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社會效益量度 培訓計劃
Jockey Club Fullness
Social Impact Measurement
Coaching Scheme

Social Impact Measurement

Workbook: A step-by-step approach to devising outcome indicators

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INTRODUCTION

Social Impact Measurement (SIM) is gaining popularity among funders, NGOs, colleagues, and stakeholders of social projects in Hong Kong. However, there is no single fast rule to determine the relevant impact indicators for social projects, and SIM practitioners are adopting different approaches. Nevertheless, many would agree that the impact indicators should not only reflect what has been done but also provide guidance to enhance future social impact.

In this regard, this workbook was created with a stage-by-stage approach; each stage has a template to lead through brainstorming exercises on the reasonableness of the social project from inception to completion. For example, to address questions like 'why this project?', the template forces users to perform a landscape comparison of existing similar projects and to study what others have been achieved so far, this will encourage innovation in the intervention strategy that create 'better' social impacts in future.

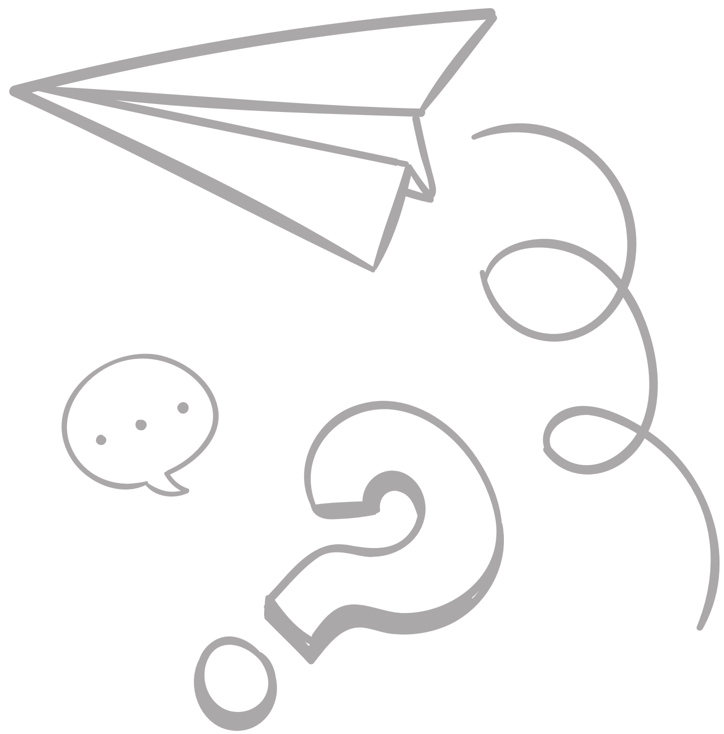
In today's Hong Kong, many SIM practitioners are relying upon their in-house approach to work out the indicators. This workbook aims to take out what we have known by visualizing our thinking process in a template format, to greatly ease the hurdles in conveying our knowledge and practice. By sharing our approach, we aim to build capability for people in NGOs and in the funders sectors.

Last but not least, we would like to thank The Hong Kong Jockey Club Charities Trust's funding of this workbook, as the first of its kind in Hong Kong, with a view to bring SIM practices to greater audiences.

Ted Kwan, Project Director, Jockey Club Fullness Social Impact Measurement (SIM) Coaching Scheme

Characteristics of our approach

- A set of templates is available for NGO practitioners to acquire and practice SIM skills more effectively.
- This approach focuses on the social impact for the beneficiary group targeted by any social intervention / programme.
- This approach uses the D.K. model as a framework, comprising four aspects of potential changes among people: the affective, cognitive and behavioural outcomes as well as condition improvement.
- Throughout this approach, self-learning is encouraged.
- Sophisticated knowledge is not required, but an inquisitive mindset is necessary to discover the answers to the three basic questions concerning a programme: why, how and what.



How to use this workbook

- Tear off the templates from the last chapter of the workbook.
- Follow the sequence of the stages outlined in the workbook, as they constitute the flow of the thinking process in an SIM exercise.
- You don't have to fill in all the blanks in the templates, if you find any of them difficult to fill in at the moment. You may perceive the difficulty as an opportunity for future improvement or areas for innovation.
- Once you have come up with a set of indicators that you think adequate for an SIM exercise, conduct a pilot study to determine whether the beneficiaries are concerned about the same impacts.
- After the project is completed, review the results and identify areas for further improvement.

STAGE ONE

BRAINSTORMING OUTCOMES BASED ON KIRKPATRICK MODEL[1] WITH A FOCUS ON THE BENEFICIARY GROUP

[1] The Kirkpatrick Model was developed by Donald Kirkpatrick in 1959. It is referred to as D.K. Model thereafter.

- As far as social impact is concerned, what ultimately counts are **outcomes rather than outputs**.

- **Outputs are the tangible** results of a programme. In other words, they are explicit in nature. Examples include the number of sessions conducted in a training programme and the number of certificates of completion issued. When the members of a beneficiary group receive the outputs, it doesn't necessarily mean they are better off in any way. For instance, one may be able to complete a training programme, but fail to learn anything in the programme.

- Therefore, you need to pay attention to outcomes rather than outputs. Although **outcomes are intangible** and carry no explicit forms, they truly reflect transformation of stakeholders in various aspects, and that transformation is indeed a major part of the social impact of the programme concerned.

- You are now invited to brainstorm a set of outcomes of your project. The purpose of the brainstorming is to work out a set of **hypothetical outcomes** for your Project Team to get down to detailed discussion and continuous refinement.

The brainstorming will follow a framework and will be subject to a constraint.

Framework

a. The framework was adapted from the **D.K. Model** which represents a holistic transformation of the stakeholder groups, the basic constituents of which comprise

Level 1 **Affective outcomes**
such as satisfaction with a programme, subjective well-being and self-esteem;

Level 2 **Cognitive outcomes**
such as knowledge and skill acquisition and attitudinal / perceptional change;

Level 3 **Behavioural outcomes**
such as the intended behavioural changes; and

Outcomes that represent condition development and/or improvement, whereby members of the beneficiary group may find it easier to attain the intended outcomes.

Constraint

a. As far as possible, please **focus** the brainstorming exercise **on the outcomes for the beneficiary** group because, generally speaking, financial resources for programme evaluation are limited, which makes it difficult to cover every stakeholder group.

b. On some occasions, the brainstorming exercise may cover one or two other stakeholder groups. For instance, the families of the members of the beneficiary group may be covered if the families see a significant benefit from the transformation of the beneficiary group.

→ The table on the right displays the outcomes of a Job Placement Programme for Youth in Hong Kong, which were brainstormed by an NGO's project team within the adapted D.K. Model with a focus on youth as the beneficiary group.

Example

- The objective of the Job Placement Programme was to help youth find long-term jobs through job placement. To achieve this goal, the participants would have to seek jobs themselves or receive further education in support of their career development.

- In attaining the above behavioural outcomes (Level 3) for the beneficiary, the NGO would have to attain a number of cognitive outcomes (Level 2) for them, including enhancement of job skills, acquisition of knowledge about the industries in which the placement organizations are engaged and a better understanding of career aspirations. The attainment of the cognitive outcomes would lead to a few affective outcomes (Level 1) including an increase in self-esteem and life satisfaction among youths.

Stakeholders
Beneficiary - programme participants

Level 1 - Affective States
- Self-esteem
- Life satisfaction

Level 2 - KSA
- Job skills
- Knowledge about an industry
- Career aspirations

Level 3 - Behavioural Change
- Seek a job
- Seek further study

Conditions
A certificate completion awarded to each participant

STAGE TWO

STAKEHOLDER IDENTIFICATION

- Through stakeholder mapping, you will identify various stakeholder groups, each with a different way of getting involved / engaged in the programme. As discussed in the previous chapter, you may **focus** the outcome measurement on the primary stakeholders only, that is, the **beneficiary group**.

- However, such a focus should not prevent you from a**ddressing the concerns of every stakeholder group** about issues pertaining to programme design and implementation. By addressing their concerns, you can effectively improve the delivery of your programme.

Example

- In the example of the Job Placement Programme, only the outcomes for the beneficiary were brainstormed. The outcomes for the employers were not covered in the brainstorming, because they might be able to spare time to complete a questionnaire survey or attend an interview during or after the programme.

- However, at the outset of the programme, the employers were consulted on the criteria for participant recruitment. They indicated that generic job skills (e.g., communication skills) would be a preferred attribute among the participants. Workshops were therefore provided to train the participants to show confident but proper behaviour in the office.

STAGE THREE

UNDERSTANDING THE PROBLEM

- Most programmes are oriented towards social problems. Therefore, a thorough understanding of the concerned problem is a must.

- The basic questions to ask to understand a social problem are the five Ws:
  - → What is the problem?
  - → Where does it exist?
  - → Who is affected by it?
  - → When does it occur?
  - → How serious is it? (To what degree is it felt?)

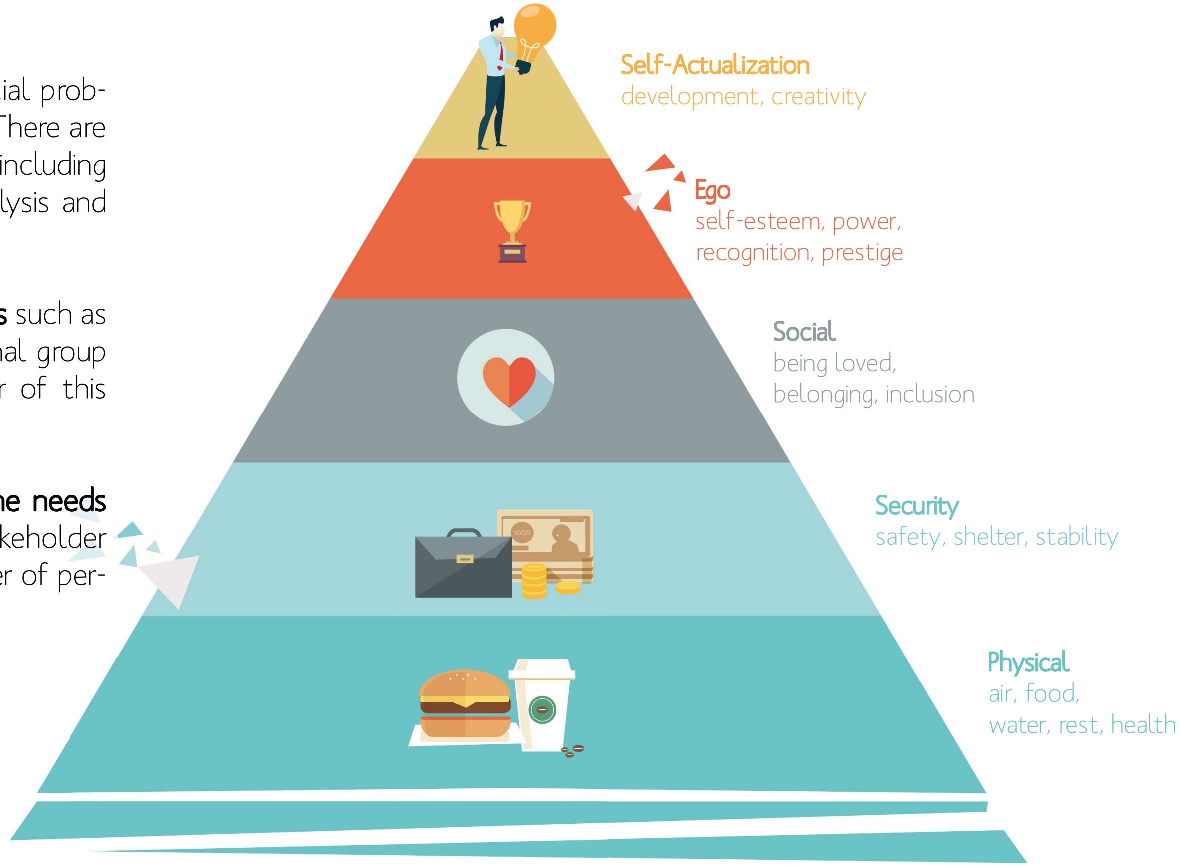
- To answer these questions, you may conduct an interview with the beneficiary group or search the relevant information from various sources on the World Wide Web. After that, integrate these answers into a problem statement. A precise and concise **problem statement** is conducive to programme design and to stakeholder communication.

- Next, you need to identify the **root cause** of the social problem, which will help you devise an effective solution. There are a number of approaches to identify the root cause, including but not limited to why-why analysis, multi-level analysis and theoretical analysis.

- In conducting the analysis, you may use different **tools** such as a cause-and-effect diagram, brainstorming and a nominal group technique. The resources chapter - the final chapter of this workbook - goes through this process in detail.

- After identifying the root cause, you can identify **the needs of the beneficiary group** and any other important stakeholder group (if any). Their needs can be identified in a number of perspectives as follows:

Maslow's Hierarchy of Needs, in which a person's needs are categorized into physical needs, needs for security, social needs, needs for ego and needs for self-actualization, as shown in the diagram below:



- Bradshaw (1972) developed a 'taxonomy of need' from which much social policy has been developed. The four categories are:

Comparative needs
Refers to problems that emerge by comparing one group of people with another. An example is provided in the table.

Normative needs
Defined by policy makers for society; for instance, people who are below the poverty line.

Felt needs
Refers to what people feel they need; people may have difficulty expressing these needs for various reasons; e.g., a South-Asian minority group with language barriers cannot use Cantonese to express their needs.

Expressed needs
Refers to what people say they need, which sometimes cannot be met, such as those who have been on a waiting list for public rental housing.

Example

PROBLEM ANALYSIS

WHAT What is the problem?

Youth unemployment
- Failure of transition to adulthood
- Failure to establish identity, autonomy, security

WHERE Where does it exist?
- Hong Kong

WHO Who are affected by it?
- Dropout Youth, SEN students, Wandering Post-secondary students, and Deprived youths (the total no. is over 120,000)

WHEN When does it occur?
- Over the 10 years

HOW How serious is it?
- To what degree it is felt?
- Many NEET youths have emerged in recent years

PROBLEM STATEMENT
- In HK, over 120,000 youths, including dropout youths, SEN students, those wandering in sub-degree programmes, and deprived youths, have had difficulty securing employment over the past 10 years.

ROOT CAUSE
- School-based management -> The education system is too examination-oriented.

ASSESSED NEEDS
- Comparative needs: The youths excluded by the mainstream of the education system need more tailored guidance for personal / career development than their counterparts who remain in the mainstream.

STAGE FOUR

THEORY OF CHANGE

What is Theory of Change (TOC)?

- A TOC adopts an **academic theory** in a relevant discipline. It may be difficult for anyone to be absolutely sure that an intervention based on one's own experience / common sense would help address the needs of a beneficiary group. Therefore, you may refer to an existing academic theory when designing a programme. Academic theories usually have been tested and verified by various scholars and provide a sound basis for programme design.

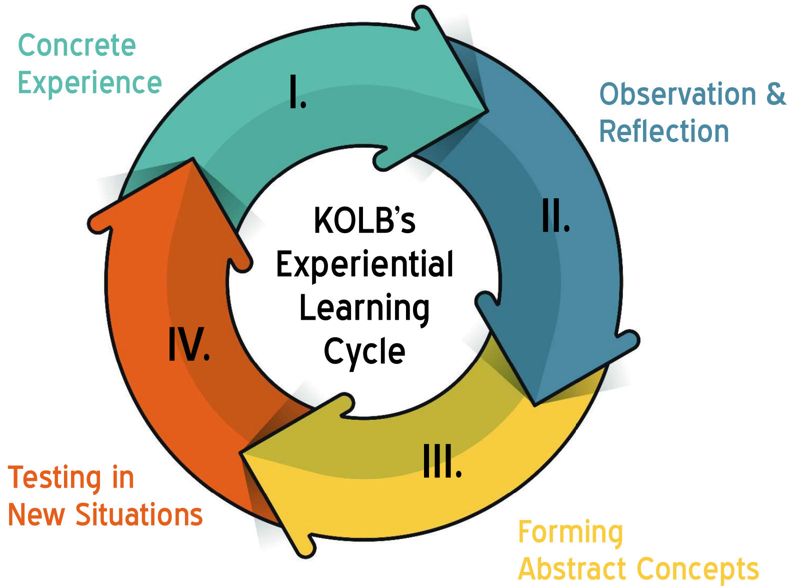
- If no relevant academic theory is available, you may resort to a common practice in your field.

- A TOC displays an idea or programme in its simplest form, i.e., **what you do (intervention strategy)** and **what you get (result)**.

Example

- The diagram to the right of this box shows the TOC adopted in the Job Placement Programme for Youth. Kolb's Theory of Experiential Learning was adopted as the TOC.

- According to this theory, authentic experience is an important element of a learning process. However, authentic experience alone does not suffice in making a learning process complete. Once the learner has obtained authentic experience, s/he must reflect upon the experience to extract the learning points. S/he can reflect more easily with the help of a mentor/facilitator. In this Programme, the NGO's social workers were the ones who facilitated the participants' reflection on their work experiences.



STAGE FIVE

CONDUCTING A LANDSCAPE STUDY AND IDENTIFYING A VALUE PROPOSITION

- ## What is Value Proposition about?

  Value Proposition was originally a business term, that referred to a set of benefits that the target customers can expect from a product or service. In the social sector, Value Proposition is **how you solve the social problem better** in a particular aspect.

- ## Why Value Proposition?

  Funders increasingly perceive their **donations / grants as an investment and seek returns**. Therefore, they increasingly ponder the social impact of every donation or grant. In particular, they look at how your project is different from or better than the existing initiatives. Therefore, you must think of a Value Proposition.

- ## Landscape Study of Existing Comparable Projects

  → By identifying a Value Proposition for your project, you can ensure that the programme is more cost effective, more sustainable or more scalable than other programmes that serve the same or similar beneficiary groups.

  → A landscape study of all comparable programmes is therefore required. In addition to **cost effectiveness, sustainability and scalability**, you may well identify other criteria that specifically apply to the nature of your project.

  → It would be good enough to fulfil one of the aforementioned criteria, but it would be even better to fulfil more than one.

Example

- The table to the right shows two existing projects comparable to the Job Placement Programme for Youth. One lasted 1 month and the other lasted 12 months. In Hong Kong, at-risk youths are usually reluctant to commit themselves to such a long period. Even a month's time would be too long.

- The first programme targeted participants across age groups, with the result that the facilitators might not not be able to cope with the problems that arise only among at-risk youths. The second programme targeted secondary school students who were still in the mainstream education system and might not cater for the special learning needs of at-risk youths.

- The service gap lies in a need for career planning that provides at-risk youths with authentic work experience in a flexible manner.

	Existing Project / Intervention 1	Existing Project / Intervention 2
Existing programmes comparable to yours	Labour Department (HKSARG)'s Work Trial Scheme	HKFYG's Gap Year Programme for Secondary Students
Description	Participating organisations provide on-the-job training for the participants and appoint a mentor to coach them during the 1-month work trial period. The programme targets people across ages, gender and races.	Provide an authentic work experience for gap-year secondary students.
Extent to which the most important needs are addressed (Large / Medium / Small)	Large	Large
Extent to which the programme address those needs (Large / Medium / Small)	High: programme is facilitated by instructors	High: programme is facilitated by social workers.
Extent to which the programme benefits a large beneficiary group (Large / Medium / Small)	Medium: the programme requires a certain level of commitment (i.e., 1 month) from both the participating organisations and the participants themselves.	Medium: it is difficult to attract both employers and participants to commit to a work period of 12 months.
Cost Effectiveness (High / Medium / Low)	Medium: the input must be sustained for 1 month for each participant.	Low: the input must be sustained for 12 months for each participant.
Scalability (High / Medium / Low)	Low: the programme is very labour-intensive.	Low: the programme is very labour-intensive.
Sustainability (High / Medium / Low)	High: the programme is supported by Government funds.	Low: the programme is supported by funds provided by private companies who may have different priorities every year.
Service Gap	Career planning that provides authentic experience in a flexible manner.	

Criteria for determining where the value proposition of your project lies	Does it meet the criteria? And Why?
Does it focus on the most important needs?	
Does it address those needs extremely well?	
Does it benefit a large beneficiary group?	Yes. The job placement is only a few days long. Both employers and participants can commit themselves to the programme more easily.
Cost effectiveness	
Scalability	
Sustainability	

STAGE SIX

LOGIC MODEL

What is a Logic Model?

- A logic model translates a Theory of Change (TOC) into a programme that reflects the value proposition identified in the landscape study.
- It offers information including **inputs, activities, outputs, outcomes** and **impact**. The information assists in a programme's design, planning, strategy development, monitoring and evaluation.
- To work out a Logic Model, you may **begin with the end** (i.e. the intended impact) and work backwards. By so doing, you will have the intended impact as a reference point in the thinking process, and you will naturally work out a set of interventions and a respective resource plan that are oriented towards the intended outcomes and impact.

It is easy to confuse a TOC and a Logic Model. Indeed, they are related, but they serve different purposes. The following table compares the two for easy comprehension:

Features	Theory of Change	Logic Model
Time frame	No time	Time bound
Level of details about practice	Low	High
Focus	Why and/or under what prerequisites certain results are intended to be achieved	Targets + Specific Results

Example

- The intended impact of the Job Placement Programme was a reduction in the youth unemployment rate in Hong Kong.
- To achieve that impact, the youth should be able to achieve two outcomes: 1) find a job, or 2) undergo further studies relevant to their future careers. To fulfill the two outcomes, the youth should be engaged in a variety of activities, including job placement and a workshop for generic skills training before placement.
- Finally, based on the activities, one should decide on resources and determine the amount of resources, the number of participants, the number of mentors, and other inputs.

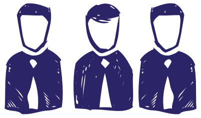
Your planned work		Your intended results		
Resources / Inputs	**Activities**	**Outputs**	**Outcomes**	**Impacts**
Certain resources are needed to operate your programme	If you have access to resources, you can use them to accomplish your planned activities	If you accomplish your planned activities, you will hopefully deliver the amount of product and / or service that you intended	If you accomplish your planned activities to the extent you intended, your participants will benefit in certain ways	If these benefits to participants are achieved, certain changes in organizations, communities, or systems might be expected to occur
→ Employers → Youths aged 15-24 years → Funding for programme execution	→ Job placement for 1-3 days → Workshop before placement, provision of guidance and support → Employers' supervision	→ Participants will be given certificates of completion at the end of the progrgamme.	→ Understand more about one's own interests and abilities → Follow-up action in terms of seeking other job opportunities or information via social workers	→ Unemployment rate among youths would be reduced

STAGE SEVEN

REFINING OUTCOMES AND DESIGNING OUTCOME INDICATORS

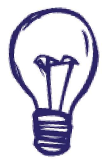
- Based on the findings obtained in Stages 2 to 6, you can now revisit the outcomes that you brainstormed at Stage 1 and make revisions as appropriate to fully align the outcomes with the programme features.

- The diagram to the right shows the revised outcomes of the Job Placement Programme for Youth:



Stakeholders
Beneficiary - programme participants

Level 1 - Affective States
- Self-esteem
- ~~Life satisfaction~~
- *Satisfaction with the programme*



Level 2 - KSA
- *Initial understanding of job skills*
- *Initial understanding of an industry*
- *Initial understanding of career aspirations*

Level 3 - Behavioural Change
- ~~Seek a job~~
- *Take follow-up actions for career development*
- Seek further studies

Conditions
A certificate completion awarded to each participants

Please ensure that the revised outcomes fulfill a set of criteria.
The following shows the criteria and the respective assessment of the above revised outcomes:

Does the programme fulfil the programme mission?	Yes, the outcomes are oriented towards a reduction in the youth unemployment rate.
Does the programme bestow meaningful benefits upon participants?	Yes, the outcomes are oriented towards the participants' acquisition of useful knowledge and skills in a real workplace.
Can the programme influence the outcome in a non-trivial way?	Yes. The programme is only a small one. The realistic outcome is to inspire each participant to explore the career opportunity in which s/he has interest before s/he decides to commit to it.
Does the programme help identify both points of success and problems?	Both points of success and problems will be identified because the outcomes are well decomposed into a number of operational components based on the D.K. Model.
Is the programme seen as a valid outcome by various stakeholders?	Yes, an interview was conducted with a number of participants and employers, and their views were in line with the outcomes defined.

When you have decided on the outcomes, you can develop a set of indicators based on the outcomes. These indicators are used to measure the indicators. The checklist for choosing outcome indicators is as follows:

Full coverage of outcomes

Does each outcome have at least one or more indicator?

Mutually exclusive

The indicators should not overlap. Each should measure a different aspect of the outcome.

Also, please ensure that the indicators are measurable by checking them against the following criteria and assessing the outcomes for the job placement programme against the criteria.

Specific

The indicators must clearly relate to the outcomes and should be precise and well defined.

Enhancement of workplace skills is one of the intended outcomes of the Programme. This is too broad, so it is de-composed into a number of indicators, i.e.,

Cost-effective

Measurement may be impractical due to cost or process constraints. An indicator must be able to use available re-sources while being cost effective.

Measurement of the magnitude of the long-term behav-ioural change requires that tracking studies be conduct-ed. In this case, the cost would be too high. As such, the participants' willingness to take any follow-up action for career development is turned into a set of indicators that represent the intended behavioural change.

Sensitive

The indicators must readily change as outcomes change.

The indicators are expressed as word phrases that reflect an inspiration rather than a substantial improvement of the knowledge and skills. For example, we use 'an improved understanding of workplace skills - communication' rather than 'improved workplace skills - communication' as an indicator

Available

The data collection process should be relatively straightforward.

All data are to be collected through a questionnaire survey conducted with the participants. Most of the participants would be willing to go through the survey themselves because of their relationships with the programme staff. Some participants may well be reluctant to complete the questionnaires. In this case, the programme staff may motivate them to complete the ques-tionnaires by explaining the purpose of the survey.

Outcome Level	Indicators	Chosen method of measurement (e.g., pre-most measures, comparison with benchmarks, numeric scores)
Level 1: Feel good about the overall changes, or feel satisfied with the process/ intervention	→ Satisfaction with the programme → Self-esteem	→ Numeric score → Comparison with benchmark
Level 2: Knowledge or skills, or attitude change	→ Level of understanding of one's career aspirations - personal strengths & weaknesses → Level of understanding of one's career aspirations - personal liking of any job nature → Level of understanding of job skills - communication → Level of understanding of job skills - time management → Level of understanding of job skills - proactiveness → Level of understanding of an industry	Pre- and post - measure
Level 3: Behaviour change	→ Willing to contact or be contacted by the social worker → Willing to accept future referrals of job opportunities → Willing to take part in other job placement programmes or receive consultation on job search → Willing to do further studies → Willing to receive further employment training	Numeric score
Conditions: improved, environmental enhanced, more supported	→ A certificate of completion granted to each participant	→ N/A

There are three types of measurement methods as follows:

1 Comparison with Benchmarks

- On many occasions, you can make sense of an impact by comparing it with a relevant benchmark. Through comparison, you can determine **how your project is performing relative to average standards**.
- For a particular project in which happiness is an indicator, a benchmark is available if we refer to the WHO's happiness index in which HK people, on average, scored 5.36 out of 10 (Helliwell, Layard & Sachs, 2019). If you work with a group of migrants and managed to raise their happiness from 3.21 (hypothetical) to 5.36, the score suggests that your target beneficiaries perceive themselves the same as other people.
- Benchmarks can be either **industry averages or standards set by organizations** themselves if the industry averages are unavailable.
- In some cases, you may need to find out the baseline for a project, and the respective benchmark would help position the beneficiaries of the project relative to the benchmark at the outset.

Example

In the case of the Job Placement Programme for Youth, we don't aim at an increase in self-esteem among the participants, but we still measure their self-esteem, which can serve as a baseline for any subsequent youth programmes.

2 Pre-Post Measures

- Pre-post measures are measurement of 'outcome indicators prior to implementation of the treatment, and subsequent re-measurement after implementation' (United States Environmental Protection Agency, 2007).

- Theoretically, pre-post measures should be applied to all indicators because most programmes that target any beneficiary group are about transforming the target beneficiaries at all levels of the adapted D.K. Model.

- In practical terms, however, you may have difficulty applying pre-post measures to every indicator, because doing so would probably result in a lengthy questionnaire, that the target respondents would likely be reluctant to complete.

- Therefore, you will **take pre-post measures of the most important intended outcomes** instead.

Example

In the case of the Job Placement Programme for Youth, pre-post measures are applied to the outcome indicators related to knowledge, skills, attitudes and perceptions (Level 2). The outcomes at this level are critical for any subsequent actions towards a long-term reduction in youth unemployment.

3 Exit scores

- Participants are invited to **evaluate various outcomes by giving simple scores** with reference to given scales at the end of an intervention. These are exit scores.
- Exit scores are used when respondents have no idea about the programme content and are unable to evaluate anything about the programme itself. For example, before your programme starts, you do not ask a participant whether s/he is satisfied with your programme because s/he hasn't got a clue what your programme is about.
- Exit scores are also used when it is very unlikely that respondents will exhibit the intended behaviour before the programme.

Example

In the case of the Job Placement Programme for Youth, the participants were only asked to evaluate their willingness to take follow-up actions such as their willingness to contact or to be contacted by social workers after the Programme. A pre- measure was not necessary in this case, because before taking part in the Programme, the participants were reluctant to or had no idea what to do to prepare for their career development.

STAGE EIGHT

VALUATION: MONETISATION, UNIT COST, OR COMPARISON WITH BENCHMARK

- Most funders do not perceive their funding as a mere donation. Most of them are concerned about the impact of the initiatives that they have funded / are funding / would like to fund.

- It is desirable to present part or even the entire impact of your programme as a numeric value or a dollar amount. By doing so, you can allow your funder to quickly get an idea about the cost-effectiveness of your programme.

We propose the following three approaches to valuation:

Monetisation	Unit Cost Consumption	Benchmark Comparison
Turning social impact into a monetary value	Computation of the invested amount per member of the beneficiary group	The most representative impact that significantly outperforms

1 Monetisation

- The purpose of monetisation is to present a social impact as a dollar amount, because money is a common medium for goods exchange among nearly everyone in the world.
- Seeing a dollar amount allows various stakeholder groups to understand the magnitude of the social impact of the project concerned.
- Given the same approach to monetisation, if Project A creates a social impact that is worth $4,000 and Project B creates a social impact that is worth $40,000, it can be said that Project B has a greater impact than Project A.
- Various valuation approaches exist. Each approach has a different level of robustness. Based on that, we propose a hierarchy of approaches to monetisation:

Hierachy of Monetisation

Indicators to be monetised	Level of Influence	Robustness	Reference Value	Examples
Workfare Subsidies Personal / Family Savings (direct)	Individual / Family	Very precise	High	Salary ($10,000 for a entry level job) CSSA (A typical 4-member family receives $10,513) A reduction in expenditures on food or medication (e.g. $1,500 per month) Savings on medical expenses ($400 per visit)
Social Cost Savings (indirect)	Community / Societal	Precise, but the value must be discounted due to deadweight, attribution, etc.	Medium to High	Manpower saved by the police force, hospitals, etc. (e.g., the unit cost for an ex-offender, including prosecution, legal expenses, jail and retraining is $400,000 per year per person) Cost per visit to emergency room ($1,240 per visit)
Contingent Valuation / Service User Survey (direct)	Individual	Precise, because it reflects the respondent's willingness to pay for or accept the service	Medium to High	If the service offered by a domestic helper is $100/hr, how much is the voluntary service worth from your point of view?
Life Satisfaction (indirect)	Individual	Use statistical exercise to reveal value	Medium	A 3% increase in life satisfaction due to volunteering is equal to $50,000 per year in extra income (hypothetical)
Other proxies that are not based on actual monetary value of the impact (direct)	Individual / Community / Societal	Only an approximation	Low	Improvement in physical health = Money spent on booking badminton courts

High level of robustness

- Monetisation based on items with dollar amounts has the highest level of robustness. In this approach, one **identifies the relevant items that already have dollar amounts**. One then **adds up the dollar amounts of those items**. The workfare earned by the beneficiaries, the in-kind benefits, and/or individual cost savings are examples of items that already have dollar amounts.

Example

Example of monetisation based on workfare
If a social enterprise hires 10 underprivileged women, and pays them each $10,000 each month, the social impact per annum is $10,000 X 12 months X 10 women, i.e. $1,080,000.

Example of monetisation based on in-kind benefits
If a charitable organisation distributes 300 lunch boxes to the elderly in poverty, and each lunch box is worth $30, the one-off social impact of the project is $30 X 300, i.e., $90,000.

Example of individual cost saving
For the elderly, the risk of stroke is fairly high. A university professor invented a very handy tool to assess risk of stroke. If one takes the assessment and the result reveals a high risk of stroke, one would receive further medical consultation and preventive treatments as appropriate. In this case, one would be able to avoid the heavy medical expenses for stroke treatment.

Specialist outpatient	1 day X $24,400 = $24,400
Inpatient - acute general beds	14 days X $5,100 = $71,400
Rehabilitation day hospital	45 days X $1,320 = $9,420
Specialist outpatient	4 times X $1,190 = $4,760

Medium to high level of robustness

- The first approach: social cost savings.
  - If a social enterprise is targeting discharged prisoners as the beneficiary group, and the social enterprise is successful in reintegrating the discharged prisoners into society by helping them get long-term jobs, the social enterprise may well save a certain cost that would have been incurred if the discharged prisoners had been found to commit crimes and had been sentenced to imprisonment again.
  - **The amount of money that can be saved may be determined after the relevant stakeholders** (i.e., the personnel involved) **are consulted**. The amount of resources required to cope with crime would be easy to monetise because the personnel involved (e.g. police officers, social workers, court judges, etc.) are all salaried and their labor can be represented as a dollar amount accordingly.
  - **The above amount may** then **be discounted**, because even if a youth doesn't commit a crime, the relevant police officers, social workers and court judges will still get paid by the Government. A small discount may be imposed if the relevant officers are unable to exercise other important duties due to the at-risk youth's case.
- The second approach: contingency valuation.
  - In this approach, **one invites the service user to value the intervention** that one has implemented.
  - One may ask **how much each member of the beneficiary group would like to pay for the services** that s/he has been using. This question is easy to answer if there are comparable services in the market. For example, if the comparable service is a domestic helper's service and s/he is paid $80 per hour for her or his labor, a beneficiary may perceive a voluntary service (e.g. volunteers delivering meals or doing house cleaning) as something that is worth $100 per hour.
  - Alternatively, one may ask **how much a beneficiary would like to pay to forgo the service** that s/he has been receiving, when the service in question cannot be associated with any comparable services from the perspective of the beneficiary.

Medium level of robustness

- Life satisfaction valuation

  - The basic idea behind life satisfaction valuation is to measure the impact of an intervention by looking at how much it increases people's life satisfaction and to reveal the equivalent amount of money required to increase someone's well-being by the same amount. This method was advanced by Trotter et al. (2014).

  - Although life satisfaction valuation reveals a dollar value of a social impact in a reasonably rigorous manner, it may not make sense in the eyes of some people who insist that social good is priceless and shouldn't be perceived as a tradeable good.

  - For example, suppose I tell you that if you volunteer regularly, you will gain satisfaction that is worth $50,000. You probably doubt what I've said because the satisfaction induced by volunteering is not really a dollar amount. Therefore, the reference value of this approach is only at a medium level.

Let us go through a hypothetical example. Say we are interested in the value of volunteering - that is, the value that people gain in terms of enhanced life satisfaction through volunteering:

- First, if we conduct a city-wide survey and measure the impact that volunteering once a week has on self-reported life satisfaction, we find that volunteering leads to a 3% increase in people's life satisfaction on average.

- Second, to work out the amount of money that would induce the same 3% increase in life satisfaction, we conduct another city-wide survey and find out that $50,000 per year in extra income would induce a 3% change in life satisfaction for an average person.

- We can then state that the increase in life satisfaction caused by volunteering is worth $50,000 per year.

- A group of researchers at The University of Hong Kong are going to release a database in which one can find a dollar amount that represents the social impact made by each of the common social interventions in Hong Kong.

- Pre-post data can be collected using the following question set, which is intended to measure the respondent's life satisfaction. The full questionnaire can be found in the resources chapter of this workbook.

  1. In most ways, my life is close to my ideal.
  2. The conditions of my life are excellent.
  3. I am satisfied with my life.
  4. So far, I have gotten the important things I want in life.
  5. If I could live my life over, I would change almost nothing.

Low level of robustness

- Proxies

  - According to the SROI Network, a proxy is 'an approximation of value where an exact measure is impossible to obtain' (Nicholls et al. 2012).

  - Proxies are used to estimate the social value of non-monetary goods in social impact measurement.

  - However, the use of proxies can be arbitrary. For example, after consultation with the youths, you may use the amount of money that the youths are willing to lend one another to represent the value of the social capital nurtured in a youth project.

  - The use of proxies may invite doubts from the stakeholder groups of the youth project because the amount of money that the youths are willing to lend one another cannot fully represent the total value of the social capital among themselves. For instance, the social capital among them could be used to start up a business. The business may be worth a lot more than the amount of money they are willing to lend one another. So, why don't they use the worth of a business to represent the social impact instead? The discussion would be inconclusive because of an absence of boundaries for interpreting the dollar value of social capital. It is therefore very difficult for all stakeholder groups to reach a consensus on which proxy(ies) to use.

  - The reference value of this valuation approach is low due to the arbitrary nature of proxies. It is thus not a recommended approach.

2 Unit Cost Computation

- The idea behind unit cost computation is to convey to your funder the message that your programmes incurs a reasonably low cost given the social impact created.
- There are no rules of thumb as to which entity should be adopted as the unit in the computation. However, it is important that your funder and you agree to the same unit.
- The two examples on the right illustrate how the unit cost of the Job Placement Programme for Youth can be computed based on two different units.

Case 1

Using the number of participants as the unit

$$\text{Unit Cost} = \frac{\text{Programme Cost}}{\text{Number of Participants}}$$

Example

Unit Cost of Job Placement Programme

$$= \frac{\$150{,}000}{30} = 5{,}000 \text{ per head}$$

Case 2

Using the number of engagement hours as the unit

$$\text{Unit Cost} = \frac{\text{Programme Cost}}{\text{Number of Engagement Hours}}$$

Example

Unit Cost of Job Placement Programme

$$= \frac{\$150{,}000}{30 \text{ participants} \times 24 \text{ hours}} = \$208 / \text{hr}$$

3 Benchmarking

- **Benchmarking in valuation is focused on the most intended outcome(s).**

- In so doing, one cannot ignore the fact that even If one does not conduct any intervention to make an impact for the beneficiaries, they may still be better off in the given social setting.

- Therefore, what ultimately counts is how much your project outperforms the existing social setting, rather than the entire outcome that your project creates.

If expressed as a formula, social impact is:

Impact = Outcome – What would have happened anyway (Benchmark)

Example

Outcome of employment training at a Social Enterprise Restaurant

= 78% of the youths can find full-time jobs after the training programme

Benchmark as provided by Hong Kong Correctional Services Department

= 50% of the youths can find full-time jobs on their own after being discharged from prison

Impact

= 78% - 50%

= 28%

STAGE NINE

MORE ON CONDITIONS

1 MESO LEVEL: Systemic Change

- What is systemic change? Let us use an example to illustrate.

  → An education system comprises primary schools, secondary schools and tertiary institutions, students, parents and government.

  → For instance, a country's education system is too oriented towards examinations. Driven by good intentions, school teachers introduce innovative curricula to nurture 21st century skills (e.g., creative skills, critical skills, communication skills, and collaboration skills) among students. Both stakeholder groups find the new way of teaching and learning rewarding and useful for holistic development of students. However, the sustainability and the scaling of such innovative curricula would demand the support of school principals who might have their own considerations, one of those being whether parents can see the long-term value of holistic development among students rather than the short-term benefit of good grades that students can achieve on public examinations. The government also plays a role in curriculum reform by providing regular grants. In conclusion, **in a bid to foster systemic change, every part of a system must change because they are interconnected.**

- When systems are fully transformed, we usually find at least some of the following elements in play (Mulgan, & Leadbeater, 2013).

  → **New ideas, concepts, paradigms.**
  → **New laws and regulations.**
  → **Coalitions for change.**
  → **Changed market metrics or measurement tools.**
  → **Changed power relationships.**
  → **Diffusion of technology and technology development.**
  → **New skills and sometimes even new professions.**

More on Conditions

- NGOs usually do not have the power to deliver the intended changes at the systemic level. However, they know what works for the target beneficiary groups and what doesn't. NGOs may employ **collaborative strategies** in scaling interventions. In the execution of these strategies, there are four factors in play (Mulgan & Leadbeater, 2013).

Collaboration

The idea is to to attract the right partners, agree to a joint strategy, and make strategic adjustments as the situation unfolds. In addition to forming a partnership with collaborators, it would be necessary to build a mechanism for stakeholder engagement in a bid to maintain the momentum of the partnership.

OUTCOMES	INDICATORS (examples)
Formation of partnerships	No. of stakeholder groups aligned
Disciplined stakeholder engagement	No. of communities of practice / interest

Credibility

The idea is to convince other stakeholder groups that a systemic change is needed and to make the case that the proposed change will work.

OUTCOMES	INDICATORS (examples)
Seeking professional recognition	Q-mark

Communication

The idea is to frame the issues to build support for a cause. Visioning within the partnership is required for the partnership to move forward.

OUTCOMES	INDICATORS (examples)
Building up shared understanding / visions	No. of visioning exercises / meetings
Efforts to develop a no. of success stories / examples	No. of stories to be reported in the mass media

Contingencies

The idea is to build resources and capacities for the organisation to respond to unforeseen reactions, whether positive or negative, to the intervention.

OUTCOMES	INDICATORS (examples)
Equipping a group of practitioners with both new skills and attitudes	No. of people joining the Train the Trainer Scheme
Engaging the beneficiaries in programme execution in the future	No. of beneficiaries to be engaged as volunteers in the future

2 Macro-level Conditions: Sustainable Development Goals (SDGs)

- What are SDGs about?

  → Developed by the United Nations, SDGs represent 'the blueprint to achieve a **better and more sustainable future** for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. The Goals interconnect and in order to leave no one behind, it is important that we achieve each Goal and target by 2030.' (United Nations, 2019).

- Why align your project with SDGs?

  → In case you have difficulty articulating the impact of your project in a broad sense, you can make a reference to one of the SDGs.

  → Listed companies in Hong Kong are all required to provide Environmental, Social and Governance (ESG) reports; 6% of the listed companies in HK used SDGs in their ESG reporting in 2017, and 18% did so in 2018. **We see a growing trend of SDGs being incorporated into ESG reporting** (Alaya Consulting, 2018).

  → It is worthwhile to align your programme with some of the SDGs because by so doing, you would be able to **speak the same language with the corporate social responsibility personnel of listed companies and international corporates.** They may find your programme useful in terms of helping them to achieve certain SDGs and consider funding your programme.

More on Conditions

Categorisation of the SDGs and selected targets and indicators under SDGs 1, 2 ,3, 4, 8 and 11 that are common to the projects run by NGOs in Hong Kong.

Category	SDGs		Examples
Poverty & Hunger	1 NO POVERTY	2 ZERO HUNGER	Living conditions, food
Health & Well-Being	3 GOOD HEALTH AND WELL-BEING		Health care for disabled, long-term illness, elderly home, elderly activities, preventive health care, etc.
Decent Work & Economic Growth	8 DECENT WORK AND ECONOMIC GROWTH		Improved working conditions in hard and soft aspects
Responsible Consumption & Production and Climate Action	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	13 CLIMATE ACTION	Recycling, waste management in corporations, use green energy in organizations, etc.
Affordable & Clean Energy, Clean Water & Sanitation	6 CLEAN WATER AND SANITATION	7 AFFORDABLE AND CLEAN ENERGY	Avoid wasting water, use energy-efficient appliances, etc.

Category	SDGs	
Life on Land & Under Sea	14 LIFE BELOW WATER	15 LIFE ON LAND
Quality Education & Character and Capacity Building	4 QUALITY EDUCATION	
Reduced Inequality	5 GENDER EQUALITY	10 REDUCED INEQUALITIES
Social Inclusion & Communities	11 SUSTAINABLE CITIES AND COMMUNITIES	
Industry, Innovation & Infrastructure	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	

Examples
Plastic bags in seas, plant a tree, protect enviornment
Job creation, reading programme, provision of educational programme, improve literacy, knowledge acquisition, job shadowing, job experience
Gender, minority opportunities, working elderly, children & youth rights programme
Bonding among ethnic minorities and majorities, etc.
Upcycling industry, innovative way of doing business, improved logistics, highways

Category	SDG
Peace, Justice & Strong Institutions	16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Examples
Use your right to elect leaders, participation, systematic changes in rules & procedures, etc.

Category	SDG
Partnerships for the Goals	17 PARTNERSHIPS FOR THE GOALS

Examples
Build effective public, public-private and civil society partnerships to build on the experience and resourcing strategies of partnerships

Example

In the case of the Job Placement Programme for Youth, the relevant goal is SDG No. 8. The goal is to 'promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all'. In HK, where the labor market is highly competitive, inclusive growth is rarely a common term because economic growth is only about profit maximisation, and marginalisation of disadvantaged groups should not be a concern. The project team may adopt it as the programme goal in a bid to make the goal more legitimate.

Please refer to the following table for an illustration. When aligning your project with a particular SDG goal, please bear in mind that the exercise is more than claiming which SDG your project aims to achieve. You should check the list of targets and indicators under the relevant SDG in the official SDG website and determine whether there are targets and indicators relevant to your project.

Goal	Target	Indicator
SDG No.8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	Target No.8: By 2020, substantially reduce the proportion of youth not in employment, education or training.	Indicator No.: 8, 6, 1 Proportion of youth (aged 15-24) not in education, employment or training.

STAGE TEN

ARTICULATION OF SOCIAL IMPACT - THE USE OF SOCIAL IMPACT CANVAS

Why do you use the Canvas?

- It helps visualise the big picture and the causal relationships among various elements.
- It helps align the project team members for any stage of your project.

What is a Social Impact Canvas?

- It refers to different elements of a project that will lead you to develop answers to the three basic questions in relation to the project: 'what', 'why', and 'how'.
- Actually, if you have just gone through the previous stages, you already have the answers to the three questions.
- 'Level 1', 'Level 2', 'Level 3', 'Level 4' and 'Condition' are the key components of 'what' (i.e., the social impact).
- An in-depth understanding of the social problem will allow you to articulate 'why' you are working so hard to make your project a success. 'Theory of Change' is an answer to 'why' the intervention strategy used in your project will lead to the intended outcomes.
- 'Stakeholder identification', 'Logic Model' and 'Value Proposition' explain 'how' your project will create the intended social impact.

- How do you use the Canvas?

  - Just extract the key information from the templates that you have filled in, and fill in the Canvas with the information.

  - With this Canvas in hand, you will be able to develop a set of presentation materials in a precise and concise manner.

Problem Statement

In HK, more than 120,000 youths, including drop out youths, SEN students, those wandering in sub-degree programmes, and deprived youths, have had difficulty securing employment over the past 10 years.

Stakeholder

Beneficiary - programme participants

Theory of Change

Kolb's Theory of Experiential Learning

Logic Model

Inputs:
Employers, Youths aged 15-24, Funding for programme execution

Activities:
Job placement for a few days, Workshop before placement, Provision of guidance and support, Employers' supervision

Outputs:
Certificates of completion

Outcomes:
Understand more about one's own interests and abilities
Follow-up action in terms of seeking other job opportunities or information via social workers

Impact:
Unemployment rate among the youths would be reduced.

Value Proposition

Authentic experience that requires little commitment

Level 1 (Affective States)

- Self-esteem
- Programme satisfaction

Level 2 (Knowledge, Skills, Attitudes)

- Improved understanding of job skills
- Improved knowledge about an industry
- Improved understanding of career aspirations

Level 3 (Behavioural Change)

- Take follow-up actions for career development
- Seek further studies

Level 4 (Results - Benchmark / Unit Cost / Valuation)

Unit cost:
$208 / hr

Condition

Micro	A certificate of completion granted to each participant
Meso	20 employers were invited to join the job placement programme, as a pre-condition for systemic change.
Micro	Pre-condition set by job placement programme towards SDG No. 8

GLOSSARY

Outcomes

Outcomes can be defined as the change in beneficiaries' circumstances brought about by the outputs or the immediate products or services generated by the TSO.

Affective outcomes (Level 1)

Affective outcomes (Level 1), the degree to which beneficiaries find the intervention favourable, engaging and relevant.

The cognitive level (level 2)

The cognitive level (level 2), the degree to which beneficiaries acquire the intended knowledge, skills, attitudes, confidence and commitment during the intervention.

Outcomes relating to knowledge, skills, attitudes and perception change (level 2).

Outcomes related to behavioural change (level 3)

The behavioural level (change), the degree to which beneficiaries apply what they learned during the intervention when they are back to themselves.

Outcomes related to improvement of conditions.

Comparative needs

Comparative needs: problems that emerge by comparing one group of people with another.

Normative needs

Normative needs: defined by policy makers for society, such as the Poverty Line.

Felt needs

What people feel they need, which people may have difficulty expressing for various reasons.

Expressed needs

Expressed needs: what people say they need, which sometimes cannot be met.

Theory of Change (TOC)

Theory of Change (TOC) displays an idea or programme in its simplest form (i.e., Do + Get) using limited information.

Value Proposition

Value Proposition was originally a business term, but the same concept has been borrowed by the social sector. If borrowed by the social sector, the same concept can be thought of as how to solve the social problem better.

Logic model

Logic model is a graphic display or a map of the relationship between a programme's resources/inputs, activities and intended/actual results (i.e., outputs, outcomes, impact).

The **indicators** are measurable.

Specific

Specific - The indicators must clearly relate to outcomes and should be precise and well defined

Cost-effective

Cost-effective - An indicator that may be measurable, it may be impractical due to cost or process constraints. An indicator must be able to use locally available resources while also being cost effective.

Sensitive

Sensitive - The indicators must readily change as the outcomes change. The indicators contain words that reflect a slight rather than substantial improvement.

Available

Available - it is relatively straightforward to collect the necessary data for the indicator; All data are to be collected through questionnaire surveys conducted with the participants.

Benchmarks

Benchmarks could be either industry averages or standards set by organizations themselves if the industry averages are unavailable.

Pre-post measures

Pre-post measures are referred to as measurement of 'outcome indicators prior to implementation of the treatment, and subsequent re-measurement after implementation'. They are used to measure the intended change(s) in affective states, knowledge, skills, attitudes, and/or behaviour.

Exit scores

Exit scores are used where respondents rarely exhibit the intended behaviour before they are engaged in the programme.

TEMPLATE FOR STAGE 1 / 7

Brainstorming / Fine-tuning Outcomes

Stakeholders	Level 1 Affective States	Level 2 KSA	Level 3 Behavioural Change	Conditions
Beneficiary				
Other Stakeholder				
Other Stakeholder				

TEMPLATE FOR STAGE 3

Understanding Problem		
Problem Analysis	**WHAT** is the problem?	
	WHERE does it exist?	
	WHO is affected by it?	
	WHEN does it occur?	
	HOW serious is it? (to what degree is it felt?)	
Problem Statement		
Root Cause		
Assessed Needs		

TEMPLATE FOR STAGE 4

Theory of Change	
Name of the theory	
Intervention strategy (What you do)	
Result(s) (What you get)	

TEMPLATE FOR STAGE 5

Landscape Study	Service Gap:	

Project Evaluation	Existing Project / Intervention 1	Existing Project / Intervention 2	Existing Project / Intervention 3	Existing Project / Intervention 4
Existing Programmes Comparable to Yours				
Description				
Extent to which the most important needs are addressed (Large/Medium/Small)				
Extent to which the programme addresses those needs (Large/Medium/Small)				
Extent to which the programme benefits a large beneficiary group (Large/Medium/Small)				
Cost Effectiveness (High / Medium / Low)				
Scalability (High / Medium / Low)				
Sustainability (High / Medium / Low)				

TEMPLATE FOR STAGE 5

What is your value proposition of your project?	
Criteria for determining where the value proposition of your project lies	Does it meet the criteria? And why?
Does it focus on the most important needs?	
Does it address those needs extremely well?	
Does it benefit a large beneficiary group?	
Cost effectiveness	
Scalability	
Sustainability	

TEMPLATE FOR STAGE 6

Logic Model				
Your Planned Work		Your Intended Results		
Resources / Inputs Certain resources are needed to operate your programme.	**Activities** If you have access to resources, you can use them to accomplish your planned activities.	**Outputs** If you accomplish your planned activities, you will hopefully deliver the amount of product and / or service that you intended.	**Outcomes** If you accomplish your planned activities to the extent you intended, your participants will benefit in certain ways.	**Impacts** If these benefits to participants are achieved, certain changes in organisations, communities, or systems might be expected to occur.

TEMPLATE FOR STAGE 7

Outcome Indicators

Outcome Level	Indicators	Chosen method of measurement (e.g., pre- and post- measures, comparison with benchmarks, numeric scores)
Level 1: Feeling good about the overall changes and satisfied with the process / intervention		
Level 2: Knowledge or Skills, or Attitude change		
Level 3: Behaviour change		
Conditions: Improved, environmentally enhanced, more supported		

TEMPLATE FOR STAGE 8

Social Impact Monetisation

Item	Monetised Impact ($)
Workfare	$
Subsidy	$
Personal / Family Savings	$
Social Cost Savings	$
Life Satisfaction	$
Proxies that are not based on actual financial savings	$

Towards Systemic Change

Practices	Outcomes	Indicators
Coalitions	Formation of partnerships	(e.g., No. of stakeholder groups aligned)
Coalitions	Disciplined stakeholder engagement	(e.g., No. of communities of practice / interest)
Communication	Building up shared understanding / visions	(e.g., No. of visioning exercises / meetings)
Communication	Efforts to develop a number of success stories / examples	(e.g., No. of stories to be reported in mass media)
Credibility	Seeking professional recognition	(e.g., Q-mark)
Contingencies	Equipping a group of pactitioners with both new skills and attitudes	(e.g., No. of people joining the Train the Trainer Scheme)
Contingencies	Engaging the beneficiaries in programme execution in the future	(e.g., No. of beneficiaries to be engaged as volunteers in the future)
	Other (Please specify:)	Other (Please specify:)

Sustainable Development Goals (SDGs)

Which Goal(s)?	Which Target(s)?	Which Indicator(s)?

TEMPLATE FOR STAGE 10

Social Impact Canvas

Problem Statement

Stakeholder

Theory of Change

Value Proposition

Level 1 (Affective States)

Level 2 (Knowledge, Skills, Attitudes)

Level 3 (Behavioural Change)

Level 4 (Results - Benchmark / Unit Cost / Valuation)

Logic Model

Condition

Scale for Life Satisfaction Approach

Instructions:
Below are five statements with which you may agree or disagree. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item.

Please be open and honest in your responding.

7 - Strongly agree	__ In most ways my life is close to my ideal. *
6 - Agree	__ The conditions of my life are excellent. *
5 - Slightly agree	__ I am satisfied with my life. *
4 - Neither agree nor disagree	__ So far I have gotten the important things I want in life.*
3 - Slightly disagree	__ If I could live my life over, I would change almost nothing.*
2 - Disagree	
1 - Strongly disagree	

Scoring:
Although scoring should be kept continuous (sum up scores on each item), here are some cutoffs to be used as benchmarks.

- 31 - 35 Extremely satisfied
- 26 - 30 Satisfied
- 21 - 25 Slightly satisfied
- 20 Neutral
- 15 - 19 Slightly dissatisfied
- 10 - 14 Dissatisfied
- 5 - 9 Extremely dissatisfied

以下是描述你對你的生活和個人的感受，請問您有幾同意呢？

		非常不同意	不同意	有一點不同意	中立	有一點不同意	同意	非常同意
1.	我滿意自己的生活	1	2	3	4	5	6	7
2.	到現在為止，我都能夠得到我在生活上希望擁有的重要東西	1	1	3	4	5	6	7
3.	我的生活大致符合我的理想	1	1	3	4	5	6	7
4.	我的生活狀況非常圓滿	1	1	3	4	5	6	7
5.	如果我能重新活過，差不多沒有什麼東西我想改變	1	1	3	4	5	6	7

Problem analysis

- Why-why analysis: That is an iterative process in which a group continues to ask why to determine the root cause.
- Multi-level analysis: ponder on the problem at various levels, including the individual level, the family level, the community level and the societal level.
- Theoretical analysis: Use theories in the relevant domain.
- For example, based on the theoretical construct of 'social capital', there are three forms of social capital: linking capital, bridging capital and bonding capital. If one wishes to promote community development in a particular area, s/he may look at what sort of social capital is lacking by making a reference to the theory (Brian K., 2007).
- Tools for analysis: Cause-and-effect diagram (Kaoru, I. 1989), brainstorming, or nominal group technique (Del-becq & VandeVen, 1971).

THEORIES FOR REFERENCE

Disabled

Community Care, Social Rehabilitation, Vocational Rehabilitation, Fundamental Interpersonal Relations Orientation, Social Support, Psychological Empowerment, Normalisation Theory

Beggars, Orphans

Resocialization, Maslow's Hierarchy of Needs, Social Support theory, Psychological Empowerment, Task-centred Theory, Fundamental Interpersonal Relations Orientation (A theory of interpersonal needs), Normalization

Grassroots Communities

Asset-Based Community Development, Community Development, Fundamental Interpersonal Relations Orientation, Social Support Theory

Youths

Strengths Perspective, Cognitive Behavioural Therapy, Communication Theory, Erik Erikson's Theory of Psychosocial Development, Social Learning Theory, Looking-Glass Self, Behavioural Modification Theory, Solution-Focused Brief Therapy, Experiential Learning

Youths

Cognitive Behavioural Therapy, Task-Centred Theory, Crisis Intervention, Fundamental Interpersonal Relations Orientation, Psychological Empowerment, Experiential Learning

Vulnerable Families

Bowen Family Systems Theory, Virginia Satir Family Therapy, Cognitive Behavioural Therapy

Elderly

Disengagement Theory, Activity Theory, Fundamental Interpersonal Relations Orientation, Social Support Theory, Behavioural Modification Theory

Community Care
社會照顧模式

Services intended to help people who need care and support to live with dignity and independence in the community and to avoid social isolation (Bayley, 1973).

Social Rehabilitation
社會康復模式

Services as part of a programme aimed at enhancing social skills, facilitating integration into working life and developing independent living skills (World Health Organization, 2019).

Vocational Rehabilitation
職業復康模式

To provide persons with disabilities with one-stop integrated and seamless vocational rehabilitation services specially designed to accommodate the limitations arising from their disabilities (Zdrav, 1984).

Fundamental Interpersonal Relations Orientation (A theory of interpersonal needs)
人際需要理論

People have unique interpersonal needs that motivate and affect our behaviour in personal and professional relationships. This manifests in how a person typically behaves towards others and how he or she would like others to behave towards him or her (Shultz, 1985).

Social Support
社會支持

Social support protects (or 'buffers') people from the bad effects of stressful life events (Cohen & Wills, 1985).

Psychological Empowerment
心理充權

Individuals gain beliefs about one's competence, efforts to exert control, and an understanding of the socio-political environment (Zimmerman, 1990).

THEORIES FOR REFERENCE

Normalisation Process Theory
正常化理論

The acceptance of some people with disabilities, with their disabilities, offering them the same conditions as are offered to other citizens (May et al., 2009).

Maslow's Hierarchy of Needs
馬斯洛需求理論

A five-tier model of human needs. From the bottom of the hierarchy upwards, the needs are: physiological, safety, love and belonging, esteem and self-actualisation (Maslow, 1943).

Task-Centred Theory
任務中心理論

Social work practitioners to work closely with clients to establish distinct and achievable goals based on an agreed-upon presenting problem (Reid, 1975).

Crisis Intervention
危機干預

Crisis intervention is an immediate and short-term psychological care aimed at assisting individuals in a crisis situation to restore equilibrium to their bio-psycho-social functioning and to minimise the potential of long-term psycholocial trauma.

Roberts' 7-Stage Crisis Intervention Model (Roberts & Everly, 2006).

Strengths Perspective
優勢視角

Individuals and groups have vast, often untapped and frequently unappreciated energies, resources and competencies in various aspects.
The focus of intervention is on the strengths and aspirations of the people with whom we work (Saleebey, 1996).

Cognitive Behavioural Therapy
認知行為治療

Cognitive behavioural therapy, or CBT, is a short-term therapentic technique that can help people find new ways to behave by changing their thought patterns (Beck, 1975).

Communication Theory
溝通理論

All living beings on the planet communicate, although the way of communication is different (Scudder, 1980).

Erik Erikson's Theory of Psychosocial Development
人格發展階段理論

Personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood (Erikson, 1993).

Social Learning Theory
社會學習理論

Learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement (Bandura, 1977).

Looking-Glass Self
鏡中我理論

The looking-glass self comprises three main components (Shaffer 2005). First, we imagine how we must appear to others in a social situation. Second, we imagine and react to what we feel their judgment of that appearance must be. Finally, we develop our sense of self and respond through this perceived judgments of others (Cooley, 1902).

Case Management
個案管理

Case management is a mechanism for ensuring that a comprehensive programme will meet an individual's need for care by coordinating and linking components of a service delivery system (Marfleet, Trueman, & Barber, 2013).

Social Support Theory
社會支持理論

Individuals manage the psychological and material resources available through their social networks to enhance their coping with stressful events, meet their social needs and achieve their goals (many researchers).

THEORIES FOR REFERENCE

Behavioural Modification Theory
行為修正理論

Techniques are applied to change a person's behaviour or the way he or she interacts with the world (many researchers).

Community Development
社區發展模式

A process in which community members come together to take collective action and generate solutions to common problems (United Nations).

Solution-Focused Brief Therapy
焦點解決模式

SFBT is future-focused, goal-directed, and focuses on solutions, rather than on the problems that brought clients to seek therapy. To develop effective solutions, they search diligently through the client's life experiences for 'exceptions', e.g., times when some aspect of the client's goal was already occuring to some degree, using these to co-construct uniquely appropriate and effective solutions (Shazer et al., 2007).

Experiential Learning
體驗式學習法

An individual learns in four stages: acquiring concrete experience, reflective observation of the new experience, abstract conceptualisation and active experimentation (Kolb, 1984).

Fundamental Interpersonal Relations Orientation, FIRO
基本人際關係取向

When people get together in a group, they are looking to fulfil three main interpersonal needs - affection/openness, control and inclusion
(Schutz, 1958).

Activity Theory
活動理論

The aging process is delayed and the quality of life is enhanced when older people remain socially active and maintain social interactions (Harvighurst, 1961).

Virginia Satir Family Therapy
薩提亞 家族治療

The Model is focused on the whole human being, bringing about transformational change within the individual, family and social systems (Satir, 1991).

Disengagement Theory
撤離理論

Aging is an inevitable, mutual withdrawal or disengagement, resulting in decreased interaction between the aging person and others in the social system to which he or she belongs (Cumming & Henry, 1979).

Asset-Based Community Development
資產為本社區發展

Asset-based community development (ABCD), or asset-based community-driven development, as it is sometimes called, is a bottom-up way of working with communities that focuses on community strengths and assets rather than on deficits and problems (McKnight & Kretzmann, 1996).

Bowen Family Systems Theory
博域家庭系統理論

A theory of human behaviour that views the family as an emotional unit and uses systems thinking to describe the complex interactions in the unit (Kerr, 2000).

Child	Pressure scale **Autism behaviour checklist** **Social responsibility scale**
Physical/ Visual/ Mentally Impaired	**Subjective well-being (OECD)** No. of clinical visitation **Depression Scale Patient Healthcare questionnaire (PHQ9)** Participation and Activity Limitations Survey The Multidimensional Scale of Perceived Social Support (MSPSS) Social Function Scale Burden assessment scale Caring experience inventory Family questionnaire (FQ)
Youth	**No. of missed school days** Reduction in negative behaviour **Rosenberg self-esteem scale** **Prosocial behaviour scale, HADS, DSH**
Elderly	**Quality-adjusted Life Year** **MMSE 30 (Dementia)** **No. of health-seeking behaviours**
Poverty	Workfare **Amount of financial subsidies** Ability in communication

Family Counselling	Incidences of violence, **Couple satisfaction index** **Relationship attribution measure**
Retraining & Educational	**Re-employment rate** Examination scores **Average duration of staying in job** Amount of CASS received
Community	Mutual positive feeling towards each other **Identification with community members** **Perception of safety** **Knowledge of neighborhood resources** Number of emergency contacts No. of people with illness **Crime rate, Number of social connections** **Social Capital (CIIF) - network, mutual help, trust, inclusiveness,** **Participation, Information & Communication**
Ethnic Minorities	**No. of people can be trusted** Duration of contact with major ethnic group Score on closeness with different ethnic group **EU Indicators of social cohesion**
Environmental	**CO_2 emission in tons, Amount of recycled materials** **Government savings in dump treatment** Resale value of recycled materials **Pollution index** kWh of sustainable energy used Liters of wastewater produced
Civic Society	Liberty index, Corruption index **Human development index,** Happiness Index **Subject well-being, Life Satisfaction score** **Ginni score**

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