



**CREATING
IMPACT
FOR
NEWCOMERS**

**SOCIAL
RETURN ON
INVESTMENT
(SROI)
REPORT
2020**



1 Executive Summary

2 About Mennonite New Life Centre

3 Bridging Programs

4 About the Report

- a Scope
- b Methodology
- c Social Return on Investment
- d Risks and Limitations

5 Stakeholder Identification and Engagement

- a Stakeholder Engagement Process

6 BREM Impact Pathways

- a Impact Dimensions

7 BEMC Impact Pathways

- a Impact Dimensions

8 Social Return on Investment

- a BREM
- b BEMC

9 Sensitivity Tests

10 Key Takeaways

11 Appendix

- a Stakeholder Segmentation
- b Impact Map(s)
- c Semi-structured Interview Questions

Executive Summary

I am pleased to present Mennonite New Life Centre's (MNLCT) first Social Return on Investment (SROI) Report on its bridging programs, namely Bridge to Employment in Media and Communications (BEMC) and Bridge to Registration and Employment in Mental Health (BREM).

As a charitable organization, MNLCT has been making an impact in the lives of newcomers for nearly four decades by providing a wide range of support through its programs and services. We are committed to create a long-term sustainable value for our stakeholders and take accountability for the impact of the programs and services that we offer. This report showcases an intrinsic value experienced by our key stakeholders of the bridging programs, i.e., the program participants or newcomers.

Newcomers often face many challenges in finding employment in Canada due to factors such as lack of professional network, Canadian work experience, and Canadian educational credentials. Newcomers who are highly educated and experienced in their field of expertise do not always get a job that is commensurate with their education and work experience, and often must start with entry-level employment. Newcomers face a multitude of employment barriers such as inadequate work experience in Canada, unrecognized foreign credentials, perceived employer bias, lack of social and professional networks, overqualification, incompetent language skills, cultural adaptation challenges, and inadequate knowledge of the job market.

In response to a dynamic immigration sector and to demonstrate a commitment to our Mission, Vision, and Values, we identified three primary Strategic Priorities such as 'Resilient Organization', 'Responsive Programs', and 'Engage Communities'. The strategic objectives enable us to streamline our efforts in helping newcomers meet their career objectives, build healthier communities, collaborate with external organizations, and encourage community engagement.

During the reporting period, we invested \$159,963* towards the instruction hours, curriculum development, employment counseling and outreach activities of the BEMC and BREM bridging programs and served newcomers from approximately 20 different countries. As a result of the bridging programs, we generated an intrinsic value of more than \$1.15 million for those newcomers. For every \$1 funded by the Government, we generated a social return of \$7 for newcomers.

Through our carefully designed programs and services, our clients have improved their wellbeing from finding suitable homes, getting employment, improve mental health, and settling down in a new country that they call home.

All stakeholders need to see our programs and services are having a lasting impact on the lives of newcomers. In programs such as BREM and BEMC, we discovered that newcomers ease their stress of transition to a new country, to a new life, and find meaningful employment commensurate with their expertise and experience.

We are deeply thankful to all stakeholders such as our funders, program participants, staff, and many more, in creating the value for newcomers.

Shelly D'Mello
Executive Director, Mennonite New Life Centre

* Based on the number of survey respondents



1 Executive Summary

2 About Mennonite New Life Centre

MNLCT's journey and portfolio of programs and services

3 Bridging Programs

A snapshot into the BREM and BEMC

4 About the Report

- a Scope
- b Methodology
- c Social Return on Investment
- d Risks and Limitations

5 Stakeholder Identification and Engagement

- a Stakeholder Engagement Process

6 BREM Impact Pathways

- a Impact Dimensions

7 BEMC Impact Pathways

- a Impact Dimensions

8 Social Return on Investment

- a BREM
- b BEMC

9 Sensitivity Tests

10 Key Takeaways

11 Appendix

- a Stakeholder Segmentation
- b Impact Map(s)
- c Semi-structured Interview Questions

As a community-based settlement agency, MNLCT provides settlement services to newcomers through a wide range of programs and services. The program and services are intended to help newcomers to settle, integrate, and contribute to society. We use a holistic approach by bringing together practical assistance, emotional support, and community engagement to help newcomers to realize their full potential. For over 30 years, we have played a critical role in the community to support the wellbeing of the newcomers and assist them in starting a new life in Canada. Our commitment to create value for newcomers and society at large aligns with the following Sustainable Development Goals (SDGs).



Mission 1

The Mennonite New Life Centre's mission is to facilitate newcomer settlement and integration through holistic services and community engagement, carried out within a gender justice and anti-oppression framework.

Vision 2

The Mennonite New Life Centre envisions a society in which all people from diverse cultural and religious backgrounds participate fully in all aspects of Canadian life. We will model an approach that brings together community engagement and community services, working together with newcomers to reduce insecurity and reach integration, strengthen voices and increase social equality.

Values 3

- Respect
- Community Building
- Participation and Voice
- Equity and Integration
- Peace with Social Justice

1983 The Mennonite New Life Centre was founded by directors Adolfo and Betty Puricelli.

1986 Representation from supporting Mennonite churches to form the Board of Directors

1987 MNLCT opens temporary shelter for refugees partnership with the St Clair O Connor housing project.

1992 MNLCT launches LINC Program, to support refugees and immigrants in improving English fluency.

1996 MNLCT begins to respond to a new refugee movement from the former Yugoslavia.

2004 MNLCT extends settlement services in Mandarin to Chinese immigrant community.

2006 MNLCT identifies community engagement, employment and mental health as strategic priorities

2007 MNLCT opens a new office at 2600 Birchmount Rd.

2008 MNLCT celebrates its 25th anniversary by launching our first two internships for internationally trained psychologists.

2009 MNLCT opens a new office at 2737 Keele St, deepening its relationship with the Latin American.

2010 MNLCT launches the Bridge Training Program for Internationally Trained Psychologists and Allied Mental Health Professionals.

2012 MNLCT amended its bylaws to better reflect its identity as an inclusive organization and adopted a community-based membership structure.

2013 MNLCT marked its 30th year of helping immigrants and refugees build new lives in Canada.

2016 In 2016, MNLCT moved from 2600 Birchmount Road to 3570 Victoria Park Ave, Suite 204.



The Bridge to Registration and Employment in Mental Health (BREM) is funded by the Government of Ontario and delivered by the Mennonite New Life Centre of Toronto, in partnership with community-based mental health and settlement organizations. BREM offers internationally trained mental health professionals two program streams:

| Preparation for Employment | Preparation for Registration and Employment |
|--|--|
| 10-12 months of full-time program | 12-14 months of full-time program |
| 4-6 months of supervised placement | 6 months of supervised placement |
| Mentoring and job search support | Mentoring and job search support |
| Prepare students to find meaningful employment in the field of mental health | Help participants meet the requirements for registration with the College of Registered Psychotherapists of Ontario (CRPO) and to prepare them for employment in the field |



BEMC is a full-time program designed to prepare internationally trained media and communications professionals to secure a meaningful career in Ontario in the fields of journalism and professional writing, broadcast media, videography, or communications and PR. The program spans over a minimum of 6 months, depending on the duration of the placement

| Preparation for Employment |
|--|
| 6 months of full-time program |
| 4-6 months of supervised placement |
| Coaching and guidance from employment advisors |
| Prepare students to find meaningful employment in the field of mental health |



1 Executive Summary

2 About Mennonite New Life Centre

3 Bridging Programs

4 About the Report

- a Scope
- b Methodology
- c Social Return on Investment
- d Risks and Limitations

Report coverage, explanation of key concepts of the SROI framework, and recognition of inherent risks and limitations in the analysis.

5 Stakeholder Identification and Engagement

- a Stakeholder Engagement Process

Identification of key-stakeholders and their relation to the bridging programs.

6 BREM Impact Pathways

- a Impact Dimensions

7 BEMC Impact Pathways

- a Impact Dimensions

8 Social Return on Investment

- a BREM
- b BEMC

9 Sensitivity Tests

10 Key Takeaways

11 Appendix

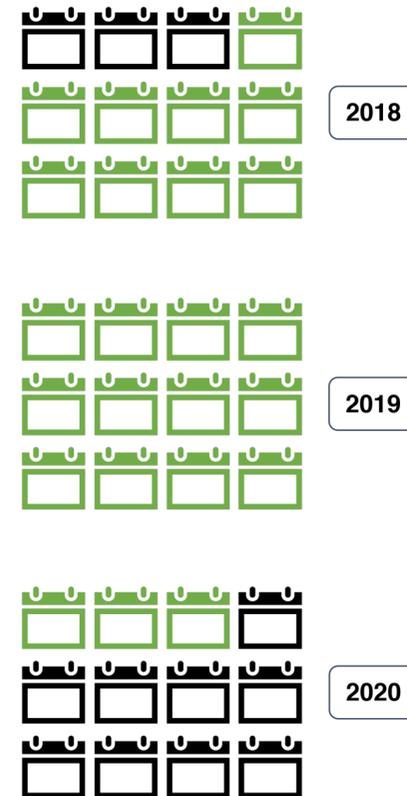
- a Stakeholder Segmentation
- b Impact Map(s)
- c Semi-structured Interview Questions

About the Report

Scope:

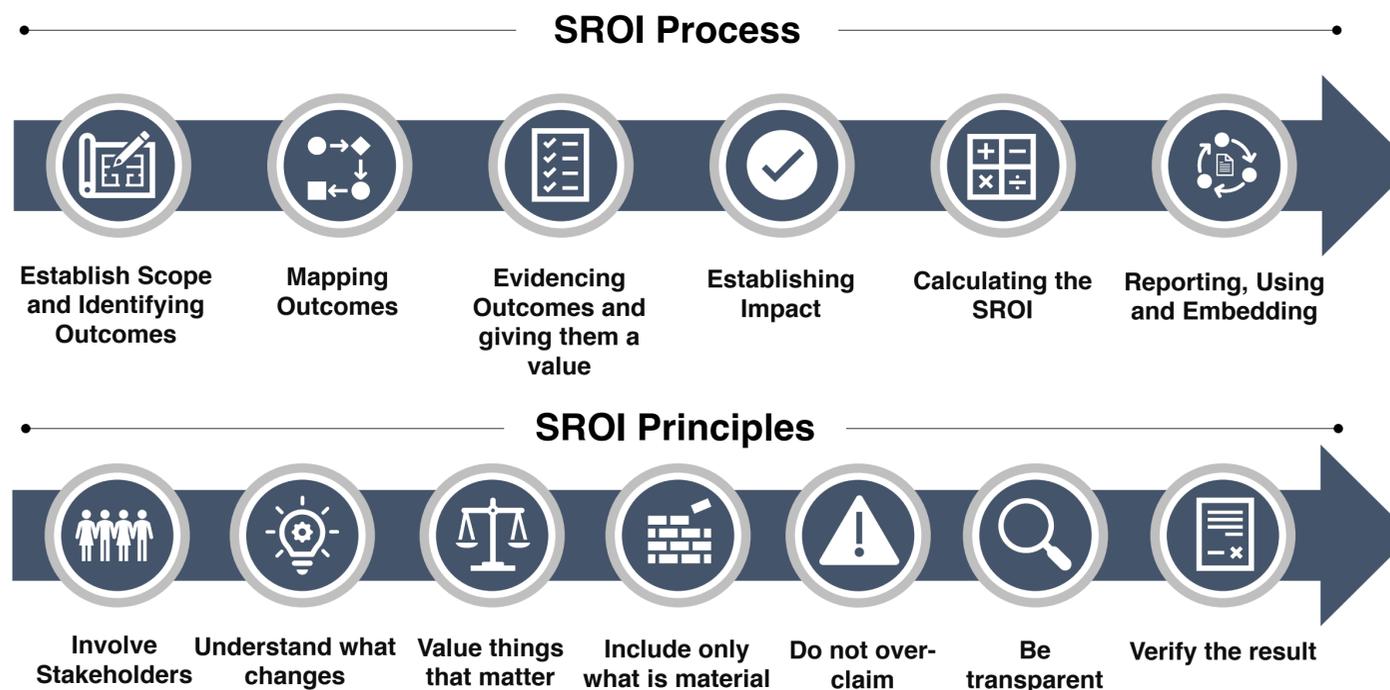
This report is an evaluative Social Return on Investment (SROI) analysis of Mennonite New Life Centre's (MNLCT) bridging programs, namely Bridge to Employment in Media and Communications (BEMC) and Bridge to Registration and Employment in Mental Health (BREM). The period of assessment is from 1st April 2018 to 31st March 2020.

The purpose of the evaluation is to gather evidence on the social value created for the program participants of the bridging programs and to systematically collect, analyze data and to report the results to relevant stakeholders. MNLCT has measured impact by following the SROI methodology to identify outcomes experienced by program participants and where is it making the maximum positive impact. This will enable us to account for social value at a greater depth, fulfill stakeholder needs, and address stakeholder feedback. The intended audience of this report is the internal management, board, funders, and other stakeholders such as program participants and alumni of the bridging programs.



Methodology:

The Social Return on Investment (SROI) is a leading methodology for measuring impact. It accounts for the outcomes experienced by beneficiaries as a result of attending an intervention and assigns monetary values to identify the relative importance of the outcomes. MNLCT applied the SROI methodology on BEMC and BREM and identified a diverse range of outcomes experienced by the past program participants of the bridging programs. Outcomes have been accounted for causality – what would have happened anyway? Were there other contributing factors? and How long did the outcome last?



Social Return on Investment

MNLCT's programs and services create an intrinsic value for its stakeholders and make a positive impact on society. The value created from MNLCT's programs and services goes far beyond what can be captured in financial terms. MNLCT referred to the SROI framework to measure its impact by aligning with the social value principles. It follows a robust methodology and establishes a credible account of the intrinsic value generated from the bridging programs by identifying relevant outcomes experienced by key stakeholders and applied market-based financial proxies to monetize those outcomes. Financial proxies were identified from evidence-based outcomes and are listed in the Appendix.

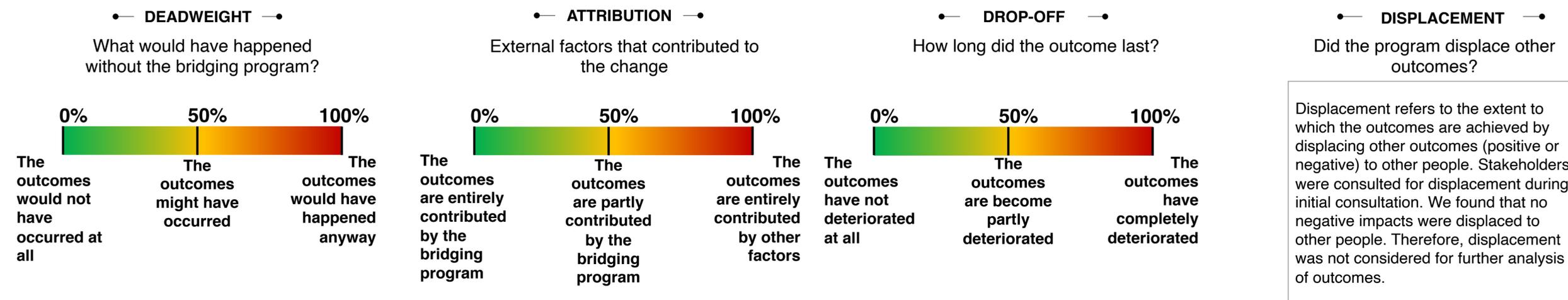
Explanation of key concepts for measuring outcomes

| | |
|---------------------|--|
| Input | The contributions made by each stakeholder that are necessary for the activity to happen. |
| Outputs | A way of describing the activity in relation to each stakeholder's inputs in quantitative terms. |
| Outcomes | The changes resulting from an activity. The main types of change from the perspective of stakeholders are unintended (unexpected) and intended (expected), positive and negative change. |
| Impact | The difference between the outcome for participants, taking into account what would have happened anyway, the contribution of others and the length of time the outcomes last. |
| Deadweight | A measure of the amount of outcome that would have happened even if the activity had not taken place. |
| Attribution | An assessment of how much of the outcome was caused by the contribution of other organisations or people. |
| Drop-off | The deterioration of an outcome over time. |
| Duration | How long (usually in years) an outcome lasts after the intervention, such as length of time a participant remains in a new job. |
| Monetise | To assign a monetary value to something. |
| Proxy | An approximation of value where an exact measure is impossible to obtain. |
| Social Return Ratio | Total present value of the impact divided by total investment |
| Stakeholders | People, organisations or entities that experience change, whether positive or negative, as a result of the activity that is being analysed. |

Source: Guide to Social Return on Investment, UK Cabinet Office, 2009

Impact Dimensions

To estimate impact accurately and to reduce the risk of over-claiming, we accounted for the three impact dimensions namely – deadweight, attribution, and drop-off as illustrated below. We derived the value of outcomes by deducting deadweight, attribution, and drop-off values from the gross value of impact.



Risks and Limitations

Within the SROI framework, we value subjective and unquantified indicators. Through hypothesized adjustment factors (such as deadweight, attribution and drop-off), the valuations lie within the lived experiences of the stakeholders. This does not produce a traditional predictive financial analysis. Therefore, the Social Return on Investment figures calculated in this report are not suited for comparison with SROI figures derived for projects with other characteristics. Due to such reasons, other than the SROI results, with an SROI report that we must be responsible for, we must explain the results and calculation process in an open manner. We must also state the hypotheses and sensitivity analyses undertaken along the way. We hope that the users of this report will be able to understand this activity and its social value through full and complete data, to serve as a basis for making decisions regarding activity management and maximized social value. Although we followed the seven SROI principles in performing this research, certain study limitations were unavoidable. Below, we explain what the research limitations were.

| SROI Principle | Limitation | Risk Description | Possible Impacts to the SROI | Response Method |
|----------------------|--|---|---|--|
| Involve Stakeholders | <ul style="list-style-type: none"> We were only able to engage a single stakeholder group, i.e. direct beneficiaries and not the indirect beneficiaries | <ul style="list-style-type: none"> Inadequate stakeholder representation Subjective bias | <ul style="list-style-type: none"> Over or Under-estimation of the social return | <ul style="list-style-type: none"> We used diverse methods to engage with the stakeholders such as 1 to 1 interviews, existing participant feedback, and surveys to engage with the program participants. In order to minimise the risk inadequate representation, we sent the surveys to 100% of the program participants of the bridging programs to ensure maximum feedback Other external literature and SROI reports were referred to support the rationale behind including the outcomes, and the same was triangulated with program participants and program managers. |
| | <ul style="list-style-type: none"> Lack of segmentation | <ul style="list-style-type: none"> All program participants experiencing the outcome to a similar degree | <ul style="list-style-type: none"> Over or Under-estimation of the social return | <ul style="list-style-type: none"> All program participants will experience a similar degree of outcomes as all program participants were newcomers to Canada and had similar work experiences in the past. Program participants shared similar characteristics with respect to employability such as subject matter expertise. |

Risks and Limitations

| SROI Principle | Limitation | Risk Description | Possible Impacts to the SROI | Response Method |
|-------------------------------|--|--|---|--|
| Understand what changes | <ul style="list-style-type: none"> It takes some time for changes to manifest after the activity has concluded, making it difficult to verify all outcomes at once. | <ul style="list-style-type: none"> Verification of well-defined outcomes by the stakeholder. | <ul style="list-style-type: none"> Over or Under-estimation of the social return | <ul style="list-style-type: none"> We did a sensitivity analysis of the duration of outcomes and tested its effect on the social return. |
| Value the things that matter | <ul style="list-style-type: none"> Only a small sample of the stakeholder valued the outcomes | <ul style="list-style-type: none"> The valuation for the rest of the outcomes were assumed for the remaining pool of the sample size based on the acknowledgment from a smaller sample size. | <ul style="list-style-type: none"> Over or Under-estimation of the social return | <ul style="list-style-type: none"> In order to prevent survey fatigue for the stakeholder, all stakeholders were not asked how they would value the changes. It was assumed based on the responses of a small sample size of the stakeholder. |
| Only include what is material | <ul style="list-style-type: none"> Other stakeholders excluded from the analysis due to low quantity of outcomes | <ul style="list-style-type: none"> Inadequate stakeholder representation | <ul style="list-style-type: none"> Over or Under-estimation of the social return | <ul style="list-style-type: none"> We will engage with all stakeholders for future analysis and check outcomes for relevance and significance. |
| | <ul style="list-style-type: none"> All outcomes are assumed to be material | <ul style="list-style-type: none"> Outcomes that are not material are included in the analysis | <ul style="list-style-type: none"> Over estimation of the social return | <ul style="list-style-type: none"> The social return is tested for the materiality of the outcomes in sensitivity analysis. |
| Do not overclaim | <ul style="list-style-type: none"> Duration is assumed for the majority of the stakeholder sample size. | <ul style="list-style-type: none"> Duration was estimated during initial consultation with a smaller sample size of the stakeholder group, where stakeholders revealed longer and shorter duration for relevant outcomes. | <ul style="list-style-type: none"> Over or Under-estimation of the social return | <ul style="list-style-type: none"> We did a sensitivity analysis of the duration of outcomes and tested its effect on the social return. |
| Be transparent | <ul style="list-style-type: none"> Assessment of outcomes | <ul style="list-style-type: none"> Stakeholders experiencing outcomes throughout the lifecycle of the changes i.e. during the classes, during placement support, during employment, during self-employment and during the pursuit of employment | <ul style="list-style-type: none"> Over or Under-estimation of the social return | <ul style="list-style-type: none"> The bridging programs consists of other specific services such as placement support in addition to the regular curriculum. For a greater degree of precision, we evaluated each service within the program. |
| Verify the result | <ul style="list-style-type: none"> Inadequate stakeholder representation Verification of outcomes from program managers and head | <ul style="list-style-type: none"> In order to avoid survey fatigue, stakeholder were not engaged again to verify the outcomes. | <ul style="list-style-type: none"> Over or Under-estimation of the social return | <ul style="list-style-type: none"> The stakeholders evidenced their outcomes during the survey engagement; hence stakeholders were not engaged again to verify the outcomes that were already evidenced by them. Outcomes were verified by program managers and head as they have extensive knowledge of the program participants due to continuous engagement and existing stakeholder feedback. |



Stakeholder Identification and Engagement

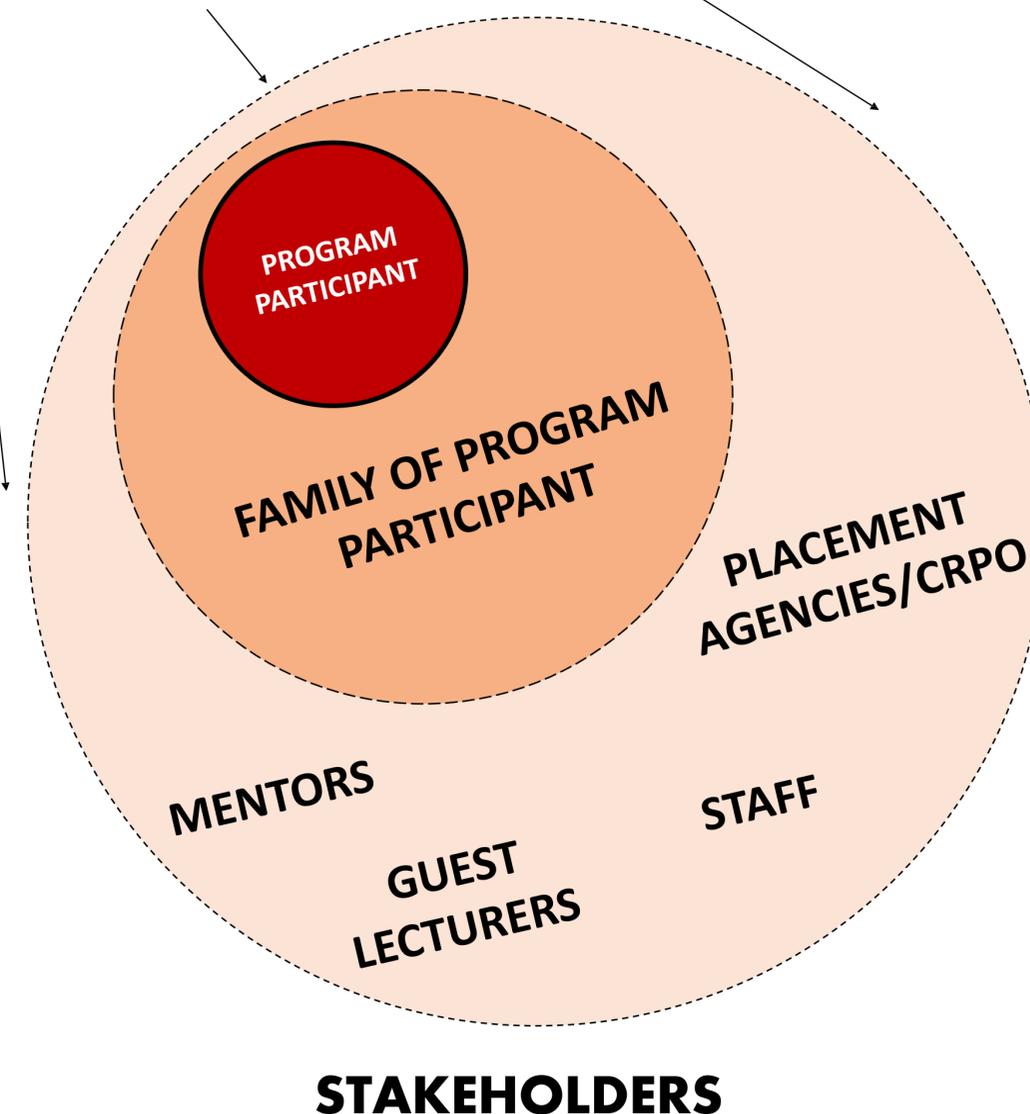
An important step in SROI methodology is to identify all stakeholders who are directly or indirectly impacted by a program or a service of an organization. We identified a range of stakeholders who are impacted by the bridging programs and undertook a stakeholder engagement to identify the outcomes experienced by relevant stakeholder groups. We applied the principle of materiality to identify the key stakeholder group to include in the analysis. By applying the principle of Materiality, 'program participants were found to affect the activity (as they create a business case for funding) and get affected by the activity (outcomes experienced as a result of attending the program).



- Tier 1 Stakeholders
- Tier 2 Stakeholders
- Tier 3 Stakeholders

Based on the principle of 'Do not over-claim, certain stakeholders were excluded whose experienced outcomes were relatively small and insignificant.

| Stakeholder Group | Stakeholder Type | Included/ Excluded | Reason | Number of stakeholders consulted | | | |
|-------------------|--------------------------------|--------------------|--|----------------------------------|---------------|-----|-------------------|
| | | | | Semi-structured interviews | Surveys | | Response Rate (%) |
| | | | | | Total Engaged | | |
| Tier 1 | Program participants | Included | Program participants are the direct and intended beneficiaries of the program. | BREM | 5 | 53 | 47% |
| | | | | BEMC | 5 | 32* | 41% |
| Tier 2 | Family of program participants | Excluded | Families of program participants are Indirect beneficiaries of the program. | Not applicable | | | |
| Tier 3 | Mentors | Excluded | Indirect beneficiaries of the program. | | | | |
| | Guest Lecturers | | | | | | |
| | Staff | | | | | | |
| | Placement Agencies/CRPO | | | | | | |

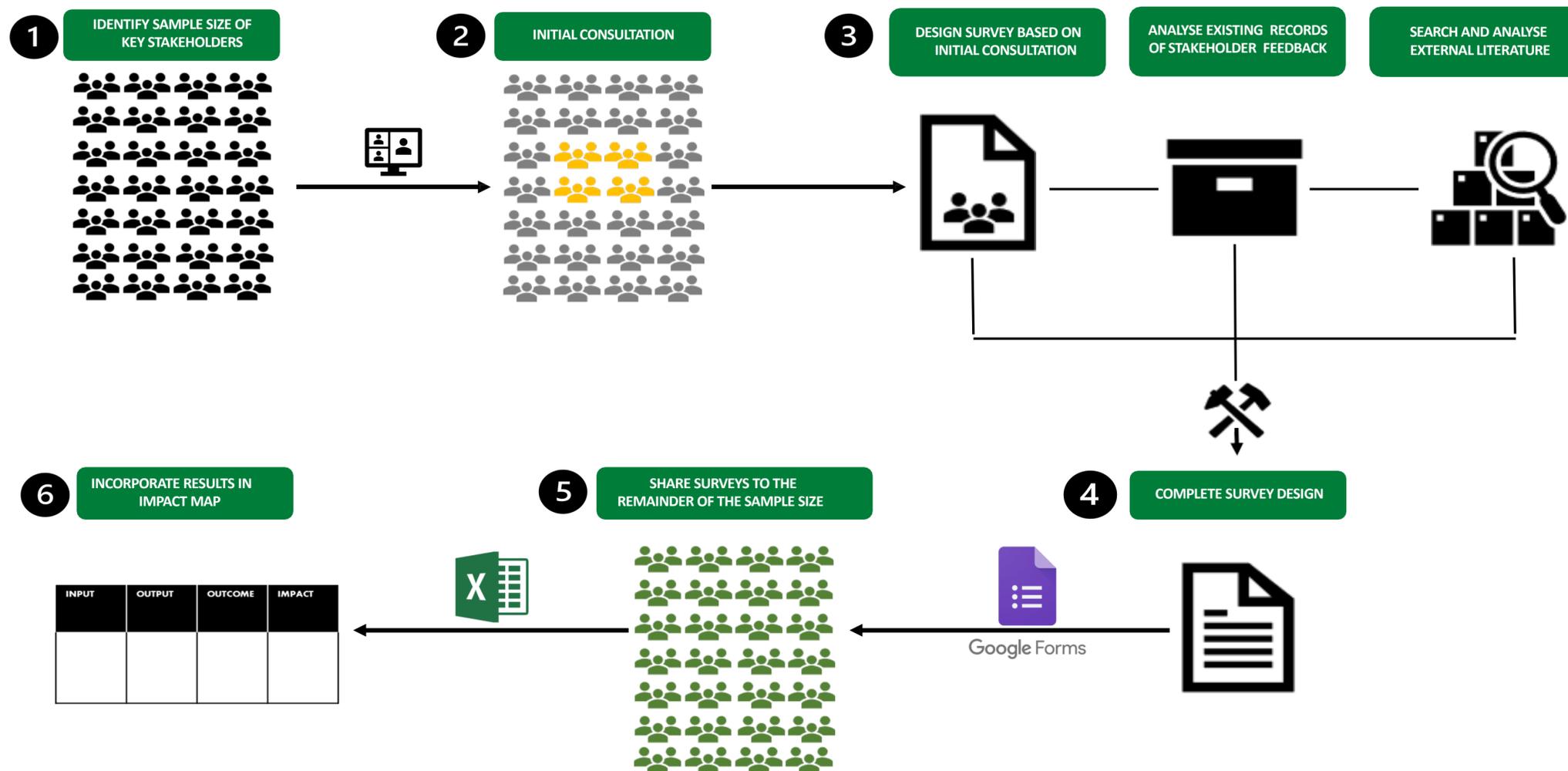


*There were 45 program participants during the reporting period, however only 32 were engaged for the analysis since many placements from cohort 3 were put on hold and delayed due to the Covid-19 pandemic.



Stakeholder Engagement Process

The program participants were found to be the key stakeholder group, and were consulted to measure the impact created by the bridging programs. The consultation process comprised of multiple stages as illustrated below:



- 1** A total of 85 program participants were identified for stakeholder engagement. These are the number of program participants who attended the bridging programs during the evaluation period.
- 2** An initial 30-40 telephonic consultation was held with a smaller sample size of the program participants. The stakeholders were randomly selected to ensure that there was no bias and covered different age groups
- 3** A survey was designed using data sources such as initial consultation, existing participant feedback and external literature such as similar SROI reports. The survey included an exhaustive list of outcomes from the data sources.
- 4** Survey design was completed.
Link to surveys:
BEMC: <https://drive.google.com/file/d/1028S1xwQMIa00eft2d86INHqj5g66DM4/view?usp=sharing>
BREM: <https://drive.google.com/file/d/1028S1xwQMIa00eft2d86INHqj5g66DM4/view?usp=sharing>
- 5** Surveys were sent to the identified sample size with varied stakeholder characteristics as outlined from Pages 41 to 43. Stakeholders selected relevant outcomes they experienced from the exhaustive list of outcomes.
- 6** Responses from the program participants were exported to MS Excel for aggregation and analysis and incorporated in the impact map.

1 Executive Summary

2 About Mennonite New Life Centre

3 Bridging Programs

4 About the Report

- a Scope
- b Methodology
- c Social Return on Investment
- d Risks and Limitations

5 Stakeholder Identification and Engagement

- a Stakeholder Engagement Process

6 BREM Impact Pathways

- a Impact Dimensions

7 BEMC Impact Pathways

- a Impact Dimensions

8 Social Return on Investment

- a BREM
- b BEMC

9 Sensitivity Tests

10 Key Takeaways

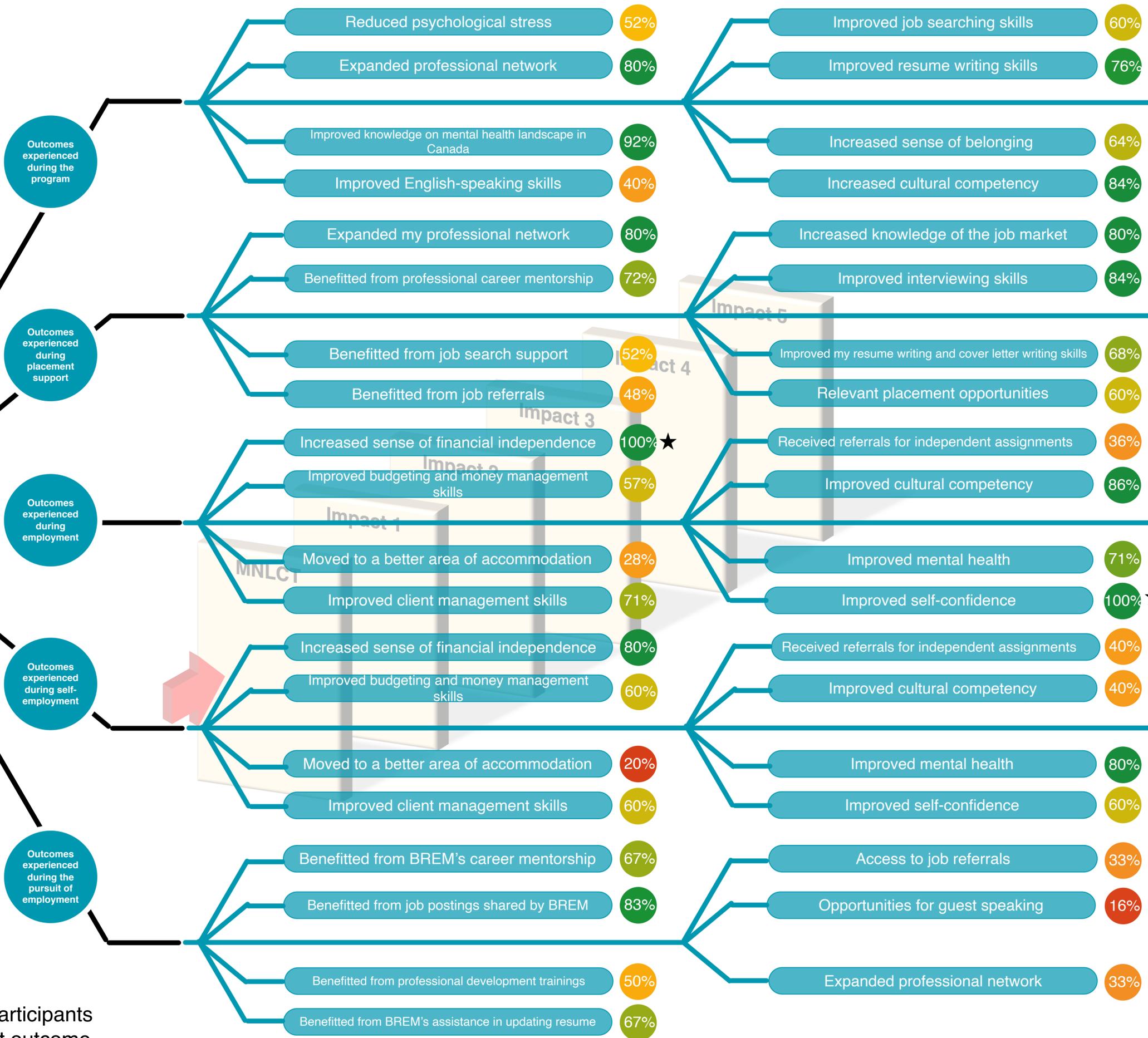
11 Appendix

- a Stakeholder Segmentation
- b Impact Map(s)
- c Semi-structured Interview Questions

Mapping of relevant outcomes experienced by the BREM program participants and accounted for causality.



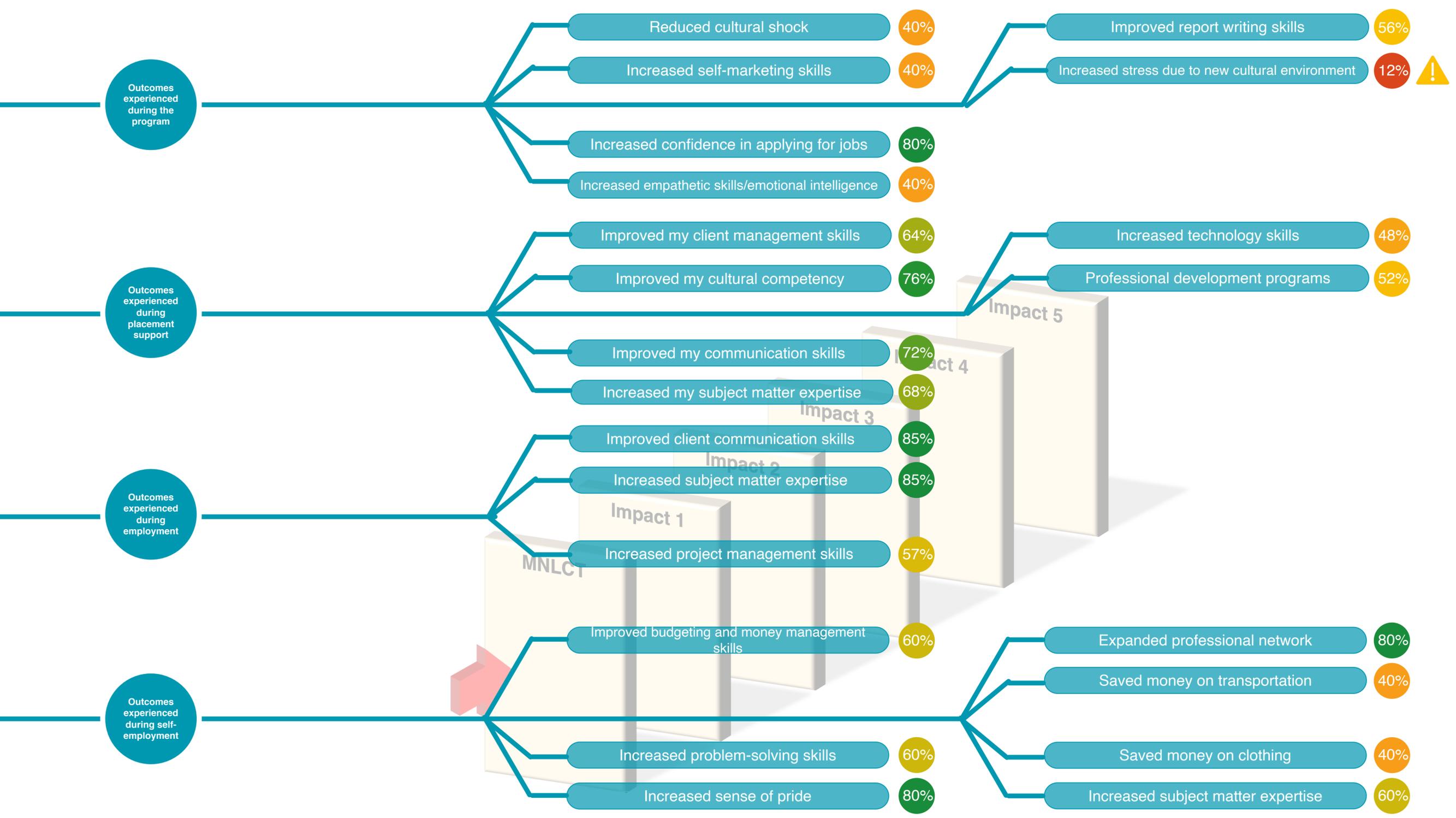
BREM Impact Pathways



Percentage of program participants who experienced relevant outcome



BREM Impact Pathways





BREM Impact Dimensions

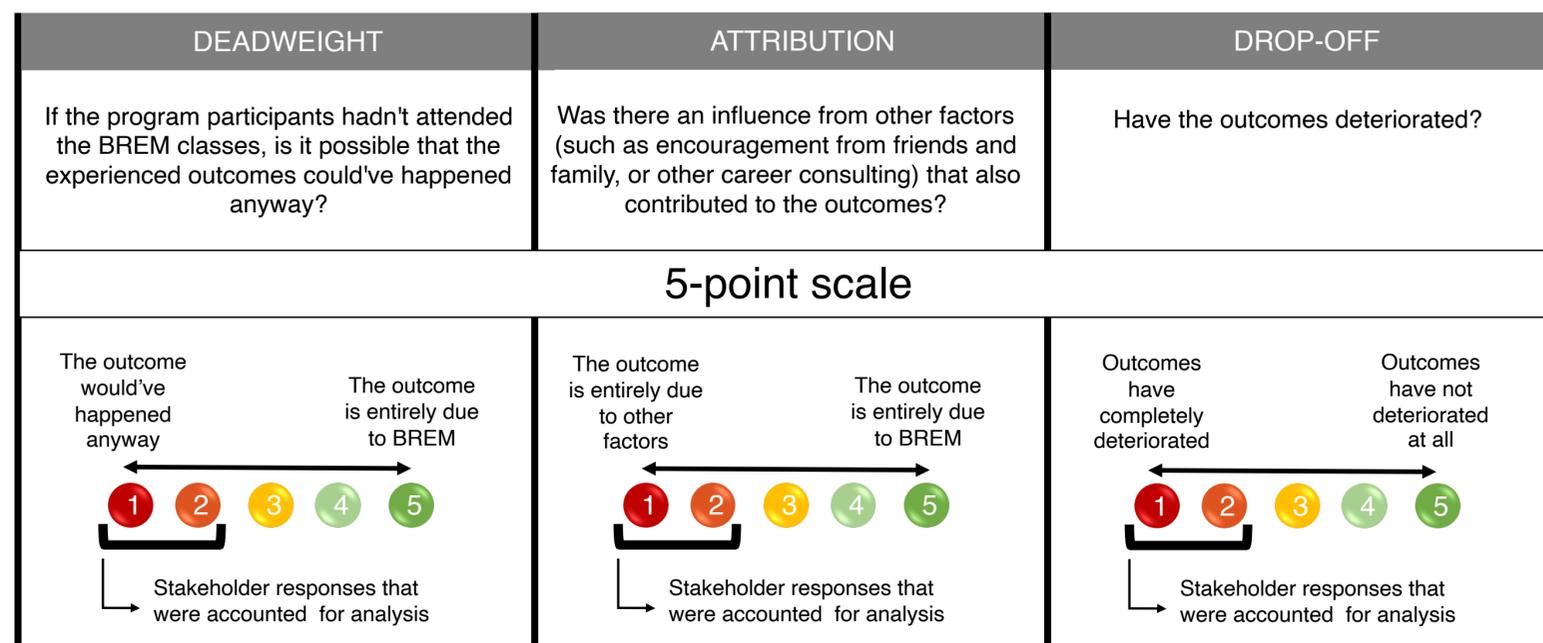
All outcomes were accounted for deadweight, attribution, and drop-off to deduct the value of the impact that was not created by the bridging programs. Deadweight, attribution, and drop-off were evaluated by engaging with the program participants through a structured survey. Program participants evaluated each experienced outcome, and responses were aggregated during the analysis stage to derive the percentage of deadweight, attribution, and drop-off.

Program participants were asked to rate their outcomes from three perspectives:

- Deadweight – what would have happened anyway?
- Attribution - did other factors contributed to the change?
- Drop-off – have the changes deteriorated over time?

On a scale of 1 to 5, program participants rated their experiences of the impact dimensions for all outcomes experienced in multiple phases:

- During BREM classes
- During placement/CRPO support
- During employment
- During self-employment
- During the pursuit of employment



| Outcome Phase | Outcome | Impact Dimensions | | | | | | | | | | | |
|---------------------|--|-------------------|----------------------------------|--|-------------|-----|----------------------------------|----------|--|-----|----------------------------------|--|--|
| | | Deadweight | | | Attribution | | | Drop-off | | | | | |
| During BREM classes | Reduced psychological stress | 30% | [Bar chart showing distribution] | | | 29% | [Bar chart showing distribution] | | | 17% | [Bar chart showing distribution] | | |
| | Expanded professional network | 12% | [Bar chart showing distribution] | | | 16% | [Bar chart showing distribution] | | | 8% | [Bar chart showing distribution] | | |
| | Improved knowledge on mental health industry | 12% | [Bar chart showing distribution] | | | 4% | [Bar chart showing distribution] | | | 0% | [Bar chart showing distribution] | | |
| | Improved English-speaking skills | 43% | [Bar chart showing distribution] | | | 26% | [Bar chart showing distribution] | | | 0% | [Bar chart showing distribution] | | |
| | Improved resume writing skills | 24% | [Bar chart showing distribution] | | | 12% | [Bar chart showing distribution] | | | 0% | [Bar chart showing distribution] | | |
| | Increased sense of belonging | 29% | [Bar chart showing distribution] | | | 28% | [Bar chart showing distribution] | | | 13% | [Bar chart showing distribution] | | |
| | Increased cultural competency | 16% | [Bar chart showing distribution] | | | 24% | [Bar chart showing distribution] | | | 4% | [Bar chart showing distribution] | | |
| | Reduced cultural shock | 42% | [Bar chart showing distribution] | | | 32% | [Bar chart showing distribution] | | | 4% | [Bar chart showing distribution] | | |
| | Increased self-marketing skills | 22% | [Bar chart showing distribution] | | | 17% | [Bar chart showing distribution] | | | 0% | [Bar chart showing distribution] | | |
| | Increased confidence in applying for jobs | 25% | [Bar chart showing distribution] | | | 17% | [Bar chart showing distribution] | | | 4% | [Bar chart showing distribution] | | |
| | Increased emotional intelligence | 48% | [Bar chart showing distribution] | | | 39% | [Bar chart showing distribution] | | | 4% | [Bar chart showing distribution] | | |
| | Improved report writing skills | 29% | [Bar chart showing distribution] | | | 25% | [Bar chart showing distribution] | | | 0% | [Bar chart showing distribution] | | |





All outcomes were accounted for deadweight, attribution, and drop-off to deduct the value of the impact that was not created by the bridging programs. Deadweight, attribution, and drop-off were calculated by engaging with the program participants through a structured survey. Program participants evaluated each experienced outcome, and responses were aggregated during the analysis stage to derive the percentage of deadweight, attribution, and drop-off.

| Outcome Phase | Outcome | Impact Dimensions | | | | | |
|-----------------------------------|--|---|--|---|--|--|--|
| | | Deadweight <small>What would have happened without the bridging program?</small> | | Attribution <small>External factors that contributed to the change</small> | | Drop-off <small>Have the outcomes deteriorated?</small> | |
| During placement/ CRPO support | Expanded my professional network | 12% | | 13% | | 0% | |
| | Benefitted from professional career mentorship | 12% | | 21% | | 0% | |
| | Benefitted from job search support | 13% | | 17% | | 0% | |
| | Benefitted from job referrals | 13% | | 22% | | 0% | |
| | Increased knowledge of the job market | 13% | | 13% | | 0% | |
| | Improved interviewing skills | 20% | | 17% | | 0% | |
| | Improved my resume writing/cover letter writing skills | 8% | | 13% | | 0% | |
| | Relevant placement opportunities | 12% | | 4% | | 0% | |
| | Improved my client management skills | 16% | | 13% | | 0% | |
| | Improved my cultural competency | 17% | | 17% | | 0% | |
| | Improved my communication skills | 22% | | 22% | | 0% | |
| | Increased my subject matter expertise | 16% | | 13% | | 0% | |
| | Increased technology skills | 38% | | 35% | | 0% | |
| | Professional development programs | 17% | | 24% | | 0% | |



A higher rate of deadweight means low contribution to the outcomes, and vice-versa



A higher rate of attribution means low contribution to the outcomes, and vice-versa



A higher rate of drop-off means rapid deterioration of the outcomes, and vice-versa



All outcomes were accounted for deadweight, attribution, and drop-off to deduct the value of the impact that was not created by the bridging programs. Deadweight, attribution, and drop-off were calculated by engaging with the program participants through a structured survey. Program participants evaluated each experienced outcome, and responses were aggregated during the analysis stage to derive the percentage of deadweight, attribution, and drop-off.

| Outcome Phase | Outcome | Impact Dimensions | | |
|-------------------|--|---|---|--|
| | | Deadweight <small>What would have happened without the bridging program?</small> | Attribution <small>External factors that contributed to the change</small> | Drop-off <small>Have the outcomes deteriorated?</small> |
| During employment | Increased sense of financial independence | 7% | 7% | 0% |
| | Improved budgeting and money management skills | 29% | 14% | 0% |
| | Moved to a better area of accommodation | 15% | 8% | 0% |
| | Improved client management skills | 7% | 0% | 0% |
| | Received referrals for independent assignments | 8% | 8% | 0% |
| | Improved cultural competency | 7% | 0% | 0% |
| | Improved mental health | 14% | 14% | 0% |
| | Improved self-confidence | 7% | 0% | 0% |
| | Improved client communication skills | 7% | 7% | 0% |
| | Increased subject matter expertise | 7% | 7% | 0% |
| | Project management skills | 15% | 15% | 0% |



A higher rate of deadweight means low contribution to the outcomes, and vice-versa



A higher rate of attribution means low contribution to the outcomes, and vice-versa



A higher rate of drop-off means rapid deterioration of the outcomes, and vice-versa



BREM Impact Dimensions

All outcomes were accounted for deadweight, attribution, and drop-off to deduct the value of the impact that was not created by the bridging programs. Deadweight, attribution, and drop-off were calculated by engaging with the program participants through a structured survey. Program participants evaluated each experienced outcome, and responses were aggregated during the analysis stage to derive the percentage of deadweight, attribution, and drop-off.

| Outcome Phase | Outcome | Impact Dimensions | | | | | |
|------------------------------------|--|--|-----|--|----|---|--|
| | | Deadweight What would have happened without the bridging program? | | Attribution External factors that contributed to the change | | Drop-off Have the outcomes deteriorated? | |
| During self-employment | Increased sense of financial independence | 20% | | 20% | | 0% | |
| | Improved client management skills | 20% | | 20% | | 0% | |
| | Improved mental health as a result of flexible routine | 20% | | 20% | | 0% | |
| | Increased area of expertise | 20% | | 20% | | 0% | |
| | Receiving client referrals | 20% | | 0% | | 0% | |
| | Improved self-confidence | 0% | | 20% | | 0% | |
| | Improved cultural competency | 20% | | 40% | | 0% | |
| | Improved client communications skills | 40% | | 20% | | 0% | |
| | Improved budgeting and money management skills | 40% | | 40% | | 0% | |
| | Moved to a better area of accommodation | 60% | | 20% | | 0% | |
| | Increased problem-solving skills | 20% | | 20% | | 0% | |
| | Improved wellbeing and quality of life | 20% | | 20% | | 0% | |
| | Increased sense of pride | 0% | | 20% | | 0% | |
| | Expanded professional network | 20% | | 20% | | 0% | |
| | Saved money on transportation | 40% | | 40% | | 0% | |
| | Saved money on clothing | 20% | | 40% | | 0% | |
| Increased subject matter expertise | 20% | | 20% | | 0% | | |



A higher rate of deadweight means low contribution to the outcomes, and vice-versa



A higher rate of attribution means low contribution to the outcomes, and vice-versa



A higher rate of drop-off means rapid deterioration of the outcomes, and vice-versa



All outcomes were accounted for deadweight, attribution, and drop-off to deduct the value of the impact that was not created by the bridging programs. Deadweight, attribution, and drop-off were calculated by engaging with the program participants through a structured survey. Program participants evaluated each experienced outcome, and responses were aggregated during the analysis stage to derive the percentage of deadweight, attribution, and drop-off.

| Outcome Phase | Outcome | Impact Dimensions | | | | | |
|----------------------------------|---|--|--|--|--|---|--|
| | | Deadweight What would have happened without the bridging program? | | Attribution External factors that contributed to the change | | Drop-off Have the outcomes deteriorated? | |
| During the pursuit of employment | Career mentorship | 33% | | 40% | | 40% | |
| | Identified job postings | 33% | | 50% | | 0% | |
| | Professional development training opportunities | 67% | | 17% | | 20% | |
| | Updating resumes | 33% | | 17% | | 17% | |
| | Job referrals | 40% | | 17% | | 0% | |
| | Guest speaking opportunities | 0% | | 40% | | 40% | |
| | Expanded professional network | 0% | | 17% | | 0% | |



A higher rate of deadweight means low contribution to the outcomes, and vice-versa



A higher rate of attribution means low contribution to the outcomes, and vice-versa



A higher rate of drop-off means rapid deterioration of the outcomes, and vice-versa

- 1 Executive Summary
- 2 About Mennonite New Life Centre
- 3 Bridging Programs
- 4 About the Report
 - a Scope
 - b Methodology
 - c Social Return on Investment
 - d Risks and Limitations
- 5 Stakeholder Identification and Engagement
 - a Stakeholder Engagement Process
- 6 BREM Impact Pathways
 - a Impact Dimensions
- 7 BEMC Impact Pathways
 - a Impact Dimensions
- 8 Social Return on Investment
 - a BREM
 - b BEMC
- 9 Sensitivity Tests
- 10 Key Takeaways
- 11 Appendix
 - a Stakeholder Segmentation
 - b Impact Map(s)
 - c Semi-structured Interview Questions
 - d Social Value Principles – Compliance Remarks

Mapping of socio-economic outcomes experienced by the BREM program participants, and accounted for causality.



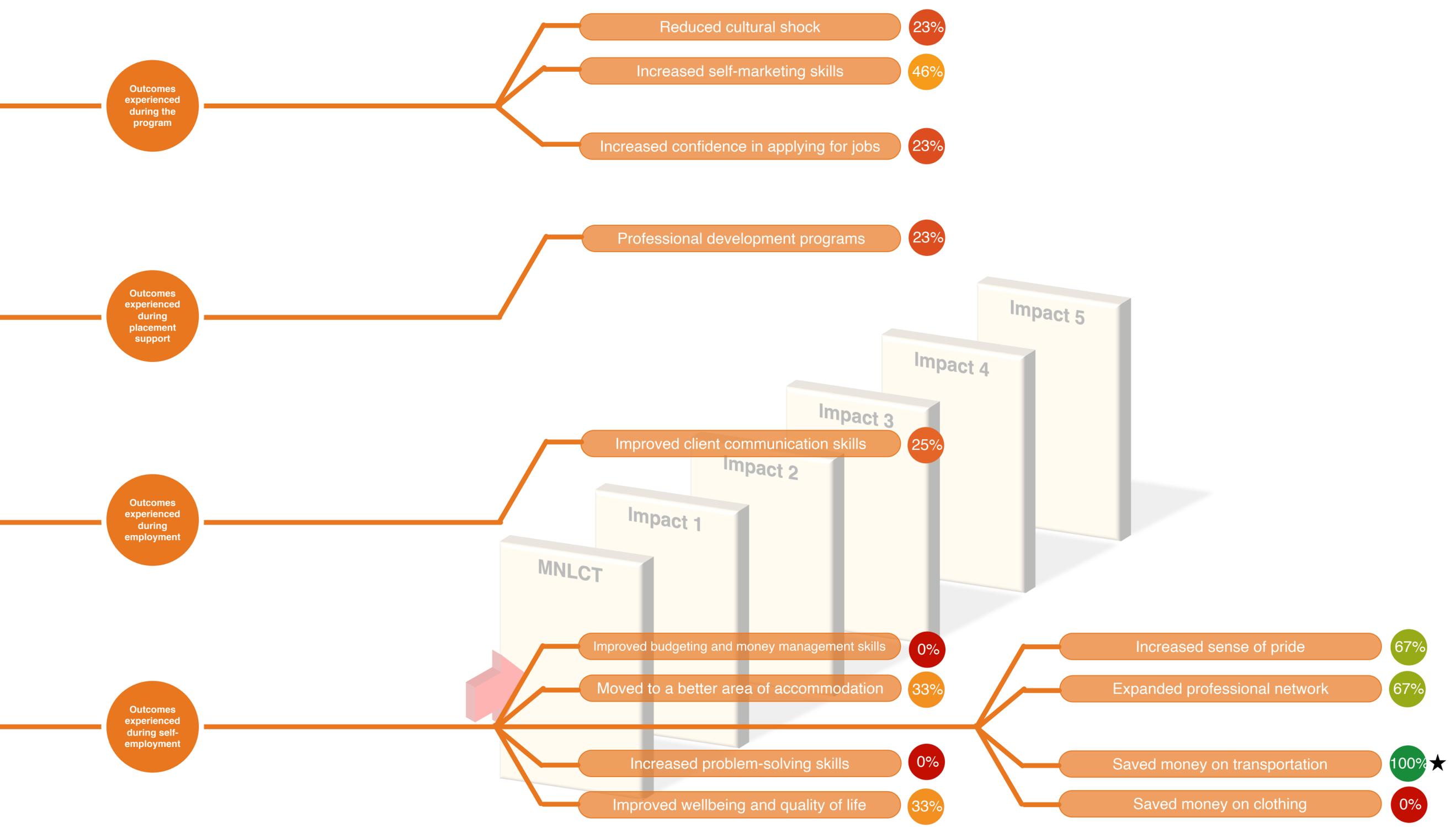
BEMC Impact Pathways



Percentage of program participants who experienced relevant outcome



BEMC Impact Pathways





BEMC Impact Dimensions

All outcomes were accounted for deadweight, attribution, and drop-off to deduct the value of the impact that was not created by the bridging programs. Deadweight, attribution, and drop-off were evaluated by engaging with the program participants through a structured survey. Program participants evaluated each experienced outcome, and responses were aggregated during the analysis stage to derive the percentage of deadweight, attribution, and drop-off.

Program participants were asked to rate their outcomes from three perspectives:

- Deadweight – what would have happened anyway?
- Attribution - did other factors contributed to the change?
- Drop-off – have the changes deteriorated over time?

On a scale of 1 to 5, program participants rated their experiences of the impact dimensions for all outcomes experienced in multiple phases:

- During BEMC classes
- During placement support
- During employment
- During self-employment
- During the pursuit of employment

| DEADWEIGHT | ATTRIBUTION | DROP-OFF |
|--|--|---|
| If the program participants hadn't attended the BEMC classes, is it possible that the experienced outcomes could've happened anyway? | Was there an influence from other factors (such as encouragement from friends and family, or other career consulting) that also contributed to the outcomes? | Have the outcomes deteriorated? |
| 5-point scale | | |
| <p>The outcome would've happened anyway</p> <p>The outcome is entirely due to BEMC</p> <p>Stakeholder responses that were accounted for analysis</p> | <p>The outcome is entirely due to other factors</p> <p>The outcome is entirely due to BEMC</p> <p>Stakeholder responses that were accounted for analysis</p> | <p>Outcomes have completely deteriorated</p> <p>Outcomes have not deteriorated at all</p> <p>Stakeholder responses that were accounted for analysis</p> |

| Outcome Phase | Outcome | Impact Dimensions | | |
|---------------------|--|--|--|--|
| | | Deadweight What would have happened without the bridging program? | Attribution External factors that contributed to the change | Drop-off How does the outcome last? |
| During BEMC classes | Reduced psychological stress | 50% | 75% | 8% |
| | Expanded professional network | 31% | 46% | 15% |
| | Improved knowledge on media and communication industry | 15% | 23% | 0% |
| | Improved English-speaking skills | 45% | 45% | 0% |
| | Improved resume writing skills | 33% | 42% | 0% |
| | Increased sense of belonging | 45% | 36% | 0% |
| | Increased cultural competency | 20% | 40% | 0% |
| | Reduced cultural shock | 70% | 60% | 0% |
| | Increased self-marketing skills | 27% | 36% | 0% |
| | Increased confidence in applying for jobs | 33% | 42% | 8% |



All outcomes were accounted for deadweight, attribution, and drop-off to deduct the value of the impact that was not created by the bridging programs. Deadweight, attribution, and drop-off were calculated by engaging with the program participants through a structured survey. Program participants evaluated each experienced outcome, and responses were aggregated during the analysis stage to derive the percentage of deadweight, attribution, and drop-off.

| Outcome Phase | Outcome | Impact Dimensions | | | | | |
|--------------------------|--|---|--|---|--|---|--|
| | | Deadweight <small>What would have happened without the bridging program?</small> | | Attribution <small>External factors that contributed to the change</small> | | Drop-off <small>How does the outcome last?</small> | |
| During placement support | Expanded my professional network | 23% | | 31% | | 23% | |
| | Benefitted from professional career mentorship | 44% | | 30% | | 11% | |
| | Benefitted from job search support | 27% | | 33% | | 27% | |
| | Benefitted from job referrals | 30% | | 27% | | 30% | |
| | Increased knowledge of the job market | 18% | | 33% | | 9% | |
| | Improved interviewing skills | 30% | | 30% | | 20% | |
| | Improved my resume writing and cover letter writing skills | 20% | | 36% | | 20% | |
| | Increased technology skills | 40% | | 22% | | 10% | |
| | Professional development programs | 40% | | 40% | | 10% | |



A higher rate of deadweight means low contribution to the outcomes, and vice-versa



A higher rate of attribution means low contribution to the outcomes, and vice-versa



A higher rate of drop-off means rapid deterioration of the outcomes, and vice-versa



All outcomes were accounted for deadweight, attribution, and drop-off to deduct the value of the impact that was not created by the bridging programs. Deadweight, attribution, and drop-off were calculated by engaging with the program participants through a structured survey. Program participants evaluated each experienced outcome, and responses were aggregated during the analysis stage to derive the percentage of deadweight, attribution, and drop-off.

| Outcome Phase | Outcome | Impact Dimensions | | | | | |
|-------------------|--|---|--|---|--|---|--|
| | | Deadweight <small>What would have happened without the bridging program?</small> | | Attribution <small>External factors that contributed to the change</small> | | Drop-off <small>How does the outcome last?</small> | |
| During employment | Increased sense of financial independence | 0% | | 0% | | 0% | |
| | Improved budgeting and money management skills | 50% | | 50% | | 50% | |
| | Moved to a better area of accommodation | 33% | | 33% | | 33% | |
| | Improved client management skills | 0% | | 0% | | 0% | |
| | Received referrals for independent assignments | 50% | | 50% | | 50% | |
| | Improved cultural competency | 0% | | 0% | | 0% | |
| | Improved mental health | 0% | | 0% | | 0% | |
| | Improved self-confidence | 0% | | 0% | | 0% | |
| | Improved client communication skills | 0% | | 0% | | 0% | |



A higher rate of deadweight means low contribution to the outcomes, and vice-versa



A higher rate of attribution means low contribution to the outcomes, and vice-versa



A higher rate of drop-off means rapid deterioration of the outcomes, and vice-versa



All outcomes were accounted for deadweight, attribution, and drop-off to deduct the value of the impact that was not created by the bridging programs. Deadweight, attribution, and drop-off were calculated by engaging with the program participants through a structured survey. Program participants evaluated each experienced outcome, and responses were aggregated during the analysis stage to derive the percentage of deadweight, attribution, and drop-off.

| Outcome Phase | Outcome | Impact Dimensions | | | | | |
|------------------------|--|---|--|---|--|---|--|
| | | Deadweight <small>What would have happened without the bridging program?</small> | | Attribution <small>External factors that contributed to the change</small> | | Drop-off <small>How does the outcome last?</small> | |
| During self-employment | Increased sense of financial independence | 33% | | 33% | | 0% | |
| | Improved client management skills | 33% | | 33% | | 0% | |
| | Improved mental health as a result of flexible routine | 33% | | 33% | | 0% | |
| | Increased area of expertise | 33% | | 33% | | 0% | |
| | Receiving client referrals | 33% | | 33% | | 0% | |
| | Improved self-confidence | 33% | | 33% | | 0% | |
| | Improved cultural competency | 33% | | 33% | | 0% | |
| | Improved client communications skills | 33% | | 33% | | 0% | |
| | Improved budgeting and money management skills | 33% | | 33% | | 0% | |
| | Moved to a better area of accommodation | 67% | | 33% | | 0% | |
| | Increased problem-solving skills | 50% | | 33% | | 0% | |
| | Improved wellbeing and quality of life | 50% | | 33% | | 0% | |
| | Increased sense of pride | 50% | | 33% | | 0% | |
| | Expanded professional network | 33% | | 33% | | 0% | |
| | Saved money on transportation | 33% | | 33% | | 0% | |
| | Saved money on clothing | 33% | | 33% | | 0% | |



A higher rate of deadweight means low contribution to the outcomes, and vice-versa



A higher rate of attribution means low contribution to the outcomes, and vice-versa



A higher rate of drop-off means rapid deterioration of the outcomes, and vice-versa



All outcomes were accounted for deadweight, attribution, and drop-off to deduct the value of the impact that was not created by the bridging programs. Deadweight, attribution, and drop-off were calculated by engaging with the program participants through a structured survey. Program participants evaluated each experienced outcome, and responses were aggregated during the analysis stage to derive the percentage of deadweight, attribution, and drop-off.

| Outcome Phase | Outcome | Impact Dimensions | | | | | | | | | | | |
|----------------------------------|---|--|--|--|---|-----|--|----------------------------|--|-----|--|--|--|
| | | Deadweight | | | Attribution | | | Drop-off | | | | | |
| | | What would have happened without the bridging program? | | | External factors that contributed to the change | | | How does the outcome last? | | | | | |
| During the pursuit of employment | Career mentorship | 20% | | | | 40% | | | | 40% | | | |
| | Identified job postings | 17% | | | | 33% | | | | 40% | | | |
| | Professional development training opportunities | 20% | | | | 20% | | | | 60% | | | |
| | Updating resumes | 17% | | | | 17% | | | | 40% | | | |
| | Job referrals | 17% | | | | 33% | | | | 60% | | | |
| | Guest speaking opportunities | 25% | | | | 25% | | | | 0% | | | |
| | Expanded professional network | 17% | | | | 0% | | | | 40% | | | |



A higher rate of deadweight means low contribution to the outcomes, and vice-versa



A higher rate of attribution means low contribution to the outcomes, and vice-versa



A higher rate of drop-off means rapid deterioration of the outcomes, and vice-versa

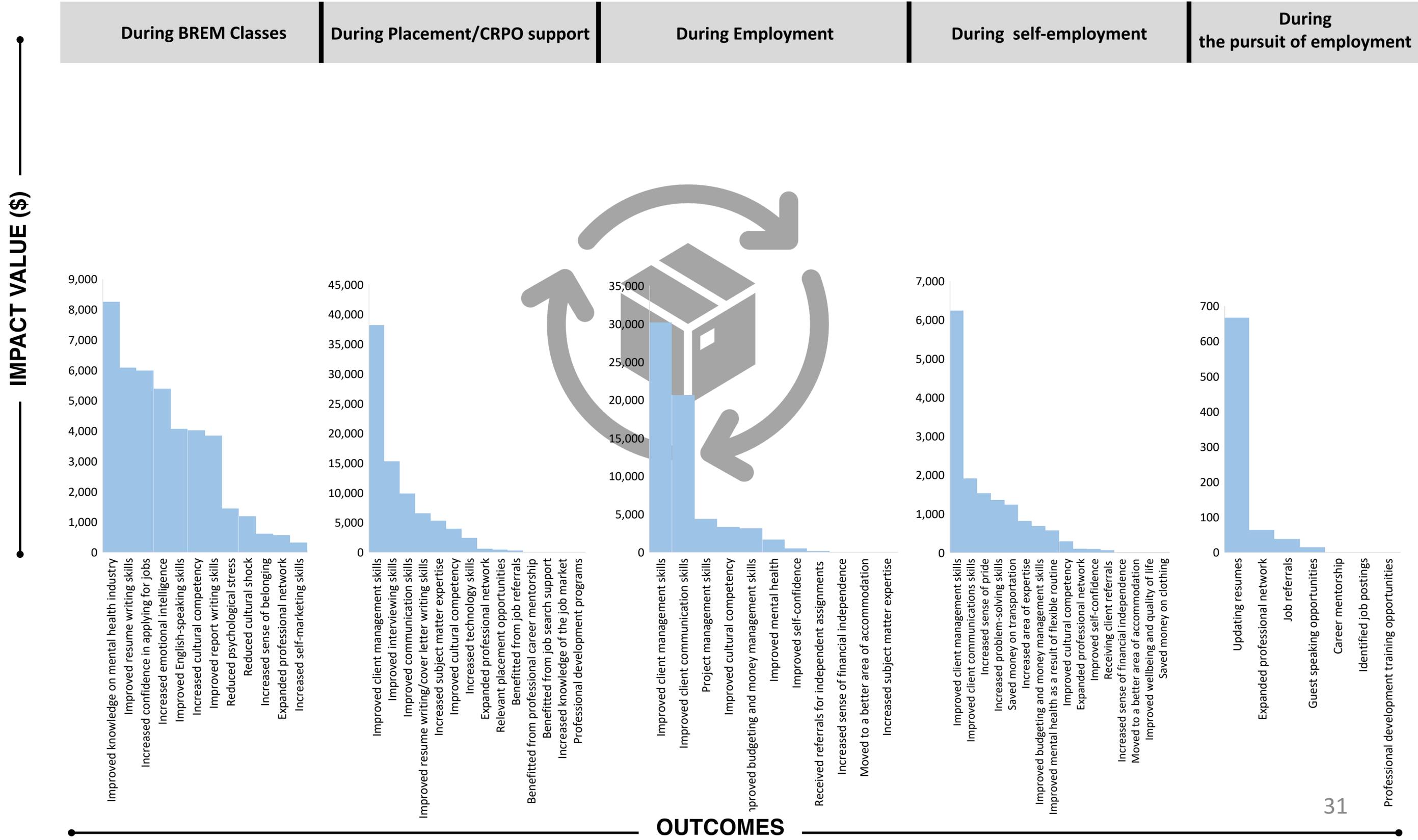
- 1 Executive Summary
- 2 About Mennonite New Life Centre
- 3 Bridging Programs
- 4 About the Report
 - a Scope
 - b Methodology
 - c Social Return on Investment
 - d Risks and Limitations
- 5 Stakeholder Identification and Engagement
 - a Stakeholder Engagement Process
- 6 BREM Impact Pathways
 - a Impact Dimensions
- 7 BEMC Impact Pathways
 - a Impact Dimensions
- 8 Social Return on Investment
 - a BREM
 - b BEMC
- 9 Sensitivity Tests
- 10 Key Takeaways
- 11 Appendix
 - a Stakeholder Segmentation
 - b Impact Map(s)
 - c Semi-structured Interview Questions
 - d Social Value Principles – Compliance Remarks

A measurement of social return generated for each funded dollar.



Social Return on Investment – BREM

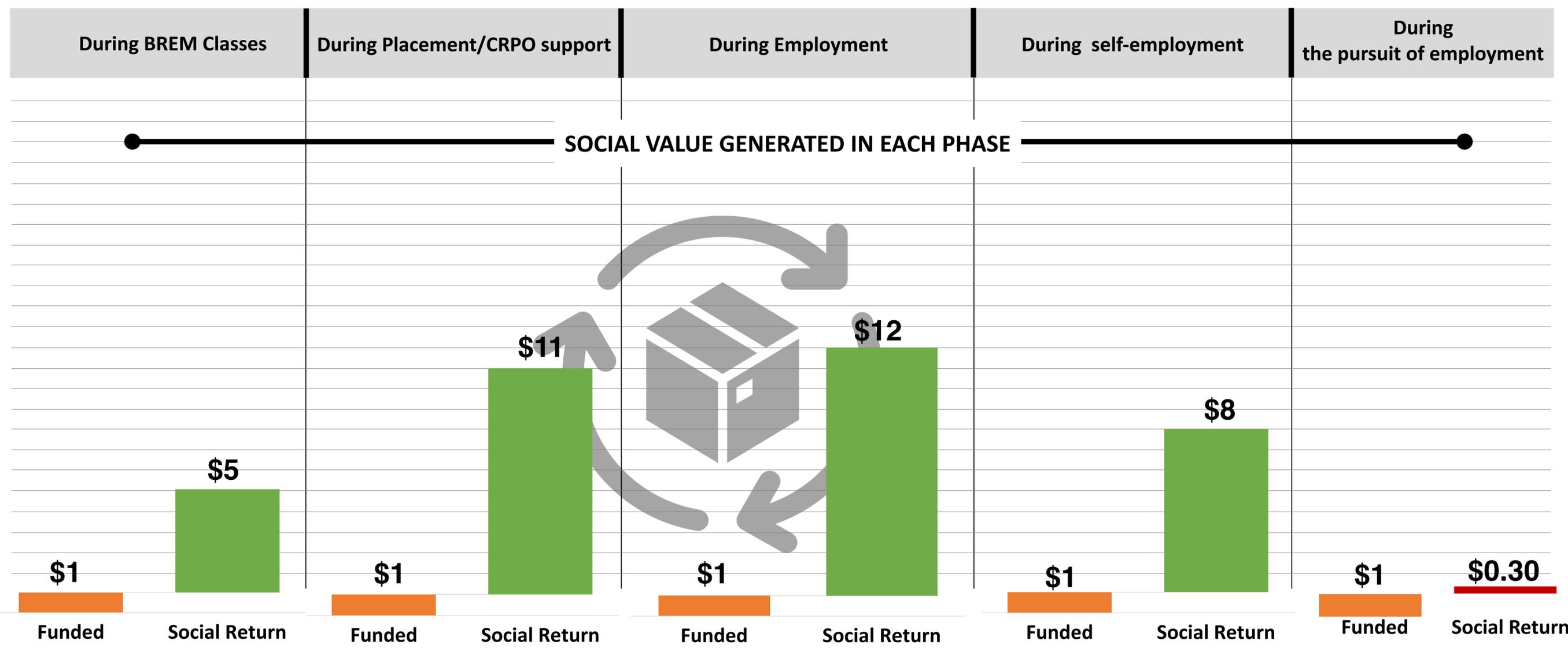
Through the process of monetization, all relevant outcomes experienced by the number of program participants were assigned a monetary value by using a market based financial proxy. A list of financial proxies with sources can be found in the Appendix on page 45. After deducting the value of deadweight, attribution, and drop-off, the financial value of the outcomes was derived – as illustrated below. The graphs showcase the relative importance of outcomes experienced by program participants in multiple phases, such as during BREM classes, during placement/CRPO support, during employment, during self-employment, and during the pursuit of employment.





Social Return on Investment – BREM

To calculate the social return of BREM, the future values of the outcomes were discounted to the present value by using a standard discount rate of 3.5%¹. The present value of each outcome phase was added and divided by the total financial input. This reveals a social return on investment of 1: 8, i.e., from 1st April 2018 to 31st March 2020, for every dollar funded by the Government towards the delivery/instruction and curriculum development of the BREM program, there was a social return of 8 dollars generated for the program participants. The below graphs illustrate the social return generated for program participants in each outcome phase.



| Social Return on Investment of all phases | | | | |
|---|--------------------|------------------|------------------------------|-----------------------|
| Phase | Present Value (\$) | Financial Input | Cost per program participant | Number of respondents |
| During BREM classes | \$217,422 | \$42,312 | \$1,692 | 25 |
| During placement/CRPO support | \$458,001 | \$42,312 | \$1,692 | 25 |
| During employment | \$288,430 | \$23,695 | \$1,692 | 14 |
| During self-employment | \$67,087 | \$8,462 | \$1,692 | 5 |
| During the pursuit of employment | \$2,956 | \$10,155 | \$1,692 | 6 |
| TOTAL | \$1,033,896 | \$126,937 | | |

Social Return on Investment of BREM

Government Funded \$1

Social Return \$8

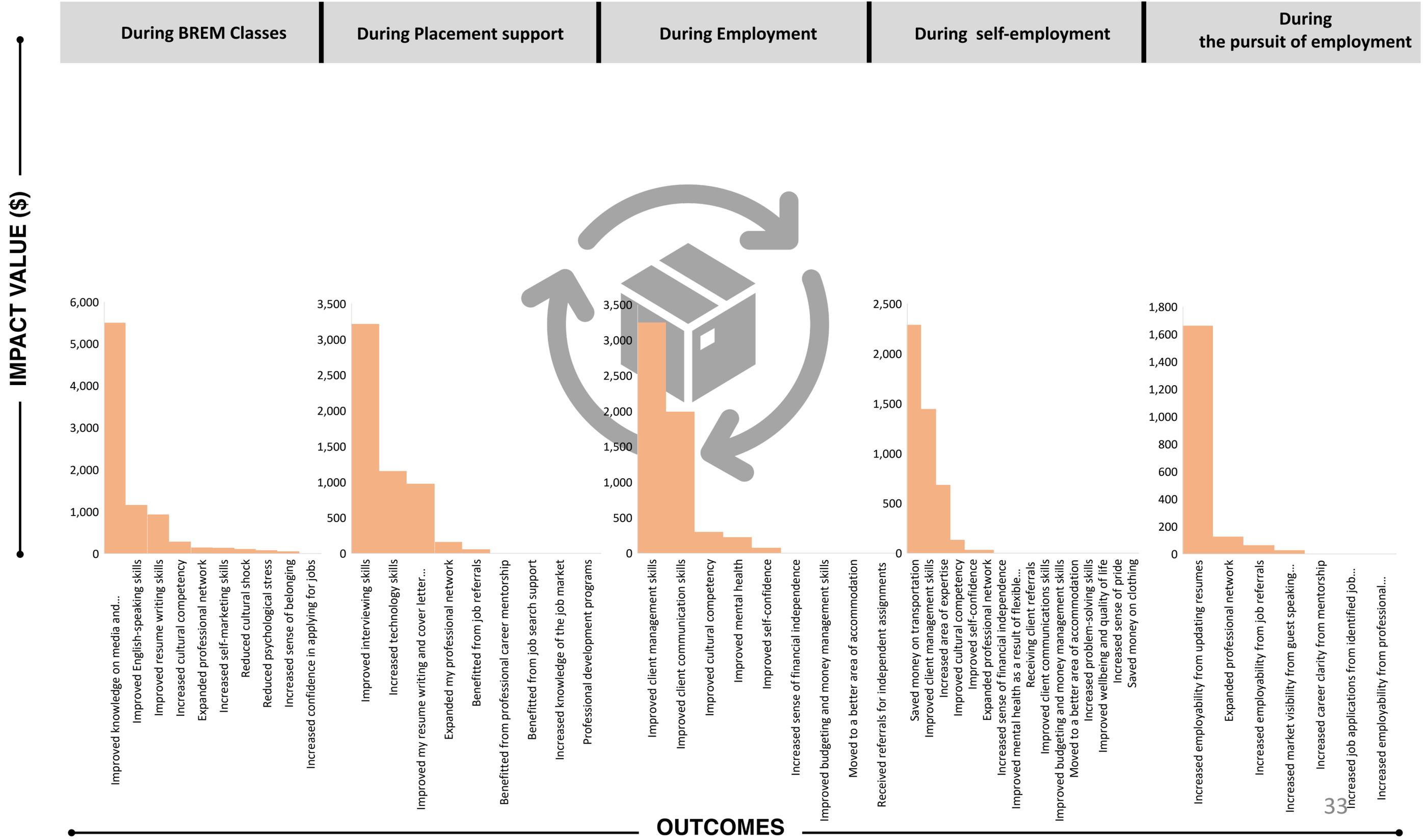
A social return in excess of \$8 was generated for the program participants as a result of graduating from BREM, during 1st April 2018 to 31st March 2020.

1. The standard public sector rate advised on p. 67 of the SROI Network's 2012, A Guide to SROI.



Social Return on Investment – BEMC

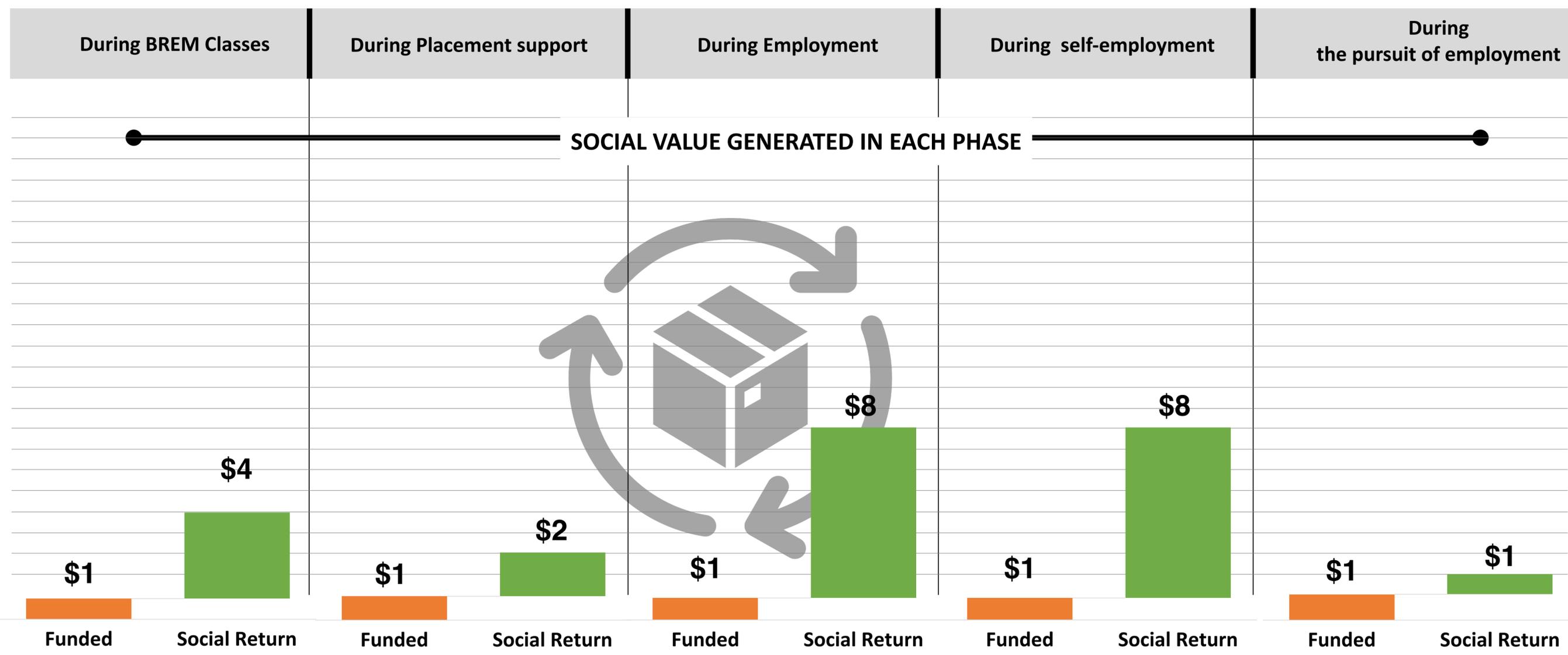
Through the process of monetization, all relevant outcomes experienced by the number of program participants were assigned a monetary value by using a market based financial proxy. A list of financial proxies with sources can be found in the Appendix on page 47. After deducting the value of deadweight, attribution, and drop-off, the financial value of the outcomes was derived – as illustrated below. The graphs showcase the relative importance of outcomes experienced by program participants in multiple phases, such as during BREM classes, during placement/CRPO support, during employment, during self-employment, and during the pursuit of employment.





Social Return on Investment – BEMC

In order to calculate the social return of BEMC, the future values of the outcomes were discounted to the present value by using a standard discount rate of 3.5%¹. The present value of each outcome phase was added and divided by the total financial input. This reveals a social return on investment of 1:4 i.e., from 1st April 2018 to 31st March 2020, for every dollar funded by the Government towards the delivery/instruction and curriculum development of the BEMC program, there was a social return of 3 dollars generated for the program participants. The below graphs illustrate the social return generated for program participants in each outcome phase.



| Social Return on Investment of all phases | | | | |
|---|--------------------|-----------------|------------------------------|-----------------------|
| Phase | Present Value (\$) | Financial Input | Cost per program participant | Number of respondents |
| During BREM classes | \$45,891 | \$11,009 | \$847 | 13 |
| During placement/CRPO support | \$20,186 | \$11,009 | \$847 | 13 |
| During employment | \$26,396 | \$3,387 | \$847 | 4 |
| During self-employment | \$20,847 | \$2,540 | \$847 | 3 |
| During the pursuit of employment | \$3,959 | \$5,081 | \$847 | 6 |
| TOTAL | \$117,278 | \$33,026 | | |

Social Return on Investment of BEMC

Government Funded

Social Return

A social return in excess of \$4 was generated for the program participants as a result of graduating BEMC, during 1st April 2018 to 31st March 2020.

1. The standard public sector rate advised on p. 67 of the SROI Network's 2012, A Guide to SROI.

- 1 Executive Summary
- 2 About Mennonite New Life Centre
- 3 Bridging Programs
- 4 About the Report
 - a Scope
 - b Methodology
 - c Social Return on Investment
 - d Risks and Limitations
- 5 Stakeholder Identification and Engagement
 - a Stakeholder Engagement Process
- 6 BREM Impact Pathways
 - a Impact Dimensions
- 7 BEMC Impact Pathways
 - a Impact Dimensions
- 8 Social Return on Investment
 - a BREM
 - b BEMC
- 9 Sensitivity Tests
- 10 Key Takeaways
- 11 Appendix
 - a Stakeholder Segmentation
 - b Impact Map(s)
 - c Semi-structured Interview Questions
 - d Social Value Principles – Compliance Remarks

Fluctuations in the social return from testing key variables in the social value model.



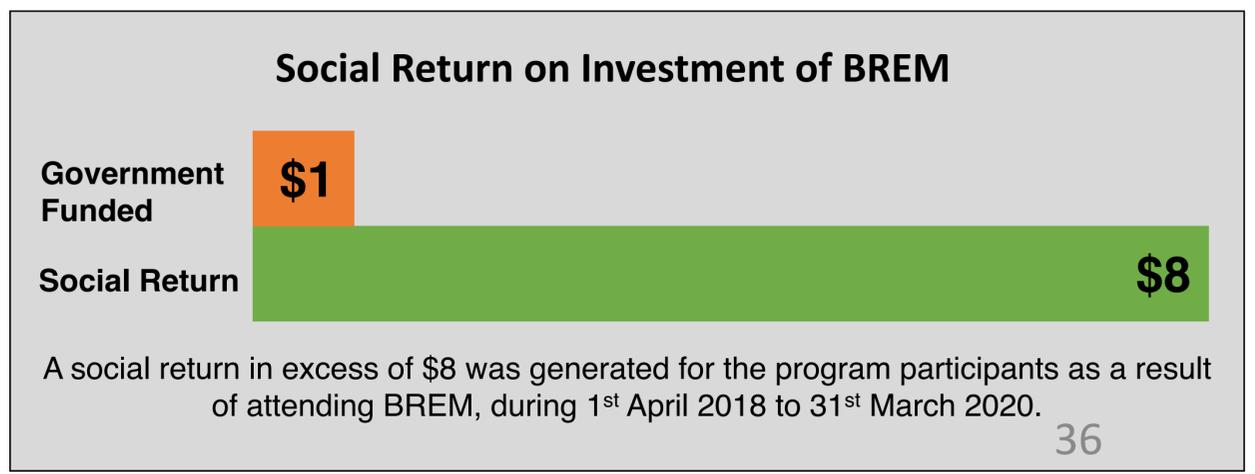
Sensitivity Tests

Sensitivity analysis is a process that reveals the sensitivity of the SROI model to changes in different variables. The process behind identifying a social return consists of a wide degree of estimates and assumptions and therefore carries an inherent risk of accuracy. To improve the degree of accuracy, a sensitivity analysis was conducted, and many variables were tested to determine the degree of fluctuations in the social return.

| Bridge to Registration and Employment in Mental Health (BREM) | | | | | | | | | | |
|---|---|-----------|--|-------|---|--------|--|---------|--|-------|
| Scenario | Financial Input (\$) | | Discount Rate (%) | | Causality ↴ | | Duration ⌚ | | Materiality ⚖️ | |
| Scenario 1 | Government administrative expenses added to the cost of curriculum development and instruction. | \$234,429 | Adjusted discount rate from 3.5% to 4.65%. Source: Ontario Teachers' Pension Plan, 2020 Valuation | 4.65% | Increased deadweight, attribution and drop-off by 50% | +50% | Adjusted duration of relevant outcomes from 6 years to 3 years | 3 years | Including material outcomes that were rated more than 4, on the scale of 1 (low) to 10 (high). | 4 |
| SROI | Decrease in the social return by \$4. | \$4 ▼ | Social return remains virtually unchanged | \$8 | Decrease in social return by \$2 | \$6 ▼ | Decrease in social return by \$4. | \$4 ▼ | Social return remains virtually unchanged | \$8 |
| Scenario 2 | Cost incurred by MNLCT towards curriculum development and instruction hours | \$126,612 | | | Decreased deadweight, attribution and drop-off by 50% | -50% | | | Including material outcomes that were rated more than 5, on the scale of 1 (low) to 10 (high). | 5 |
| SROI | Social return remains virtually unchanged | \$8 | | | Increase in social return by \$2 | \$10 ▲ | | | Decrease in social return by \$1 | \$7 ▼ |
| Scenario 3 | Cost incurred by program participants towards instruction and other expenses | \$110,000 | | | | | | | Including material outcomes that were rated more than 6, on the scale of 1 (low) to 10 (high). | 6 |
| SROI | Increase in social return by \$1 | \$9 ▲ | | | | | | | Decrease in the social return by \$2 | \$6 ▼ |
| Scenario 4 | Government funded salary staff | \$413,956 | | | | | | | | |
| SROI | Decrease in social return by \$6 | \$2 ▼ | | | | | | | | |

Across all the tested scenarios, the sensitivity analysis reveals a social return in the range of \$2 to \$10.

| Social Return on Investment of all phases | | | | |
|---|--------------------|------------------|------------------------------|-----------------------|
| Phase | Present Value (\$) | Financial Input | Cost per program participant | Number of respondents |
| During BREM classes | \$217,422 | \$42,312 | \$1,692 | 25 |
| During placement/CRPO support | \$458,001 | \$42,312 | \$1,692 | 25 |
| During employment | \$288,430 | \$23,695 | \$1,692 | 14 |
| During self-employment | \$67,087 | \$8,462 | \$1,692 | 5 |
| During the pursuit of employment | \$2,956 | \$10,155 | \$1,692 | 6 |
| TOTAL | \$1,033,896 | \$126,937 | | |





Sensitivity Tests

Sensitivity analysis is a process that reveals the sensitivity of the SROI model to changes in different variables. The process behind identifying a social return consists of a wide degree of estimates and assumptions and therefore carries an inherent risk of accuracy. To improve the degree of accuracy, a sensitivity analysis was conducted, and many variables were tested to determine the degree of fluctuations in the social return.

| Bridge to Employment in Media and Communications (BEMC) | | | | | | | | | | |
|---|---|----------|--|-------|---|-------|--|---------|--|-------|
| Scenario | Financial Input (\$) | | Discount Rate (%) | | Causality ↴ | | Duration ⌚ | | Materiality 📊 | |
| Scenario 1 | Government administrative expenses added to the cost of curriculum development and instruction. | \$61,710 | Adjusted discount rate from 3.5% to 4.65%. Source: Ontario Teachers' Pension Plan, 2020 Valuation | 4.65% | Increased deadweight, attribution and drop-off by 50% | +50% | Adjusted duration of relevant outcomes from 6 years to 3 years | 3 years | Including material outcomes that were rated more than 4, on the scale of 1 (low) to 10 (high). | 4 |
| SROI | Decrease in the social return by \$2. | \$2 ▼ | Decrease in social return by \$1. | \$3 ▼ | Decrease in social return by \$1 | \$3 ▼ | Decrease in social return by \$1. | \$3 ▼ | Decrease in social return by \$1 | \$3 ▼ |

| | | |
|-------------------|--|----------|
| Scenario 2 | Overhead costs incurred by MNLCT towards to support of the delivery of the program | \$24,436 |
| SROI | Increase in the social return by \$1 | \$5 ▲ |

| | |
|---|-------|
| Decreased deadweight, attribution and drop-off by 50% | -50% |
| Increase in social return by \$1 | \$5 ▲ |

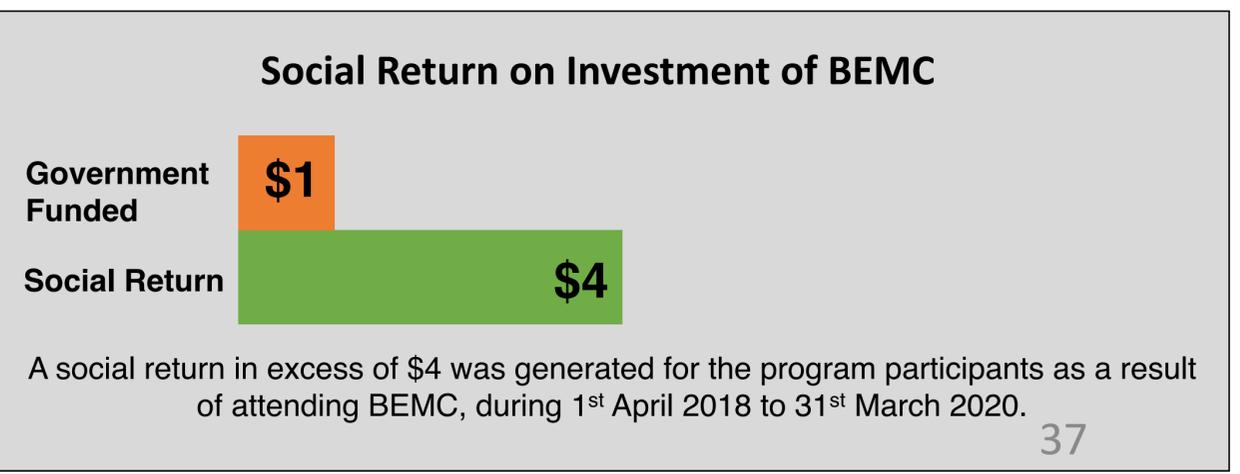
| | |
|--|-------|
| Including material outcomes that were rated more than 5, on the scale of 1 (low) to 10 (high). | 5 |
| Decrease in social return by \$2 | \$2 ▼ |

| | | |
|-------------------|----------------------------------|-----------|
| Scenario 3 | Government funded salary staff | \$104,251 |
| SROI | Decrease in social return by \$6 | \$1 ▼ |

| | |
|--|-------|
| Including material outcomes that were rated more than 6, on the scale of 1 (low) to 10 (high). | 6 |
| Decrease in social return by \$2 | \$2 ▼ |

Across all the tested scenarios, the sensitivity analysis reveals a social return in the range of \$1 to \$5.

| Social Return on Investment of all phases | | | | |
|---|--------------------|-----------------|------------------------------|-----------------------|
| Phase | Present Value (\$) | Financial Input | Cost per program participant | Number of respondents |
| During BREM classes | \$45,891 | \$11,009 | \$847 | 13 |
| During placement/CRPO support | \$20,186 | \$11,009 | \$847 | 13 |
| During employment | \$26,396 | \$3,387 | \$847 | 4 |
| During self-employment | \$20,847 | \$2,540 | \$847 | 3 |
| During the pursuit of employment | \$3,959 | \$5,081 | \$847 | 6 |
| TOTAL | \$117,278 | \$33,026 | | |



- 1 Executive Summary
- 2 About Mennonite New Life Centre
- 3 Bridging Programs
- 4 About the Report
 - a Scope
 - b Methodology
 - c Social Return on Investment
 - d Risks and Limitations
- 5 Stakeholder Identification and Engagement
 - a Stakeholder Engagement Process
- 6 BREM Impact Pathways
 - a Impact Dimensions
- 7 BEMC Impact Pathways
 - a Impact Dimensions
- 8 Social Return on Investment
 - a BREM
 - b BEMC
- 9 Sensitivity Tests
- 10 Key Takeaways
- 11 Appendix
 - a Stakeholder Segmentation
 - b Impact Map(s)
 - c Semi-structured Interview Questions

Key strengths, opportunities and recommendations for the bridging programs

Key Takeaways

Bridging programs create an intrinsic value for newcomers that goes beyond what can be measured in financial terms. It creates a non-tangible value for newcomers that lasts for many years. This study has revealed a wide range of outcomes experienced by the program participants of the bridging program throughout the multiple phases of their experiences that resulted from the bridging program. Program participants experienced value creation for themselves when they were attending classes, receiving placement support, during employment, and self-employment. The bridging programs equipped program participants with the key skills and knowledge and enabled them to pursue Canadian job opportunities and independent ventures.

This study confirms the non-tangible value creation experienced by program participants, and by following the SROI framework – it can be stated with confidence that for every \$1 of Government funding towards the instruction and curriculum development of the bridging programs, there is a social return on investment of \$7.

Key Strengths

Outcomes that were highly rated from the program participants

- Increased confidence in applying for jobs
- Improved resume writing skills
- Expanded my professional network
- Increased cultural competency
- Increased knowledge of the job market
- Improved interviewing skills
- Increased sense of financial independence
- Increased subject matter expertise
- Increased sense of pride
- Improved cultural competency
- Increased sense of financial independence
- Improved self-confidence
- Improved my communication skills
- Improved mental health

Key Opportunities

Outcomes that were rated low from BREM program participants:

- Improved English-speaking skills
- Received referrals for independent assignments
- Improved cultural competency
- Increased stress due to new cultural environment

Outcomes that were rated low from BEMC program participants:

- Increased sense of belonging
- Increased cultural competency
- Reduced psychological stress
- Reduced cultural shock
- Increased confidence in applying for jobs
- Received referrals for independent assignments
- Improved budgeting and money management skills
- Improved client communications skills

Key Recommendations

The SROI framework helps to identify where the bridging program is creating the most value in the lives of the program participants, and where it can create even more value. The following recommendations are intended to improve the value creation process of the bridging programs:

- Include additional workshops and invite industry experts for guest speaking on topics such as dealing with culture shock, communication skills, managing stress, managing money, etc.
- Improve engagement with Alumni through outreach activities and monitor their progress of settlement.
- Gather data from program participants on what are their expectations from the bridging program, and lastly,
- Develop a roadmap in assessing the impact created from other programs and services of MNLCT.

- 1 Executive Summary
- 2 About Mennonite New Life Centre
- 3 Bridging Programs
- 4 About the Report
 - a Scope
 - b Methodology
 - c Social Return on Investment
 - d Risks and Limitations
- 5 Stakeholder Identification and Engagement
 - a Stakeholder Engagement Process
- 6 BREM Impact Pathways
 - a Impact Dimensions
- 7 BEMC Impact Pathways
 - a Impact Dimensions
- 8 Social Return on Investment
 - a BREM
 - b BEMC
- 9 Sensitivity Tests
- 10 Key Takeaways
- 11 Appendix

 - a Stakeholder Segmentation
 - b Impact Map(s)
 - c Semi-structured Interview Questions

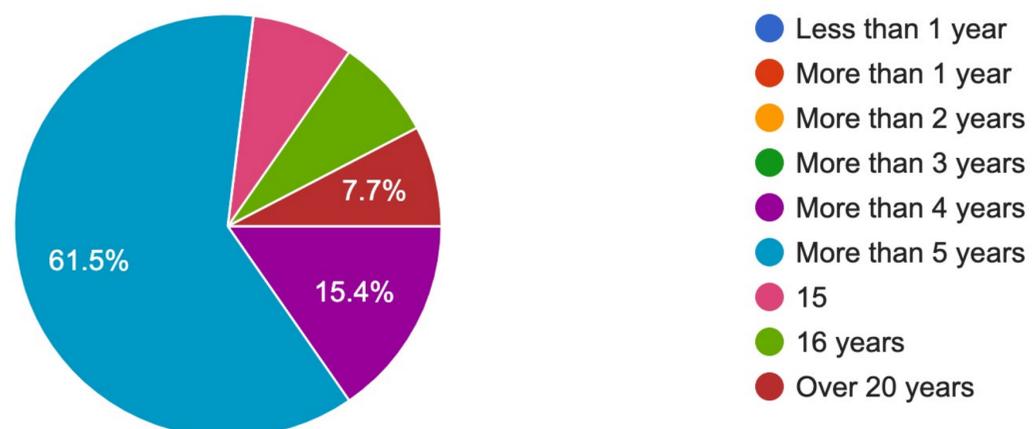
Stakeholder segmentation, impact map of BREM and BEMC, financial proxies and sources, engagement questions.

Stakeholder Segmentation

Bridge to Employment in Media and Communications

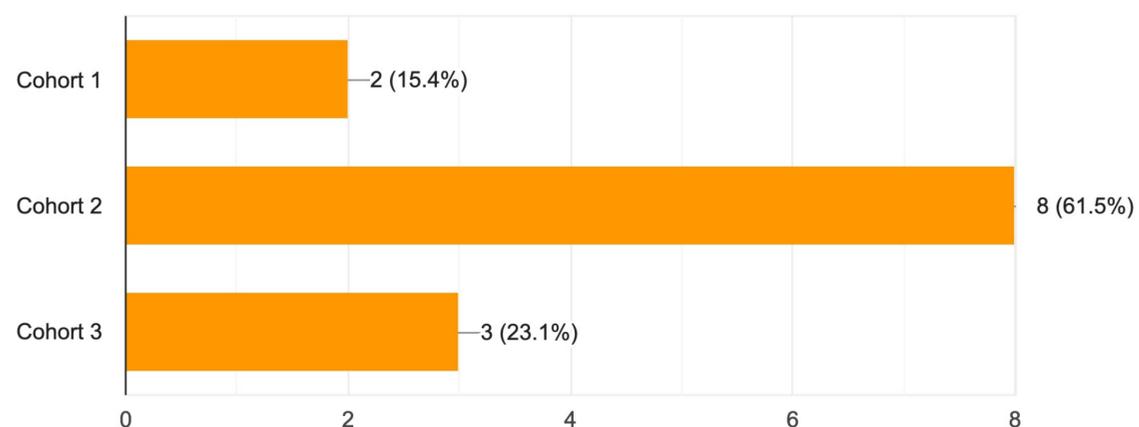
How many years of relevant work experience do you have?

13 responses



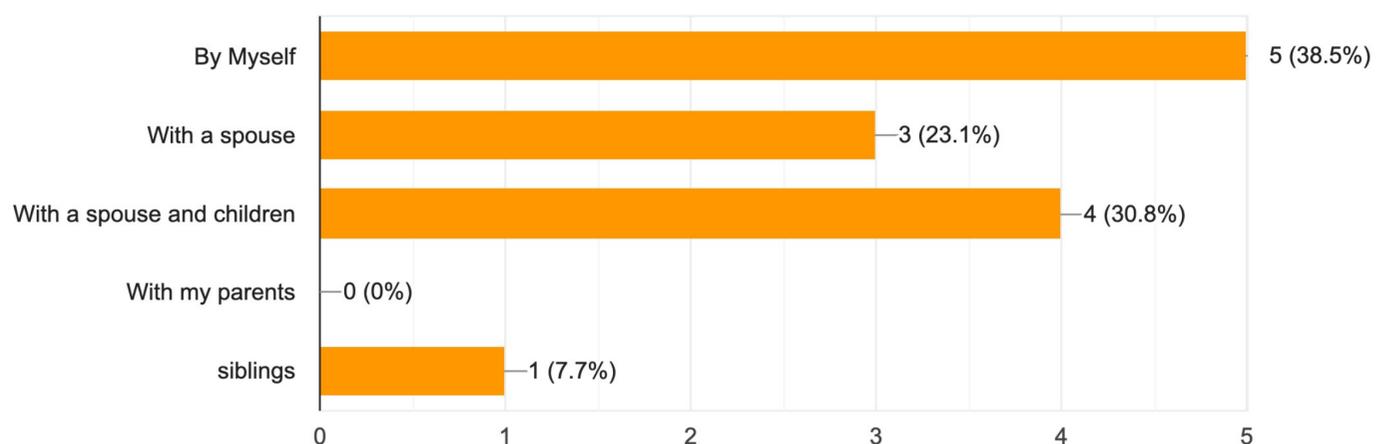
Which cohort were you in?

13 responses



With whom did you arrive in Canada?

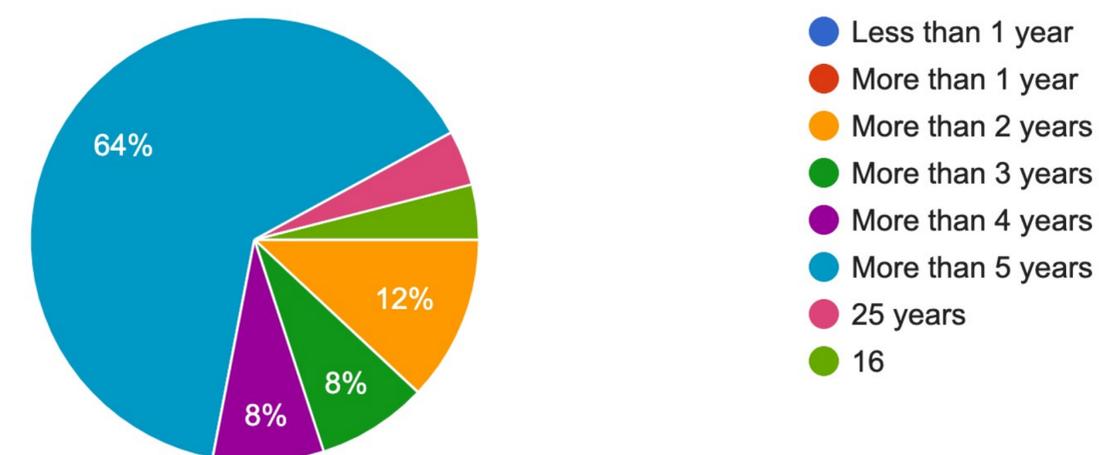
13 responses



Bridge to Registration and Employment in Mental Health

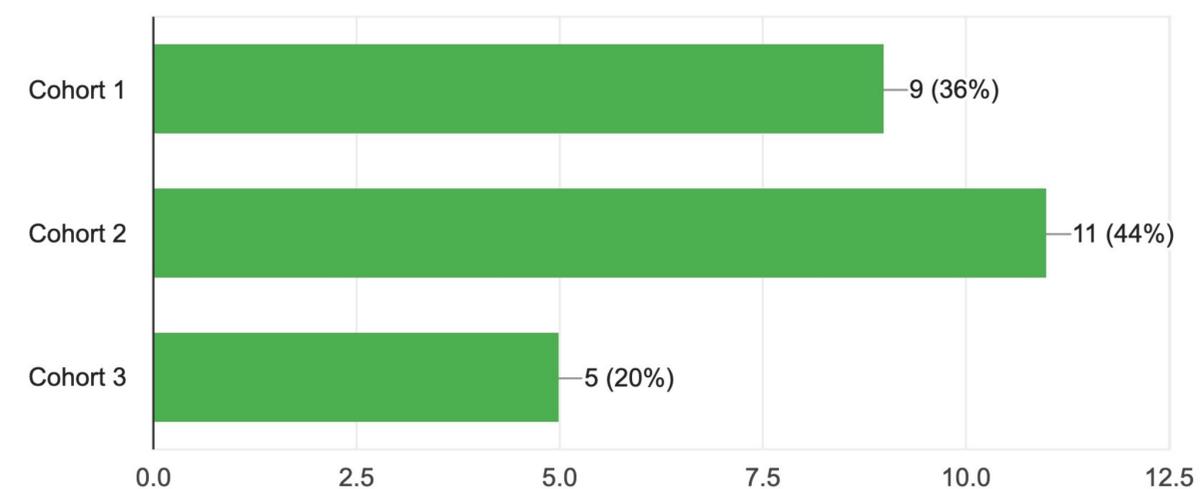
How many years of relevant work experience do you have?

25 responses



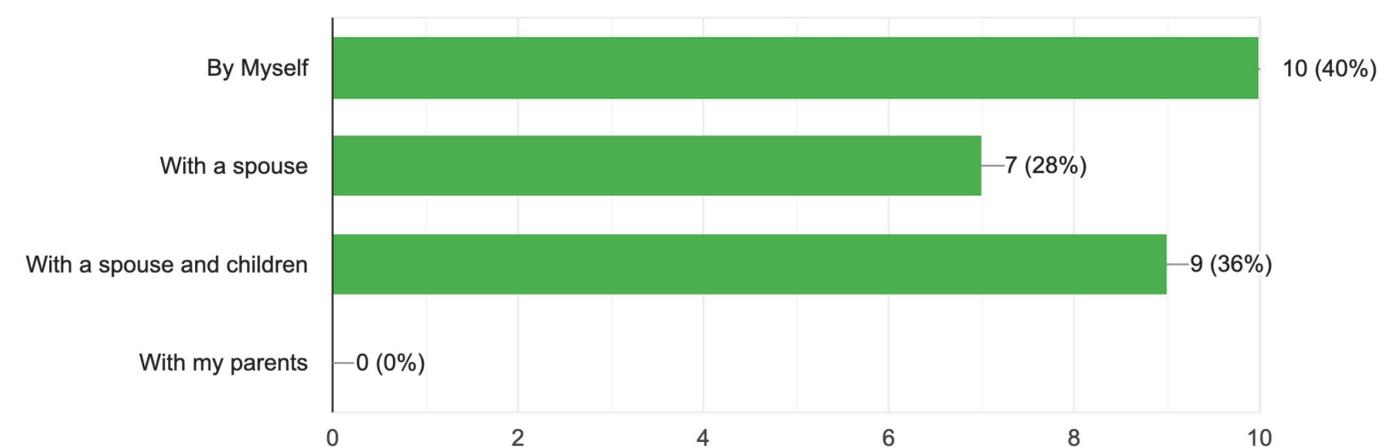
Which cohort were you in?

25 responses



With whom did you arrive in Canada?

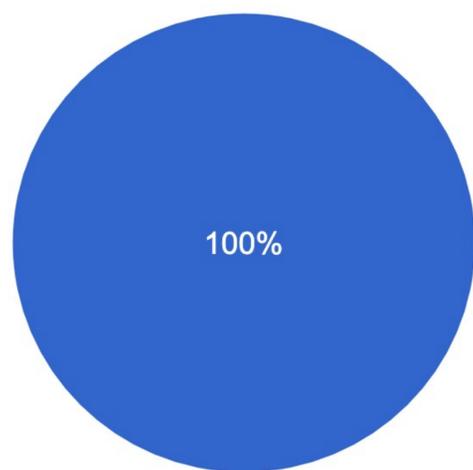
25 responses



Stakeholder Segmentation

In which province do you reside?

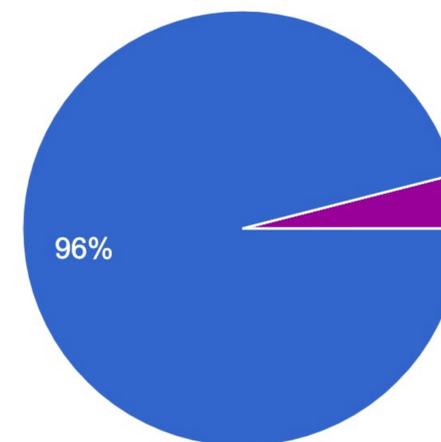
13 responses



- Ontario
- British Columbia
- Manitoba
- New Brunswick

In which province do you reside?

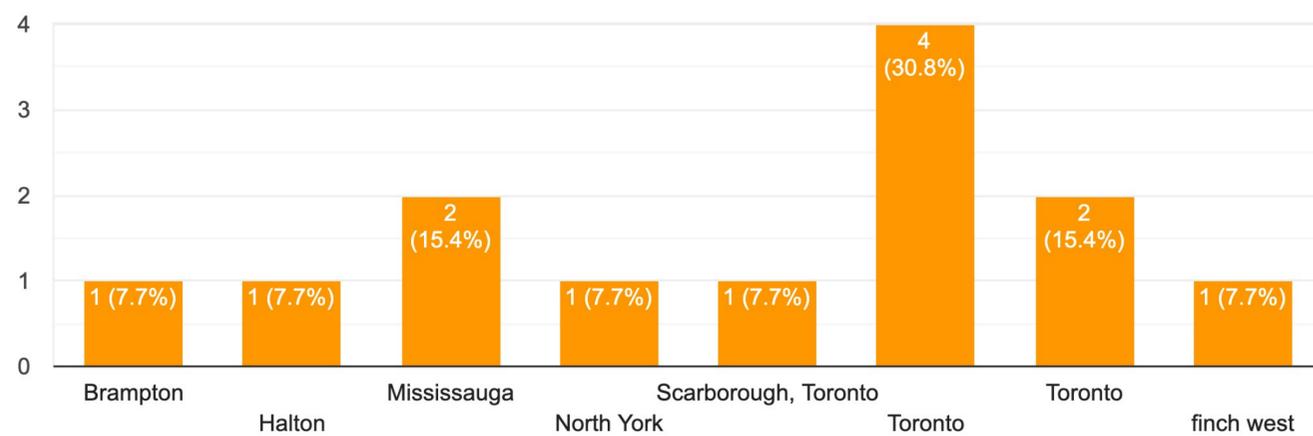
25 responses



- Ontario
- British Columbia
- Manitoba
- New Brunswick
- Saskatchewan

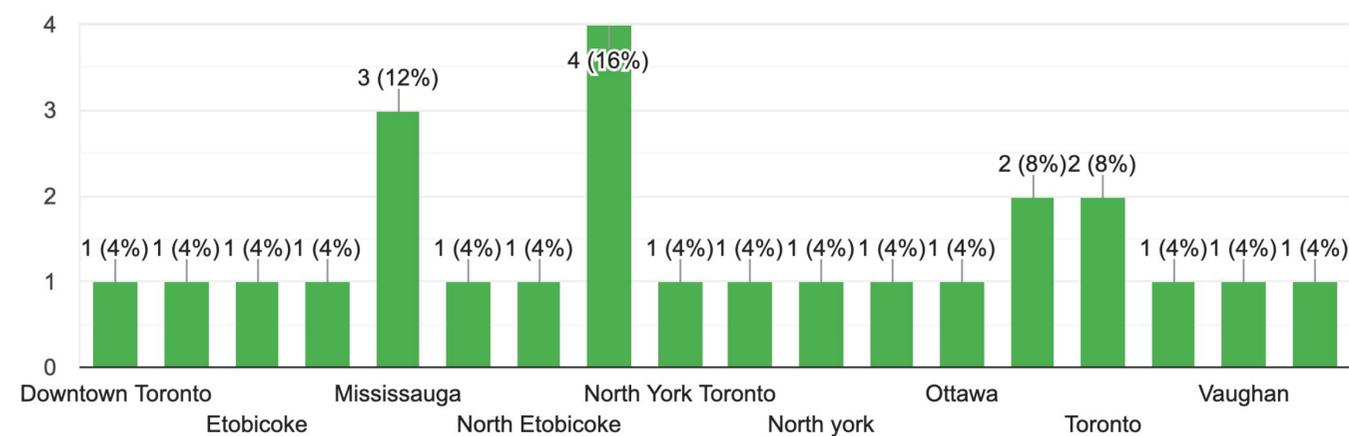
In which part of the province do you reside? (For example; Downtown, Toronto)

13 responses



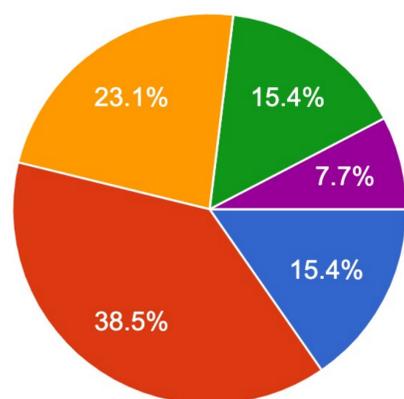
In which part of the province do you reside? (For example; Downtown, Toronto)

25 responses



Approximately how much distance did you travel one way to attend the classes at BEMC?

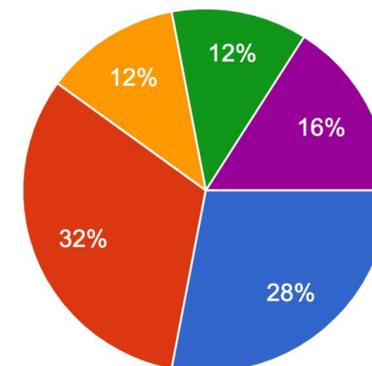
13 responses



- Less than 10 kilometres
- 10-20 kilometers
- 20-30 kilometers
- 30-40 kilometers
- More than 50 kilometers

Approximately how much distance you had to travel one way to attend the classes at BREM?

25 responses

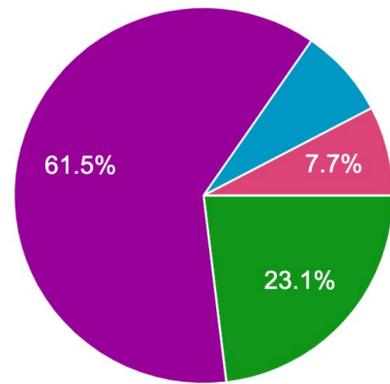


- Less than 10 kilometres
- 10-20 kilometers
- 20-30 kilometers
- 30-40 kilometers
- More than 50 kilometers

Stakeholder Segmentation

What was your primary mode of transportation?

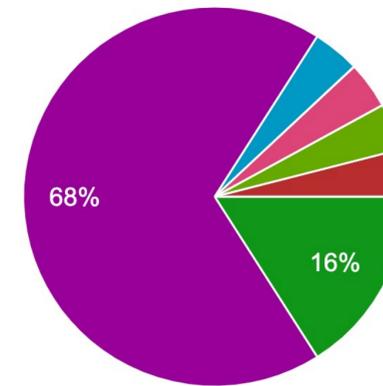
13 responses



- I used to walk
- I rode a bicycle
- I carpoled
- I drove my own vehicle
- I took public transportation
- I took the course online
- Mix, own vehicle and transit.

What was your primary mode of transportation?

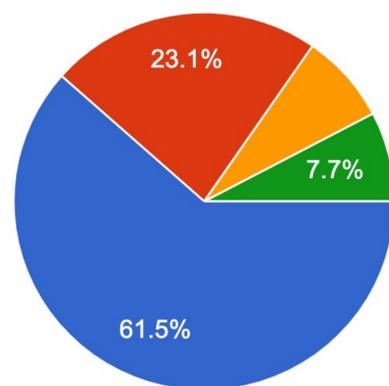
25 responses



- I used to walk
- I rode a bicycle
- I carpoled
- I drove my own vehicle
- I took public transportation
- Online participant
- I participated online. so the previous question does not apply to me.
- Some time my own vehicle
- Attended online

What is your current situation regarding accommodation?

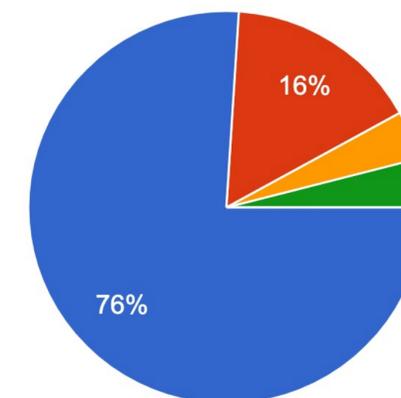
13 responses



- I am in a rental lease agreement
- I have a mortgage
- Home owner
- Currently in another country

What is your current situation regarding accommodation?

25 responses



- I am in a rental lease agreement
- I have a mortgage
- I have just bought a condo
- Rental

BREM Impact Map

The Impact map of BREM reveals a theory of change for the program participants. Since there was no volunteer time, the financial input is valued as zero. Program participants were engaged through a telephonic consultation to identify experienced changes and adjusted for causality factors and duration. By referring to existing participant feedback, similar SROI reports, and other news articles, an exhaustive list of outcomes were identified and included in the quantitative survey, which were populated and verified by the program participants.

The result of the surveys revealed the number of program participant experiencing a particular outcome, and the percentage of program participants revealed the deadweight, attribution and drop-off of their experiences. The financial proxies were identified through revealed preference techniques to infer valuations from the prices of related market-traded services.

The data was then plotted in the value map such as number of beneficiaries experiencing an outcome, estimated duration of the outcome, financial proxy and its source, and deadweight, attribution and drop-off values.

List of references:

1. Similar SROI Reports:
104 Resume Clinic Social Return on Investment (SROI) Evaluation Report

2. Related news articles:
The Advantages of Self Employment, The Chron

| Organization | | Mennonite New Life Centre | | |
|------------------------------|-------------------------------------|---|--|---|
| Objective | | to support immigrant mental health professionals in accessing employment and professional registration. | | |
| Scope | Activity | Bridge to Registration and Employment in Mental Health | | |
| | Reporting Period | 1st April 2018 to 31st March 2020 | | |
| | Funding | Government of Ontario | | |
| Stage 1 | | Stage 2 | | |
| Stakeholders | Inputs | Outputs | Outcomes | |
| | Description What do they invest? | Value (\$) | Number of survey respondents who attended BEMC | Description How would you describe the change? |
| Who do we have an effect on? | | | | |
| Program participants | Time | 0 | 25 | During BREM classes Reduced psychological stress Expanded professional network Improved knowledge on mental health industry Improved English-speaking skills Improved resume writing skills Increased sense of belonging Increased cultural competency Reduced cultural shock Increased self-marketing skills Increased confidence in applying for jobs Increased emotional intelligence Improved report writing skills |
| Program participants | Time | 0 | 25 | During placement/CRPO support Expanded my professional network Benefitted from professional career mentorship Benefitted from job search support Benefitted from job referrals Increased knowledge of the job market Improved interviewing skills Improved my resume writing/cover letter writing skills Relevant placement opportunities Improved my client management skills Improved my cultural competency Improved my communication skills Increased my subject matter expertise Increased technology skills Increased employability through professional development programs |
| Program participants | Time | | 14 | During employment Increased sense of financial independence Improved budgeting and money management skills Moved to a better area of accommodation Improved client management skills Received referrals for independent assignments Improved cultural competency Improved mental health Improved self-confidence Improved client communication skills Increased subject matter expertise Project management skills |
| Program participants | Time | 0 | 5 | During self-employment Increased sense of financial independence Improved client management skills Improved mental health as a result of flexible routine Increased area of expertise Receiving client referrals Improved self-confidence Improved cultural competency Improved client communications skills Improved budgeting and money management skills Moved to a better area of accommodation Increased problem-solving skills Improved wellbeing and quality of life Increased sense of pride Expanded professional network Saved money on transportation Saved money on clothing |
| Program participants | Time | 0 | 6 | During the pursuit of employment Increased career clarity from mentorship Increased job applications from identified job postings Increased employability from professional development training opportunities Increased employability from updating resumes Increased employability from job referrals Increased market visibility from guest speaking opportunities Expanded professional network |

BREM Impact Map

| Stage 3 | | | | | | | Stage 4 | | | | | | | | | | | |
|---|---|---|------------------------|--|----------------------------------|--|---|-------------------------------------|--|--|--------|--------|---------------------------|--------|--------|---------------|-------|---------|
| Outcomes (what changes) | | | | | | | Impact | | | | | | | | | | | |
| Indicator | Source | Quantity | Duration | Financial Proxy | Value (\$) | Source | How much caused by the activity? | | | Impact calculation | | | Calculating Social Return | | | Discount rate | 3.5% | |
| How would you measure it? | Where did you get the information from? | How much change was there? | How long does it last? | What proxy would you use to value the change? | What is the value of the change? | Where did you get the information from? | Deadweight % | Attribution % | Drop off % | Number of people (quantity) times value, less deadweight, displacement and attribution | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | | |
| | | | | | | | What will happen/what would have happened without the activity? | Who else contributed to the change? | Does the outcome drop off in future years? | | | | | | | | | |
| Number of program participants who experienced the describe outcome | Initial consultation | 13 | 6 years | Cost per mental health session | 225.00 | Ontario Psychological Association | 30% | 29% | 17% | 1441 | 1441 | 1191 | 984 | 813 | 671 | 554 | | |
| | | 20 | 6 years | Cost for a networking session in Ontario | 38.15 | Eventbrite | 12% | 16% | 8% | 564 | 564 | 517 | 474 | 434 | 398 | 365 | | |
| | | 23 | 6 years | Admission fee on fundamentals of mental health | 425.00 | CAMH | 12% | 4% | 0% | 8258 | 8258 | 8258 | 8258 | 8258 | 8258 | 8258 | | |
| | | 10 | 6 years | Admission fee for an English language course | 975.00 | University of Toronto School of Continuing Studies | 43% | 26% | 0% | 4073 | 4073 | 4073 | 4073 | 4073 | 4073 | 4073 | | |
| | | 19 | 6 years | Admission fee for a business writing workshop | 479.00 | Job Design Concepts | 24% | 12% | 0% | 6087 | 6087 | 6087 | 6087 | 6087 | 6087 | 6087 | | |
| | | 16 | 6 years | Admission fee for a identify and belonging workshop for newcomers | 75.00 | Adopt Ontario | 29% | 28% | 13% | 612 | 612 | 532 | 463 | 402 | 350 | 304 | | |
| | | 21 | 6 years | Cost for attending a business writing workshop | 300.00 | EDC & FITT | 16% | 24% | 4% | 4022 | 4022 | 3854 | 3694 | 3540 | 3392 | 3251 | | |
| | | 10 | 6 years | Cost for attending an intercultural competence workshop | 300.00 | EDC & FITT | 42% | 32% | 4% | 1190 | 1190 | 1138 | 1089 | 1041 | 996 | 953 | | |
| | | 21 | 6 years | Cost for attending a workshop on improving personal brand and business success on LinkedIn | 48.76 | Eventbrite | 22% | 17% | 0% | 315 | 315 | 315 | 315 | 315 | 315 | 315 | | |
| | | 20 | NA | Financial Proxy not available | 479.00 | Job Design Concepts | 25% | 17% | 4% | 5988 | 5988 | 5727 | 5478 | 5240 | 5012 | 4794 | | |
| | | 10 | 6 years | Admission fee for an emotional intelligence certification | 1,697.00 | The Emotional Intelligence Training Company Inc. | 48% | 39% | 4% | 5389 | 5389 | 5155 | 4931 | 4717 | 4511 | 4315 | | |
| | | 14 | 6 years | Admission fee for a report writing workshop | 517.46 | Eventbrite | 29% | 25% | 0% | 3849 | 3849 | 3849 | 3849 | 3849 | 3849 | 3849 | 3849 | |
| | | Total | | | | | | | | | | 41788 | 41788 | 40696 | 39694 | 38769 | 37913 | 37119 |
| | | Present value of each year | | | | | | | | | | 41788 | 39320 | 37054 | 34967 | 33039 | 31253 | |
| Total Present Value (PV) | | | | | | | | | | | | | | | | 217422 | | |
| Net Present Value (PV minus the investment) | | | | | | | | | | | | | | | | 175218 | | |
| Social Return (Value per amount invested) | | | | | | | | | | | | | | | | 5 | | |
| Number of program participants who experienced the describe outcome | Initial consultation | 20 | 6 years | Cost for a networking session in Ontario | 38.15 | Eventbrite | 12% | 13% | 0% | 588 | 588 | 588 | 588 | 588 | 588 | 588 | | |
| | | 18 | NA | Most career mentorship workshops can be accessed for free | 0.00 | Not applicable | 12% | 21% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | | 13 | NA | Most job search workshops are free | 0.00 | Not applicable | 13% | 17% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | | 12 | 6 years | Cost of attending a job fair | 38.15 | Eventbrite | 13% | 22% | 0% | 313 | 313 | 313 | 313 | 313 | 313 | 313 | | |
| | | 20 | NA | Financial Proxy not available | 0.00 | Not applicable | 13% | 13% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | | 21 | 6 years | Cost of attending an interviewing skills workshop | 1,095.00 | Canadian Management Centre | 20% | 17% | 0% | 15330 | 15330 | 15330 | 15330 | 15330 | 15330 | 15330 | | |
| | | 17 | 6 years | Admission fee for a business writing workshop | 479.00 | Job Design Concepts | 8% | 13% | 0% | 6555 | 6555 | 6555 | 6555 | 6555 | 6555 | 6555 | | |
| | | 15 | 6 years | Cost of attending an online job fair | 38.15 | Eventbrite | 12% | 4% | 0% | 483 | 483 | 483 | 483 | 483 | 483 | 483 | | |
| | | 16 | 6 years | Admission fee for attending a client development course | 3,250.00 | York University | 16% | 13% | 0% | 38220 | 38220 | 38220 | 38220 | 38220 | 38220 | 38220 | | |
| | | 19 | 6 years | Cost for attending an intercultural competence workshop | 300.00 | EDC & FITT | 17% | 17% | 0% | 3958 | 3958 | 3958 | 3958 | 3958 | 3958 | 3958 | | |
| | | 18 | 6 years | Admission fee for a communications skills course | 895.00 | York University | 22% | 22% | 0% | 9867 | 9867 | 9867 | 9867 | 9867 | 9867 | 9867 | | |
| | | 17 | 6 years | Admission fee on fundamentals of mental health | 425.00 | CAMH | 16% | 13% | 0% | 5310 | 5310 | 5310 | 5310 | 5310 | 5310 | 5310 | | |
| | | 12 | 6 years | Admission fee for a technology training course | 495.00 | University of Alberta | 38% | 35% | 0% | 2421 | 2421 | 2421 | 2421 | 2421 | 2421 | 2421 | | |
| | | 13 | NA | Referred professional development programs (google analytics) can be accessed for free | 0 | Not applicable | 17% | 24% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Total | | | | | | | | | | 83046 | 83046 | 83046 | 83046 | 83046 | 83046 | 83046 | | |
| Present value of each year | | | | | | | | | | 83046 | 80237 | 77524 | 74902 | 72369 | 69922 | | | |
| Total Present Value (PV) | | | | | | | | | | | | | | | | 458001 | | |
| Net Present Value (PV minus the investment) | | | | | | | | | | | | | | | | 415797 | | |
| Social Return (Value per amount invested) | | | | | | | | | | | | | | | | 11 | | |
| Number of program participants who experienced the describe outcome | Initial consultation | 14 | NA | Financial Proxy not available | 0 | Not applicable | 7% | 7% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | | 8 | 6 years | Admission fee for budgeting course | 639.00 | University of Toronto | 29% | 14% | 0% | 3130 | 0 | 3130 | 3130 | 3130 | 3130 | 3130 | | |
| | | 4 | NA | Financial Proxy not available | 0.00 | Not applicable | 15% | 8% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | | 10 | 6 years | Admission fee for attending a client development course | 3,250.00 | York University | 7% | 0% | 0% | 30179 | 0 | 30179 | 30179 | 30179 | 30179 | 30179 | | |
| | | 5 | 1 year | Cost for a networking session in Ontario | 38.15 | Eventbrite | 8% | 8% | 0% | 163 | 0 | 163 | 0 | 0 | 0 | | | |
| | | 12 | 6 years | Cost for attending an intercultural competence workshop | 300.00 | EDC & FITT | 7% | 0% | 0% | 3343 | 0 | 3343 | 3343 | 3343 | 3343 | | | |
| | | 10 | 6 years | Cost per mental health session | 38.15 | Ontario Psychological Association | 14% | 14% | 0% | 1653 | 0 | 1653 | 1653 | 1653 | 1653 | | | |
| | | 14 | 6 years | Cost of attending a confidence building workshop | 38.15 | Eventbrite | 7% | 0% | 0% | 496 | 0 | 496 | 496 | 496 | 496 | | | |
| | | 12 | 6 years | Cost of attending a communication & interpersonal skills course | 1,995.00 | Canadian Management Centre | 7% | 7% | 0% | 20642 | 0 | 20642 | 20642 | 20642 | 20642 | | | |
| | | 12 | 6 years | Admission fee on fundamentals of mental health | 425.00 | CAMH | 7% | 7% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | | 8 | 6 years | Admission fee for project management skills course | 769.00 | University of Toronto | 15% | 15% | 0% | 4405 | 0 | 4405 | 4405 | 4405 | 4405 | | | |
| | | Total | | | | | | | | | | 64010 | 0 | 64010 | 63847 | 63847 | 63847 | 63847 |
| | | Present value of each year | | | | | | | | | | 0 | 61845 | 59602 | 57586 | 55639 | 53758 | |
| | | Total Present Value (PV) | | | | | | | | | | | | | | | | 288430 |
| Net Present Value (PV minus the investment) | | | | | | | | | | | | | | | | 264796 | | |
| Social Return (Value per amount invested) | | | | | | | | | | | | | | | | 12 | | |
| Number of program participants who experienced the describe outcome | Initial consultation | 4 | NA | Financial Proxy not available | 0 | Not applicable | 20% | 20% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | | 3 | 6 years | Admission fee for attending a client development course | 3,250.00 | York University | 20% | 20% | 0% | 6240 | 0 | 6240 | 6240 | 6240 | 6240 | 6240 | | |
| | | 4 | 6 years | Cost per mental health session | 225.00 | Ontario Psychological Association | 20% | 20% | 0% | 576 | 0 | 576 | 576 | 576 | 576 | 576 | | |
| | | 3 | 6 years | Admission fee on fundamentals of mental health | 425.00 | CAMH | 20% | 20% | 0% | 816 | 0 | 816 | 816 | 816 | 816 | 816 | | |
| | | 2 | 1 year | Cost for a networking session in Ontario | 38.15 | Eventbrite | 20% | 0% | 0% | 61 | 0 | 61 | 0 | 0 | 0 | | | |
| | | 3 | 6 years | Cost of attending a confidence building workshop | 38.15 | Eventbrite | 0% | 20% | 0% | 92 | 0 | 92 | 92 | 92 | 92 | | | |
| | | 2 | 6 years | Cost for attending an intercultural competence workshop | 300.00 | EDC & FITT | 20% | 40% | 0% | 288 | 0 | 288 | 288 | 288 | 288 | | | |
| | | 2 | 6 years | Cost of attending a communication & interpersonal skills course | 1,995.00 | Canadian Management Centre | 40% | 20% | 0% | 1915 | 0 | 1915 | 1915 | 1915 | 1915 | | | |
| | | 3 | 6 years | Admission fee for budgeting course | 639.00 | University of Toronto | 40% | 40% | 0% | 690 | 0 | 690 | 690 | 690 | 690 | | | |
| | | 1 | NA | Financial Proxy not available | 0 | Not applicable | 60% | 20% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | | 3 | 6 years | Admission fee for critical thinking and problem solving | 2,850.00 | York University | 20% | 20% | 0% | 1363 | 0 | 1363 | 1363 | 1363 | 1363 | | | |
| | | 3 | NA | Financial Proxy not available | 0 | Not applicable | 20% | 20% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | | 4 | NA | Financial Proxy not available | 0 | Not applicable | 0% | 20% | 0% | 1533 | 0 | 1533 | 1533 | 1533 | 1533 | | | |
| | | 4 | 6 years | Cost for a networking session in Ontario | 38.15 | Eventbrite | 20% | 20% | 0% | 98 | 0 | 98 | 98 | 98 | 98 | | | |
| 2 | 6 years | Annual savings from TTC | 1,716.00 | TTC | 40% | 40% | 0% | 1236 | 0 | 1236 | 1236 | 1236 | 1236 | | | | | |
| 2 | NA | Financial Proxy not available | 0 | Not applicable | 20% | 40% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| Total | | | | | | | | | | 14907 | 0 | 14907 | 14846 | 14846 | 14846 | 14846 | | |
| Present value of each year | | | | | | | | | | 0 | 14402 | 13858 | 13390 | 12937 | 12500 | | | |
| Total Present Value (PV) | | | | | | | | | | | | | | | | 67087 | | |
| Net Present Value (PV minus the investment) | | | | | | | | | | | | | | | | 58646 | | |
| Social Return (Value per amount invested) | | | | | | | | | | | | | | | | 8 | | |
| Number of program participants who experienced the describe outcome | Initial consultation | 4 | NA | Most career mentorship workshops can be accessed for free | 0 | Not applicable | 33% | 40% | 40% | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | | 5 | NA | Most job search workshops are free | 0 | Not applicable | 33% | 50% | 0% | 63.6 | 0.0 | 63.6 | 63.6 | 63.6 | 63.6 | 63.6 | | |
| | | 3 | NA | Referred professional development programs (google analytics) can be accessed for free | 0 | Not applicable | 67% | 17% | 20% | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | | |
| | | 4 | 6 years | Admission fee for a business writing workshop | 479.00 | Job Design Concepts | 33% | 17% | 17% | 666.6 | 0.0 | 666.6 | 555.5 | 462.9 | 385.7 | 321.4 | | |
| | | 2 | 2 years | Cost of attending a job fair | 38.15 | Eventbrite | 40% | 17% | 0% | 38.2 | 0.0 | 38.2 | 38.2 | 38.2 | 38.2 | 38.2 | | |
| | | 1 | 1 year | Guest speakers are compensated through a gift card | 25 | BREM | 0% | 40% | 40% | 15.0 | 0.0 | 15.0 | 9.0 | 0.0 | 0.0 | 0.0 | | |
| | | 2 | 6 years | Cost for a networking session in Ontario | 38.15 | Eventbrite | 0% | 17% | 0% | 63.6 | 0.0 | 63.6 | 63.6 | 63.6 | 63.6 | 63.6 | | |
| | | Total | | | | | | | | | | 846.9 | 0.0 | 846.9 | 729.8 | 628.2 | 551.1 | 486.8 |
| | | Present value of each year | | | | | | | | | | 0.0 | 818.2 | 681.3 | 566.6 | 480.2 | 409.8 | |
| | | Total Present Value (PV) | | | | | | | | | | | | | | | | 2956.1 |
| | | Net Present Value (PV minus the investment) | | | | | | | | | | | | | | | | -7172.9 |
| | | Social Return (Value per amount invested) | | | | | | | | | | | | | | | | 0.3 |

BEMC Impact Map

The Impact map of BEMC reveals a theory of change for the program participants. Since there was no volunteer time, the financial input is valued as zero. Program participants were engaged through a telephonic consultation to identify experienced changes and adjusted for causality factors and duration. By referring to existing participant feedback, similar SROI reports, and other news articles, an exhaustive list of outcomes were identified and included in the quantitative survey, which were populated and verified by the program participants.

The result of the surveys revealed the number of program participant experiencing a particular outcome, and the percentage of program participants revealed the deadweight, attribution and drop-off of their experiences. The financial proxies were identified through revealed preference techniques to infer valuations from the prices of related market-traded services.

The data was then plotted in the value map such as number of beneficiaries experiencing an outcome, estimated duration of the outcome, financial proxy and its source, and deadweight, attribution and drop-off values.

List of references:

1. Similar SROI Reports:
104 Resume Clinic Social Return on Investment (SROI) Evaluation Report

2. Related news articles:
The Advantages of Self Employment, The Chron

| Organisation | | Mennonite New Life Centre | | |
|------------------------------|----------------------|--|--|---|
| Objective | | To prepare internationally trained media and communications professionals to secure meaningful employment or entrepreneurship in Ontario | | |
| Scope | | Activity | Bridge to Employment in Media and Communications | |
| | Reporting Period | 1st April 2018 to 31st March 2020 | | |
| | Funding | Government of Ontario | | |
| Stage 1 | | Stage 2 | | |
| Stakeholders | Inputs | Value (\$) | Outputs | Outcomes |
| | Description | | | Description |
| | What do they invest? | | Number of survey respondents who attended BEMC | How would you describe the change? |
| Who do we have an effect on? | | | | |
| Program participants | Time | 0 | 13 | During BEMC classes Reduced psychological stress Expanded professional network Improved knowledge on media and communication industry Improved English-speaking skills Improved resume writing skills Increased sense of belonging Increased cultural competency Reduced cultural shock Increased self-marketing skills Increased confidence in applying for jobs |
| Program participants | Time | 0 | 13 | During placement support Expanded my professional network Benefitted from professional career mentorship Benefitted from job search support Benefitted from job referrals Increased knowledge of the job market Improved interviewing skills Improved my resume writing and cover letter writing skills Increased technology skills Professional development programs |
| Program participants | Time | 0 | 4 | During employment Increased sense of financial independence Improved budgeting and money management skills Moved to a better area of accommodation Improved client management skills Received referrals for independent assignments Improved cultural competency Improved mental health Improved self-confidence Improved client communication skills |
| Program participants | Time | 0 | 3 | During self-employment Increased sense of financial independence Improved client management skills Improved mental health as a result of flexible routine Increased area of expertise Receiving client referrals Improved self-confidence Improved cultural competency Improved client communications skills Improved budgeting and money management skills Moved to a better area of accommodation Increased problem-solving skills Improved wellbeing and quality of life Increased sense of pride Expanded professional network Saved money on transportation Saved money on clothing |
| Program participants | Time | 0 | 6 | During the pursuit of employment Increased career clarity from mentorship Increased job applications from identified job postings Increased employability from professional development training opportunities Increased employability from updating resumes Increased employability from job referrals Increased market visibility from guest speaking opportunities Expanded professional network |

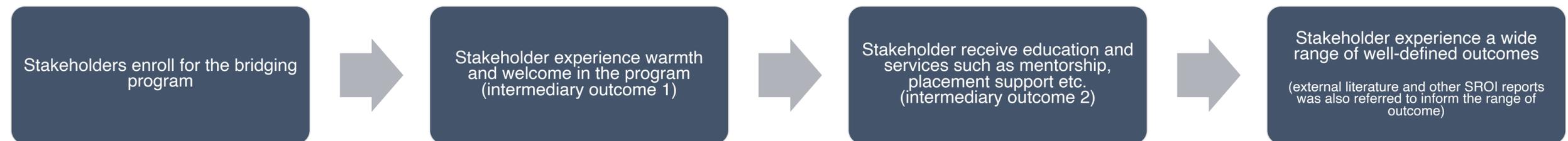
BEMC Impact Map

| Stage 3 | | | | | | | Stage 4 | | | | | | | | | | | | |
|---|---|--|--|--|----------------------------------|---|----------------------------------|---------------|------------|---|--|----------------------------|-------------|-------------|---------------------------|-------------|---------------|-------------|-------------|
| Outcomes (what changes) | | | | | | | Impact | | | | | | | | | | | | |
| Indicator | Source | Quantity | Duration | Financial Proxy | Value (\$) | Source | How much caused by the activity? | | | Impact calculation | | | | | Calculating Social Return | | Discount rate | 3.5% | |
| How would you measure it? | Where did you get the information from? | How much change was there? | How long does it last? | What proxy would you use to value the change? | What is the value of the change? | Where did you get the information from? | Deadweight % | Attribution % | Drop off % | Impact calculation | | | | | | | | | |
| | | | | | | | | | | | Number of people (quantity) times value, less deadweight, displacement and attribution | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | | |
| Number of program participants who experienced the describe outcome | Initial consultation | 3 | 3 years | Cost per mental health session | 225 | Ontario Psychological Association | 50% | 75% | 8% | 84 | 84 | 77 | 71 | 0 | 0 | 0 | 0 | | |
| | | 10 | 6 years | Cost for a networking session in Ontario | 38.15 | Eventbrite | 31% | 46% | 15% | 142 | 142 | 120 | 102 | 86 | 73 | 62 | | | |
| | Surveys | 11 | 6 years | Admission fee for attending a digital communications course | 769 | University of Toronto | 15% | 23% | 0% | 5506 | 5506 | 5506 | 5506 | 5506 | 5506 | 5506 | 5506 | | |
| | | 4 | 6 years | Admission fee for an English language course | 975 | University of Toronto School of Continuing Studies | 45% | 45% | 0% | 1160 | 1160 | 1160 | 1160 | 1160 | 1160 | 1160 | | | |
| | | 5 | 6 years | Admission fee for a business writing workshop | 479 | Job Design Concepts | 33% | 42% | 0% | 931 | 931 | 931 | 931 | 931 | 931 | 931 | | | |
| | | 2 | 6 years | Admission fee for a identity and belonging workshop for newcomers | 75 | Adopt Ontario | 45% | 36% | 0% | 52 | 52 | 52 | 52 | 52 | 52 | | | | |
| | | 2 | 6 years | Cost for attending a intercultural competence workshop | 300 | EDC & FITT | 20% | 40% | 0% | 288 | 288 | 288 | 288 | 288 | 288 | | | | |
| | | 3 | 6 years | Cost for attending a intercultural competence workshop | 300 | EDC & FITT | 70% | 60% | 0% | 108 | 108 | 108 | 108 | 108 | 108 | | | | |
| | | 6 | 6 years | Cost for attending a workshop on improving personal brand and business success on LinkedIn | 48.76 | Eventbrite | 27% | 36% | 0% | 135 | 135 | 135 | 135 | 135 | 135 | | | | |
| | | 3 | 6 years | Financial Proxy not available | 0 | Not applicable | 33% | 42% | 8% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | | | | | | | | | | Total | 8408 | 8408 | 8379 | 8354 | 8267 | 8254 | 8243 | | |
| | | | | | | | | | | Present value of each year | 8408 | 8095 | 7798 | 7457 | 7193 | 6940 | | | |
| | | | | | | | | | | Total Present Value (PV) | | | | | | | 45891 | | |
| | | | | | | | | | | Net Present Value (PV minus the investment) | | | | | | | 34882 | | |
| | | | | | | | | | | Social Return (Value per amount invested) | | | | | | | 4 | | |
| Number of program participants who experienced the describe outcome | Initial consultation | 8 | 6 years | Cost for a networking session in Ontario | 38.15 | Eventbrite | 23% | 31% | 23% | 163 | 163 | 125 | 96 | 74 | 57 | 44 | | | |
| | | 5 | 6 years | Most career mentorship workshops can be accessed for free | 0 | Not applicable | 44% | 30% | 11% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | Surveys | 5 | 1 years | Most job search workshops are free | 0 | Not applicable | 27% | 33% | 27% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | | 3 | 2 years | Cost of attending a job fair | 38.15 | Eventbrite | 30% | 27% | 30% | 58 | 58 | 41 | 0 | 0 | 0 | | | | |
| | | 6 | 6 years | Financial Proxy not available | 0 | Not applicable | 18% | 33% | 9% | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| | | 6 | 6 years | Cost of attending an interviewing skills workshop | 1095 | Canadian Management Centre | 30% | 30% | 20% | 3219 | 3219 | 2575 | 2060 | 1648 | 1319 | 1055 | | | |
| | | 4 | 6 years | Admission fee for a business writing workshop | 479 | Job Design Concepts | 20% | 36% | 20% | 975 | 975 | 780 | 624 | 499 | 400 | 320 | | | |
| | | 5 | 6 years | Admission fee for a technology training course | 495 | University of Alberta | 40% | 22% | 10% | 1155 | 1155 | 1040 | 936 | 842 | 758 | 682 | | | |
| | | 3 | 6 years | Financial Proxy not available | 0 | Not applicable | 40% | 40% | 10% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | | | | | | | | | | | | Total | 5571 | 5571 | 4561 | 3716 | 3064 | 2533 | 2100 |
| | | | | | | | | | | Present value of each year | 5571 | 4407 | 3469 | 2763 | 2207 | 1768 | | | |
| | | | | | | | | | | Total Present Value (PV) | | | | | | | 20186 | | |
| | | | | | | | | | | Net Present Value (PV minus the investment) | | | | | | | 9177 | | |
| | | | | | | | | | | Social Return (Value per amount invested) | | | | | | | 2 | | |
| Number of program participants who experienced the describe outcome | Initial consultation | 3 | 5 years | Financial Proxy not available | 0 | Not applicable | 0% | 0% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | | 0 | NA | Admission fee for budgeting course | 639 | University of Toronto | 50% | 50% | 50% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | Surveys | 1 | 3 years | Financial Proxy not available | 0 | Not applicable | 33% | 33% | 33% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | | 1 | 6 years | Admission fee for attending a client development course | 3250 | York University | 0% | 0% | 0% | 3250 | 0 | 3250 | 3250 | 3250 | 3250 | 3250 | | | |
| | | 0 | NA | Cost for a networking session in Ontario | 38.15 | Eventbrite | 50% | 50% | 50% | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| | | 1 | 6 years | Cost for attending a intercultural competence workshop | 300 | EDC & FITT | 0% | 0% | 0% | 300 | 0 | 300 | 300 | 300 | 300 | | | | |
| | | 1 | 6 years | Cost per mental health session | 225 | Ontario Psychological Association | 0% | 0% | 0% | 225 | 0 | 225 | 225 | 225 | 225 | | | | |
| | | 2 | 6 years | Cost of attending a confidence building workshop | 38.15 | Eventbrite | 0% | 0% | 0% | 76 | 0 | 76 | 76 | 76 | 76 | | | | |
| | | 1 | 6 years | Cost of attending a communication & interpersonal skills course | 1995 | Canadian Management Centre | 0% | 0% | 0% | 1995 | 0 | 1995 | 1995 | 1995 | 1995 | | | | |
| | | | | | | | | | | | | Total | 5846 | 0 | 5846 | 5846 | 5846 | 5846 | 5846 |
| | | | | | | | | | | Present value of each year | 0 | 5649 | 5458 | 5273 | 5095 | 4922 | | | |
| | | | | | | | | | | Total Present Value (PV) | | | | | | | 26396 | | |
| | | | | | | | | | | Net Present Value (PV minus the investment) | | | | | | | 23009 | | |
| | | | | | | | | | | Social Return (Value per amount invested) | | | | | | | 8 | | |
| Number of program participants who experienced the describe outcome | Initial consultation | 0 | NA | Financial Proxy not available | 0 | Not applicable | 33% | 33% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | | 1 | 6 years | Admission fee for attending a client development course | 3250 | York University | 0% | 0% | 0% | 1444 | 0 | 1444 | 1444 | 1444 | 1444 | 1444 | | | |
| | Surveys | 0 | 3 years | Cost per mental health session | 225 | Ontario Psychological Association | 33% | 33% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | | 2 | 6 years | Admission fee for attending a digital communications course | 769 | University of Toronto | 33% | 33% | 0% | 684 | 0 | 684 | 684 | 684 | 684 | | | | |
| | | 0 | 6 years | Cost for a networking session in Ontario | 38.15 | Eventbrite | 33% | 33% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| | | 2 | 6 years | Cost of attending a confidence building workshop | 38.15 | Eventbrite | 33% | 33% | 0% | 34 | 0 | 34 | 34 | 34 | 34 | | | | |
| | | 1 | 6 years | Cost for attending a intercultural competence workshop | 300 | EDC & FITT | 33% | 33% | 0% | 133 | 0 | 133 | 133 | 133 | 133 | | | | |
| | | 0 | 6 years | Cost of attending a communication & interpersonal skills course | 1995 | Cost of attending a communication & interpersonal skills course | 33% | 33% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| | | 0 | 6 years | Admission fee for budgeting course | 639 | University of Toronto | 33% | 33% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| | | External research | 1 | NA | Financial Proxy not available | 0 | Not applicable | 67% | 33% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| 0 | 6 years | | Admission fee for a critical thinking and problem solving course | 2850 | York University | 50% | 33% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| 1 | NA | | Financial Proxy not available | 0 | Not applicable | 50% | 33% | 0% | 0 | 0 | 0 | 0 | 0 | | | | | | |
| 2 | NA | | Financial Proxy not available | 0 | Not applicable | 50% | 33% | 0% | 0 | 0 | 0 | 0 | 0 | | | | | | |
| 2 | 6 years | Cost for a networking session in Ontario | 38.15 | Eventbrite | 33% | 33% | 0% | 34 | 0 | 34 | 34 | 34 | 34 | | | | | | |
| 3 | 6 years | Annual savings from TTC | 1716 | TTC | 33% | 33% | 0% | 2288 | 0 | 2288 | 2288 | 2288 | 2288 | | | | | | |
| 0 | NA | Financial Proxy not available | 0 | Not applicable | 33% | 33% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | |
| | | | | | | | | | | Total | 4617 | 0 | 4617 | 4617 | 4617 | 4617 | 4617 | | |
| | | | | | | | | | | Present value of each year | 0 | 4461 | 4310 | 4164 | 4024 | 3888 | | | |
| | | | | | | | | | | Total Present Value (PV) | | | | | | | 20847 | | |
| | | | | | | | | | | Net Present Value (PV minus the investment) | | | | | | | 18306 | | |
| | | | | | | | | | | Social Return (Value per amount invested) | | | | | | | 8 | | |
| Number of program participants who experienced the describe outcome | Initial consultation | 1 | 1 year | Most career mentorship workshops can be accessed for free | 0 | Not applicable | 20% | 40% | 40% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | | 5 | 1 year | Most job search workshops are free | 0 | Not applicable | 17% | 33% | 40% | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| | Surveys | 3 | 6 years | Referred professional development programs (google analytics) can be accessed for free | 0 | Not applicable | 20% | 20% | 60% | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| | | 5 | 6 years | Admission fee for a business writing workshop | 479 | Job Design Concepts | 17% | 17% | 40% | 1663 | 0 | 1663 | 998 | 599 | 359 | 216 | | | |
| | | 3 | 2 years | Cost of attending a job fair | 38.15 | Eventbrite | 17% | 33% | 60% | 64 | 0 | 64 | 25 | 0 | 0 | | | | |
| | | 2 | 1 year | Guest speakers are compensated through a gift card | 25 | BEMC | 25% | 25% | 0% | 28 | 0 | 28 | 0 | 0 | 0 | | | | |
| | | 4 | 6 years | Cost for a networking session in Ontario | 38.15 | Eventbrite | 17% | 0% | 40% | 127 | 0 | 127 | 76 | 46 | 27 | 16 | | | |
| | | | | | | | | | | | | Total | 1882 | 0 | 1882 | 1100 | 645 | 387 | 232 |
| | | | | | | | | | | | | Present value of each year | 0 | 1818 | 1027 | 581 | 337 | 195 | |
| | | | | | | | | | | | | Total Present Value (PV) | | | | | | | 3959 |
| | | | | | | | | | | Net Present Value (PV minus the investment) | | | | | | | -1122 | | |
| | | | | | | | | | | Social Return (Value per amount invested) | | | | | | | 1 | | |

Semi-structured interview questions

A smaller sample size of the stakeholders was consulted to establish a chain of outcomes and identify well-defined outcomes experienced by program participants in each phase. Stakeholders were asked to share both positive and negative experiences that were resulted from the attending and graduating from the bridging programs. During the initial consultation stage, stakeholders were asked how long the outcomes are being experienced by them. It is during this stage, stakeholders reported that they experience such outcomes on a longer time-scale for all relevant outcomes. Several outcomes were experienced on a shorter time-scale. The duration of the outcomes was validated by program managers of the bridging programs. The duration of all outcomes was tested for sensitivity analysis.

Chain of events



The following questions were asked to the program participants during the initial consultation:

- What positive changes have you experienced because of participating in the bridging program?
(Did you find a job? Did you make new friends? Do you feel financially independent?)
- Has anyone else been affected by the positive changes you have experienced?
(Your family? Your child(ren)? Your friends? Your community?)
- Have there been any unanticipated negative things associated with the positive changes you have experienced?
(Increased stress due to a new job? Have you discovered new health problems? Have you had to make tough decisions?)
- If you were to speculate, what do you think your situation might look like if you had not had the opportunity to participate in the bridging program?
- Thinking about where you are at now, do you feel the changes you have made will be more permanent than in the past? Why or why not?
- Is there anything that could be improved about the support you received in the bridging program?
- Anything else to share?

- 1 Executive Summary
- 2 About Mennonite New Life Centre
- 3 Bridging Programs
- 4 About the Report
 - a Scope
 - b Methodology
 - c Social Return on Investment
 - d Risks and Limitations
- 5 Stakeholder Identification and Engagement
 - a Stakeholder Engagement Process
- 6 BREM Impact Pathways
 - a Impact Dimensions
- 7 BEMC Impact Pathways
 - a Impact Dimensions
- 8 Social Return on Investment
 - a BREM
 - b BEMC
- 9 Sensitivity Tests
- 10 Key Takeaways
- 11 Appendix
 - a Stakeholder Segmentation
 - b Impact Map(s)
 - c Semi-structured Interview Questions

We generated an intrinsic
value of \$1.15 million

Every \$1 invested in the
bridging programs, \$7 of
social value was created

\$1 : \$7



2737 Keele St Unit 9, North York, ON M3M 2E9 | 647-776-2057
3570 Victoria Park Ave Suite 204, North York, ON M2H 3S2 | 416-291-3248
1774 Queen St East, Toronto, ON M4L 1G7 | 416-291-3248 x 4331
1122 Finch Ave West Unit 1, North York, ON M3J 3J5 | 647-812-1332