正了解對方，有耐性並會詢問及確認對方的想法 GOOD COMMUNICATION, PATIENT AND CONFIRM OTHER'S UNDERSTANDING
清潔技巧 CLEANING SKILLS	認識技巧但 未能掌握要點 CAN PERFORM BUT CANNOT GRASP THE ESSENTIAL TECHNIQUES	認識技巧 但需他人提醒才能運用 CAN PERFORM BUT NEED PEOPLE TO REMIND TO DEMONSTRATE THE ESSENTIAL TECHNIQUES	掌握要點但偶爾 忘記方法及 正確工具 CAN GRASP THE ESSENTIAL TECHNIQUES BUT SOMETIMES FORGET	掌握要點並 使用正確方法及工具 CAN GRASP ALL THE ESSENTIAL TECHNIQUES
護理知識 CARING KNOWLEDGE	認識技巧 但不懂運用 KNOW BUT CANNOT APPLY	認識技巧 但需他人提醒才用運用 KNOW BUT NEED PEOPLE TO REMIND IN ORDER TO APPLY	掌握要點但 未能得心應手 運用 CAN GRASP THE ESSENTIAL KNOWLEDGE BUT NOT CONVERSANT WITH IT	掌握要點但 未能得心應手 運用 CAN GRASP THE ESSENTIAL KNOWLEDGE AND CONVERSANT WITH IT

6 https://en.wikipedia.org/wiki/Rubric_(academic)#When_to_use_scoring_rubrics

DATA COLLECTION

3. CHECKLIST OR DIARY

For some behavior changes (Level 3), one can either observe the respondents' behavior in a controlled environment or use a survey question to ask for responses. A better way is to create a checklist (or diary/ log sheet) for the respondents to fill in over a period.

One can collect the checklist/diary/log sheet before and after the intervention to see if there is any behavior change in the respondent. It is more objective when compared to ask the respondent to recall his/her memory on certain behavior over a recent period.

		HOURS					
		MON	TUE	WED	THUR	FRI	SAT
FAMILY/SOCIAL ACTIVITIES & ENTERTAINMENT							
VOLUNTEERING WORK							
SELF-LEARNING (OTHER THAN ENTREPRENEURSHIP)							
HANG-OUT/ IDLE TIME							
OTHERS							
RELATED TO ENTREPRENEURSHIP							
A	NEW BUSINESS IDEATION						
B	MARKETING, ADMIN & FINANCE-RELATED						
C	MEETING OR DISCUSSING WITH OTHERS ON ENTREPRENEURSHIP						
D	SUPPORT OTHER ENTREPRENEURSHIP PROJECT						
		24 H	24 H	24 H	24 H	24 H	24 H

DATA COLLECTION

4. FOCUS GROUP

A focus group is typically used to obtain qualitative information that may complement the quantitative score obtained in the survey. Focus group is also flexible and can collect opinions or views that are not only for describing the outcome, but also to understand why such outcomes are observed.

Such information is useful to develop a theory in explaining changes and to discover insights from the project. This would help the planning of future activities in order to achieve better outcomes for the beneficiaries.

Our view is that focus groups should not only be used as collecting feedback from respondents to confirm the outcomes, rather it should be done to gain insights and knowledge for improvement of the project. It is not aimed to seek confirmation only but a chance to understand and to explore options for the future.

The aim of a focus group is not to seek confirmation of outcomes but to provide a chance to understand in deep and explore more options for the project in future.

DATA ANALYSIS AND PRESENTATON

6
CHAPTER

DATA ANALYSIS AND PRESENTATION

If the project moves into implementation and data is collected along the way, It comes to the analysis of data and its presentation. Most commonly, numeric data can be analyzed or presented by the following tools.

- Mean, Median
- Change in proportion
- Number of positive responses
- Bar Chart
- Histogram or Frequency Polygon
- Radar Diagram
- Bar Chart
- Bubble Chart
- Standard deviation and Effect Size
- Word Cloud

Apart from presenting quantitative data, we recommend that some stories (narratives) of the project's beneficiaries shall be included because it helps the audience to visualize and to make sense of what the numbers meant.

Numbers give evidence to what the story claims, while a story provides experiential evidence to what the numbers claim.

CANVAS EXAMPLE OF PRESENTATION

PROJECT STATEMENT :

BENEFICIARIES & KEY STAKEHOLDERS

Beneficiary
Youth-at-risk (Age 15-24)

Stakeholders
Stylists
Church friends
CSD probation officers
RSW from NGOs
Landlord (Youth Outreach)

KEY ACTIVITIES

Training on hair salon services
Operating as a normal salon
Market to faith-based customers

THEORY OF CHANGE/ LOGIC MODEL

Self Determination Theory

BCSO and 6S Model

VALUE PROPOSITION

Self-sustainable operation that continue to recruit new youths

LEVEL 1 (SUBJECTIVE STATES)

Subjective Well-being
Respect

LEVEL 2 (KNOWLEDGE, SKILLS, ATTITUDES)

Hair beauty skills
Service attitude

LEVEL 3 (BEHAVIORAL CHANGE)

No. of friends

CONDITION

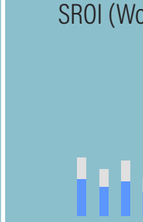
Continue to work after 3 years

BUDGET BREAKDOWN (UNIT COST & SROI)

Revenue: $3m per year
Profit: $100,000 per year

SROI (Workfare) - 62.5% pa

IMPACT / SDG



EXAMPLE OF PRESENTATION

香港精神康復者聯盟
Alliance of Ex-mentally Ill of Hong Kong

眼見讀者們對自己的故事充滿興趣，我感到很滿足及欣慰。參與「真人圖書」計劃令我自信增加，今天的我已成為一位朋輩工作員，期望在推動復元與消除歧視方面作出更多貢獻。

Icey

社會效益 (WHAT)

2016年8月-2019年

- 89次「真人圖書館」活動
- **24**位康復者參加
- 3000+公眾
- 4.53分（↑2.00分）
  參加者快樂指數（5分為滿分）
- 4.88分（↑2.13分）
  參加者認同計劃能幫他們助人自助的程度
  (5分為滿分)
- 4.35分（↑1.13分）
  公眾對精神病患者有正面形象
  (5分為滿分)

社會效益投資回報(2016-2019年)：

$1 真人圖書館項目 → 社會回饋 +$2.66

當中包括增加1名精神病康復者就業($0.14)、減少家屬照顧時間($1.12)及減少公營醫療成本($1.40)

針對問題 (WHY)

- 本港約100萬人出現焦慮、抑鬱等精神問題
- 精神科病人數目逾24萬，其中4.9萬為嚴重精神病患者
- 求助率卻只有至26%

解決方案 (HOW)

- 康復者在社區分享生命故事
- 提升康復者自我價值
- 促進自助互助
- 打破公眾的偏見和歧視

合作方案

- 預約20人以上的精健圖書館，能幫助4位康復者提升自我價值
- 成為圖書管理員，提升自身對精神健康的認識
- 資助精健圖書館，總收入的40%為康復者提供活動，幫助他們重投社區

香港精神康復者聯盟
精健圖書館

預約圖書熱線：6229-5924 / 3586-0569
網頁: www.aemihk.org

CONCLUDING REMARKS

7 CHAPTER

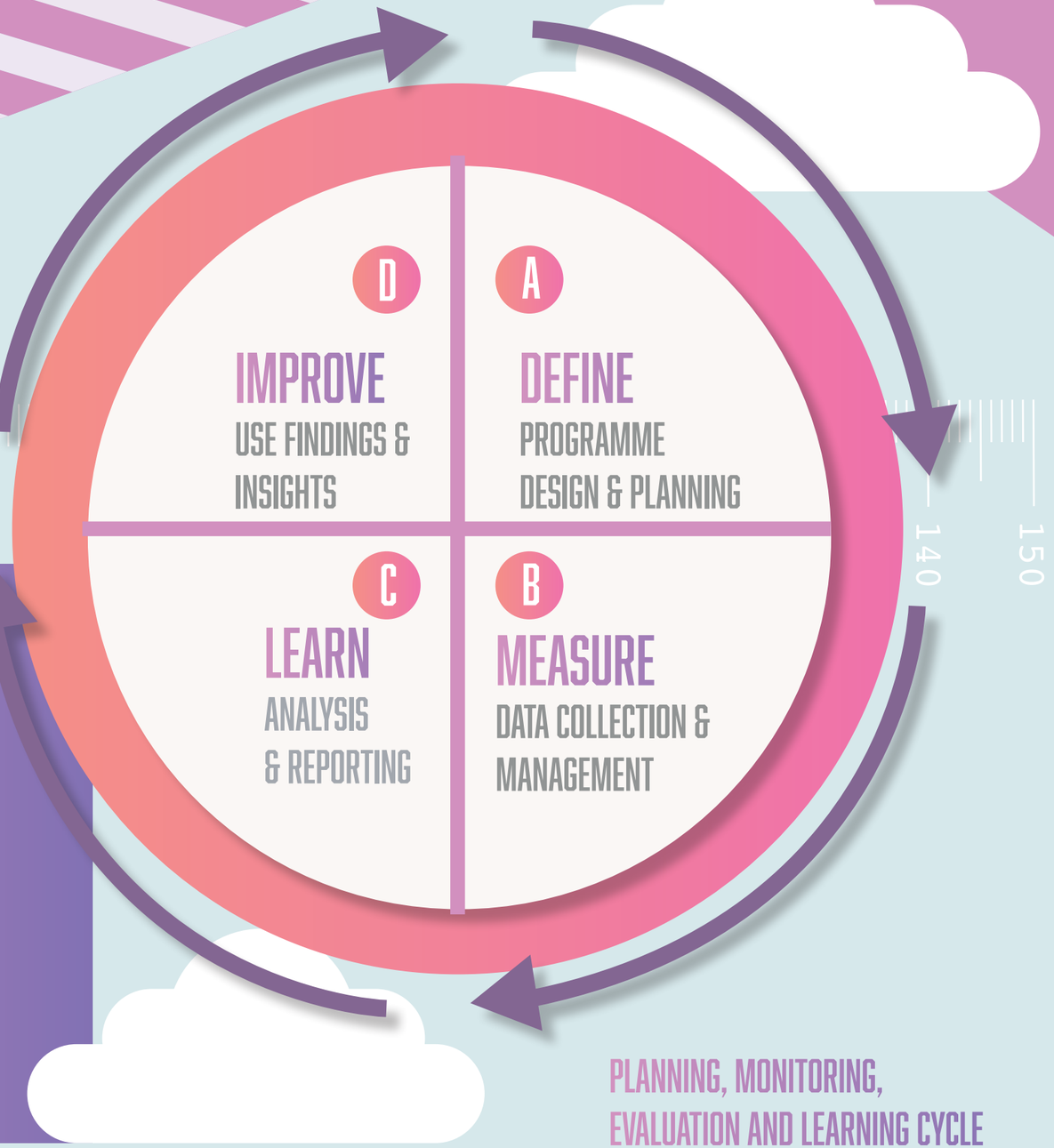
CONCLUDING REMARKS

SIM is a critical component if one wants to install a MEL cycle in a social organization, without a set of properly designed outcome indicators, it is difficult to monitor the project with sufficient confidence. Without data (both quantitative and qualitative), it is quite impossible to do an evaluation and thus learnings of the project.

In this book, we have reiterated the importance of the SIM process which should follow a methodological process, i.e., by using templates that are visible to participating project team members.

Rather than relying on the experiences of individual workers to devise a SIM, a process that allows contribution from all would build an agreeable set of outcome indicators and an agreement on what it means by project success. In our view, this consensus is important for evaluation and learning, in the sense that the evaluation result can be agreed upon, and insights can be captured in the social organization rather than wasted as a project ends.

Social innovation is not an all-of-sudden event but the result of gradual improvement of numerous trial and error, from one project to another. Equally, organizational learning is also not the result of an individual's charm but a protocol that builds into the structure of operation.



PLANNING, MONITORING, EVALUATION AND LEARNING CYCLE

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