



Leaders in Sustainable Development
Training Programme

Social Entrepreneurship: Impact and Evaluation (Part 1)

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Welcome to today's workshop



Zoom Housekeeping:

- Please ensure you are **muted** if you are not speaking to the group
- We will pause for questions as we go
- If you are having connectivity issues, please try turning off your camera during the presentation; these can be turned on during discussion sections
- If you have any technical issues please privately message Sharmin in the chat for her help
- If you have a Question as we go, please use the chat function
- For breakout groups, we encourage use of your camera if possible please!

AccessEd: Who are we?



- AccessEd is a non-profit organisation committed to supporting postgraduate researchers in their professional development and university access programmes to increase social impact globally.
- AccessEd has expertise working with international students and social enterprises, as well as delivering courses in transferable skills for the 21st century. AccessEd bridges the gap from education to the professional and public sectors.



Introduction to your trainer

Dr Nicola Vermooten



Registered as an Industrial Psychologist in South Africa, with experience in training and development.



Holds a PhD in Industrial Psychology.



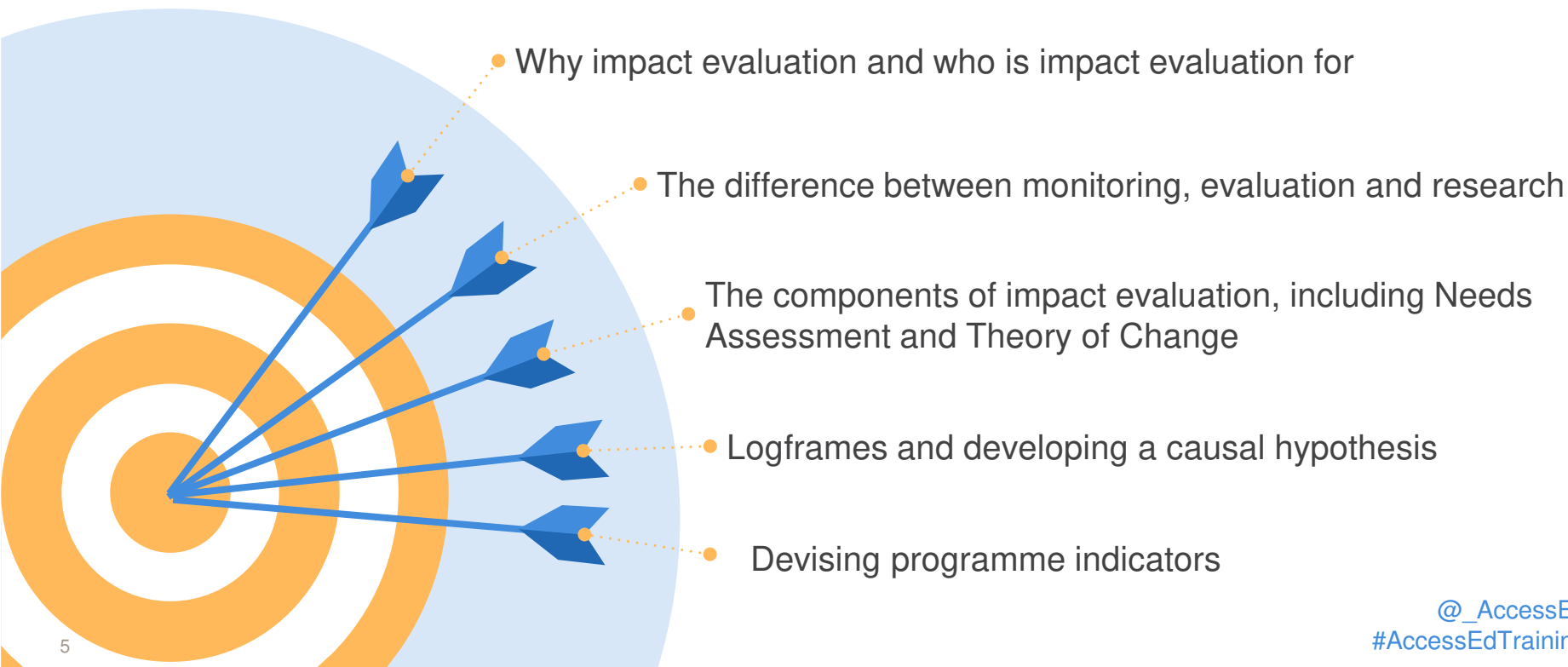
Has worked in the education sector, both nationally and internationally.

Session learning outcomes: part 1

Understanding impact measurement in organisations



You will leave with an understanding of:




Session learning outcomes: part 1

Understanding impact measurement in organisations

You will leave having practiced:

- Developing your own causal hypothesis
- Developing your own project or programme indicators

A circular icon with a blue center and an orange outer ring. Inside the blue center is a white speech bubble with three horizontal lines inside it, indicating a discussion or conversation.

What types of impact do you hope to measure from your project?

Who has experience of doing impact measurement and evaluation in the past?





Understanding Impact Measurement in Organisations



Why is impact evaluation important to learn about?



Every organisation you work for will want to demonstrate impact, but often social outcomes are some of the hardest to measure



If working on a social project outside of academia, you will almost certainly come up against it!



It's important to understand practically what this looks like in a non-academic setting, for when you inevitably encounter it

What is impact evaluation all about?



Impact evaluation is predicated on whether programmes or projects are making a difference



Provides findings from which a judgement of worth of a programme or project can be made



Is retrospective - usually logically occur at an end point of a project



About determining the range and extent of outcomes of a programme or project



Determining whether the programme or project has been implemented as planned and how implementation has affected outcomes

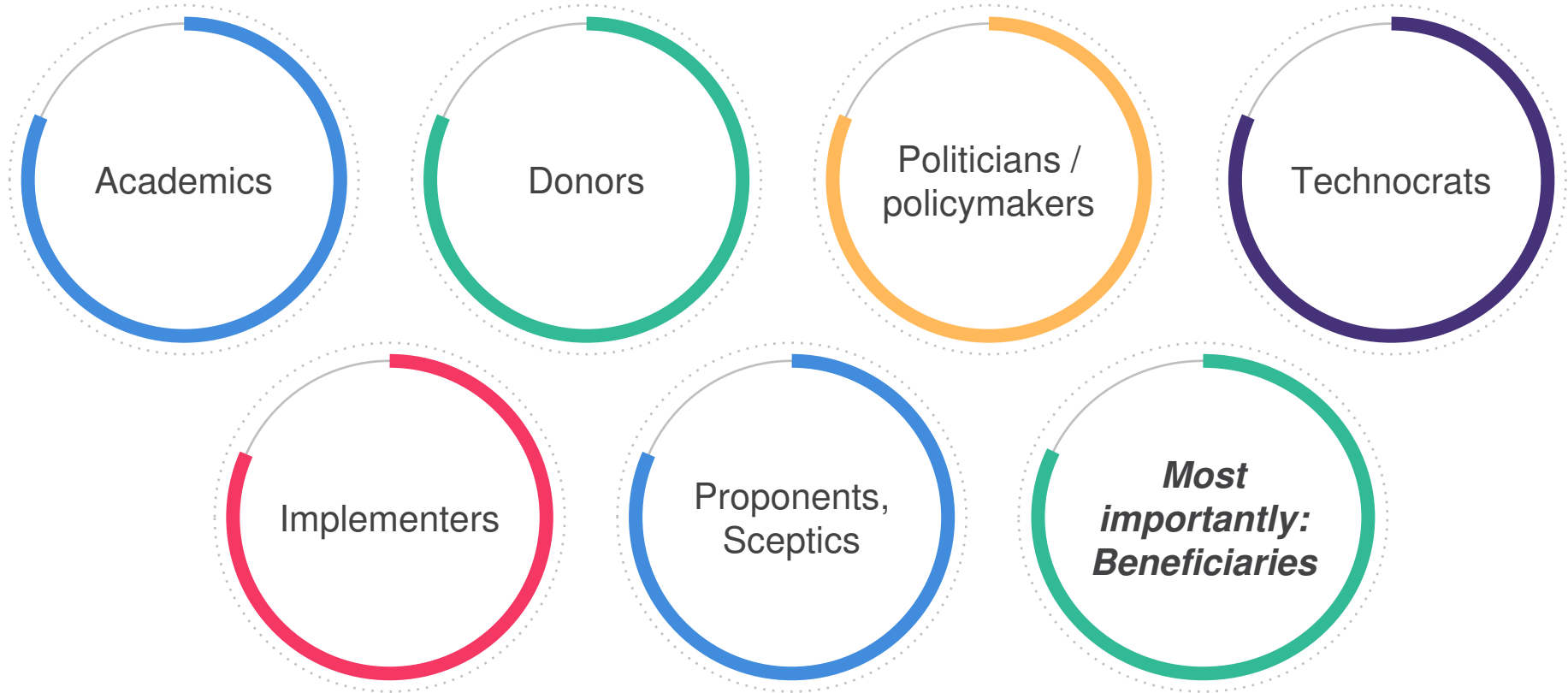
Why impact evaluation?

Use impact evaluation to:

- **Proof of what works:** Scale up pilot interventions, projects or programmes
- **Improve:** Adjust project or programme design
- **Streamline:** Make operations more efficient or effective
- **Question:** Decide to stop an initiative, project or programme
- **Publicise:** Communicate benefit of your work (funders, governing structures, press)
- **Share:** Inform others to improve practice



Who is impact evaluation for?



Common Examples

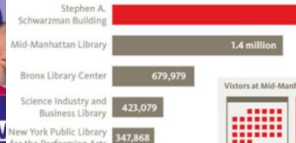


Total Library Visits

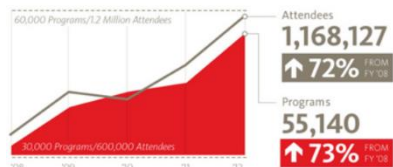
18 Million

12%↑
FROM FY '08

Most Visited Libraries



Programs and Attendance

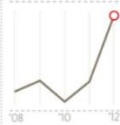


Top Five Libraries for Programs



Exhibition Attendance

782,469
Visitors in FY '12

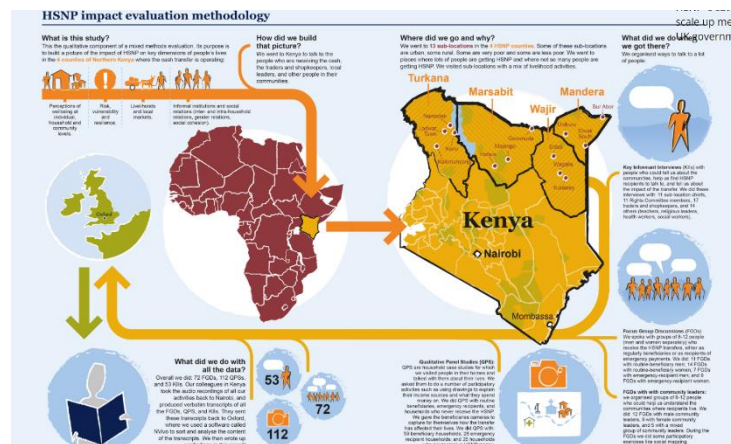
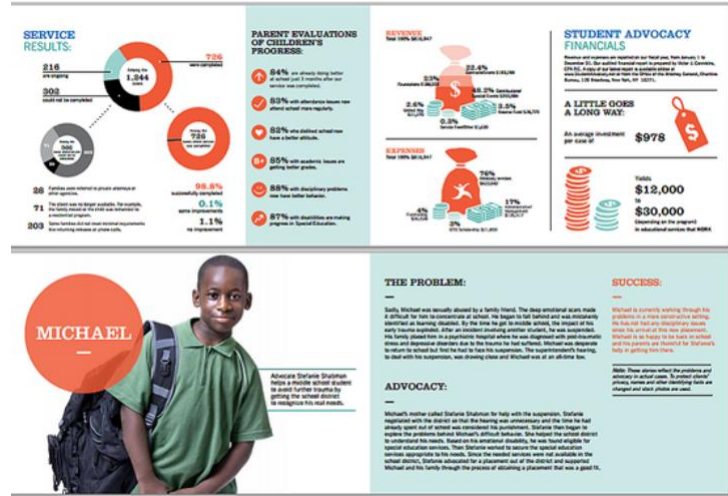


87%↑
FROM FY '08



Busiest Day of the Year
DECEMBER 11

28



What gets measured on social programmes?



- 1. Programme-level impact**
- 2. Population-level (or community-level) impact**

Examples of what could get measured on a social programme:

- Impact or extent of community building
- Increased participation in education or improved education rates
- Improved mental health and wellbeing
- Improved standards of health
- Support for communities to rebuild after natural disasters
- Empowerment
- Human security

Monitoring, evaluation and research: understanding the difference



MONITORING

...the systematic and continuous assessment of the progress of a piece of work over time, which checks that things are 'going to plan' and enables adjustments to be made in a timely way, integral to day to day management.

INTRAC M&E toolkit

EVALUATION

Evaluations complement ongoing monitoring activities by providing more in-depth, objective assessments of the relevance, efficiency, effectiveness, impact and sustainability of programmes at a particular point in time.

Oxfam Rough Guide on M&E

RESEARCH

Systematic Investigative process employed to increase or revise current knowledge by discovering new facts, it is divided into two general categories; 1) Basic Research is inquiry aimed at increasing scientific knowledge, and 2) applied research is effort aimed at using basic research for solving problems or developing new processes, products, or techniques.

Business Dictionary.com

Research vs Evaluation



“

Research seeks to prove, evaluation seeks to improve

”

| Research | Evaluation |
|------------------------------|---|
| Creating evidence | Assessing the effectiveness of evidence |
| Researcher derived questions | Programme derived questions |
| More controlled setting | Action setting |
| Published | Often not published |

Monitoring vs Evaluation



| | Monitoring | Evaluation |
|--------------------------|---|--|
| Timing | Continuous throughout project | Periodic review at significant point of project progress - end of project, mid point of project, change of phase |
| Scope | Day to day activities, indicators of process, progress, sometimes outputs | Assess overall delivery of outputs and progress towards objectives and goals |
| Main participants | Project staff, project users | Might have external evaluators/ facilitators, project users, project staff, donors |
| Process | Regular meetings, interviews, monthly, quarterly reviews | Extraordinary meetings, additional data collection, exercises etc |
| Written outputs | Regular reports and updates to project users, management and donors | Written reports with recommendations for change to project - presented in workshops to different stakeholders |

Monitoring

It's about:



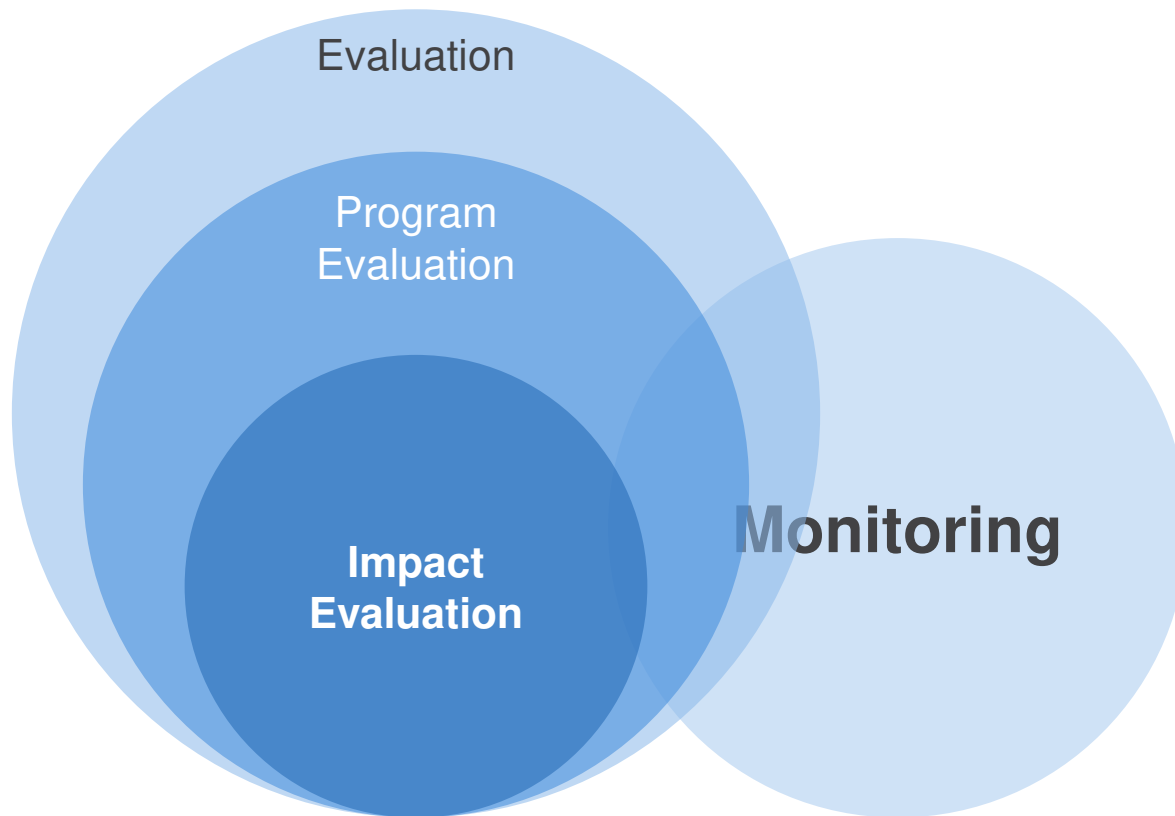
Choosing meaningful indicators

that will measure progress towards a defined objective

within a system that will provide timely and accurate data

and a system that will use these data to adjust implementation

Programme evaluation





Understanding what to collect and measure



Components of evaluation



Needs Assessment

What is the problem?

Theory of change

How, in theory, does the programme fix the problem?

Process Evaluation

Does the programme work as planned?

Impact Evaluation

Were its goals achieved? The magnitude?

Cost Effectiveness

Given magnitude and cost, how does it compare to alternatives?

The major concern of impact evaluation...

Outcomes not **outputs** are the major concern of impact evaluation

| Outputs | Outcomes |
|--|--|
| Products of the programme or project's activities Example: number of meals provided, number of classes taught | Benefits for participants or beneficiaries during or after their involvement with a programme Related to knowledge, skills, attitudes, values, behaviour, status or condition |

Needs assessment



| | |
|-----------------------------|--|
| THE NEED | <p>Example:</p> <ul style="list-style-type: none">– Every year, between 2 and 3 million people die from vaccine-preventable diseases– Only 54% of 1-2 year olds in India receive the basic package of immunisations– In rural Rajasthan, this rate falls to 22% |
| THE GOAL | To increase the full immunisation rate among children in rural Rajasthan |
| THE PROBLEM | <ol style="list-style-type: none">1. In India, immunisations are offered for free... but the immunisation rate remains low2. Average household is within 2 kilometers of the nearest clinic3. High absenteeism at government health facilities – 45% of Auxiliary Nurse Midwives are absent on any given workday |
| What is REALLY the problem? | <ol style="list-style-type: none">1. Cultural resistance, distrust in public health institutions2. People don't value immunisations: short-term cost for long-term (and invisible) benefits3. Limited income: parents can't afford to take a day off |
| THE SOLUTION | <p>What is the theory behind your solution?</p> <p>How does that map to your theory of the problem?</p> <p>Now we'll talk about the Theory of Change</p> |

Activity: doing your own needs assessment

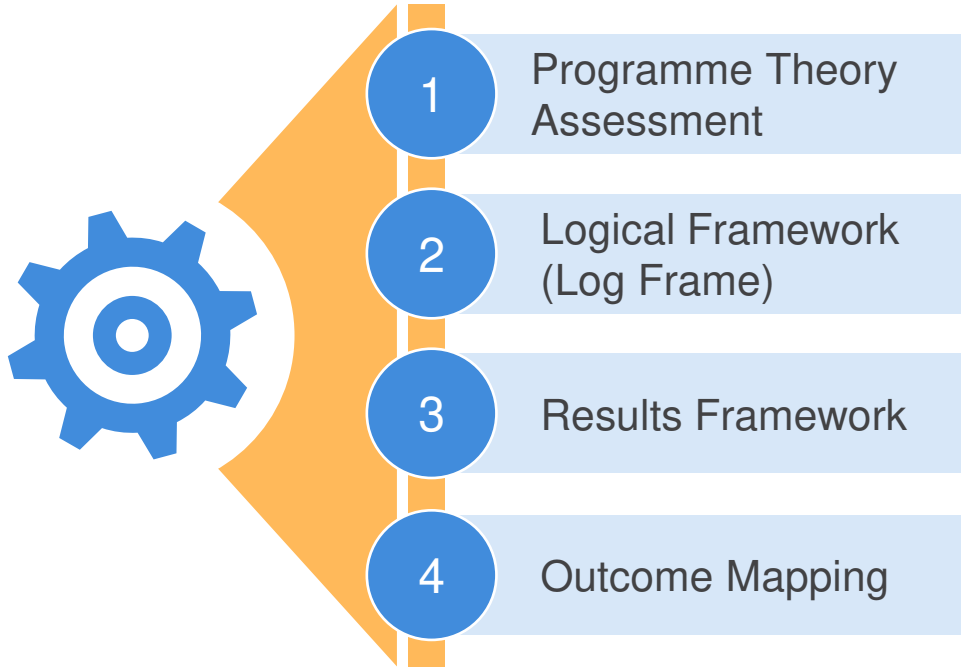


Activity: Take 10 minutes to create your own version of the needs assessment table



| THE NEED | |
|-----------------------------|--|
| THE GOAL | |
| THE PROBLEM | |
| What is REALLY the problem? | |
| THE SOLUTION | |

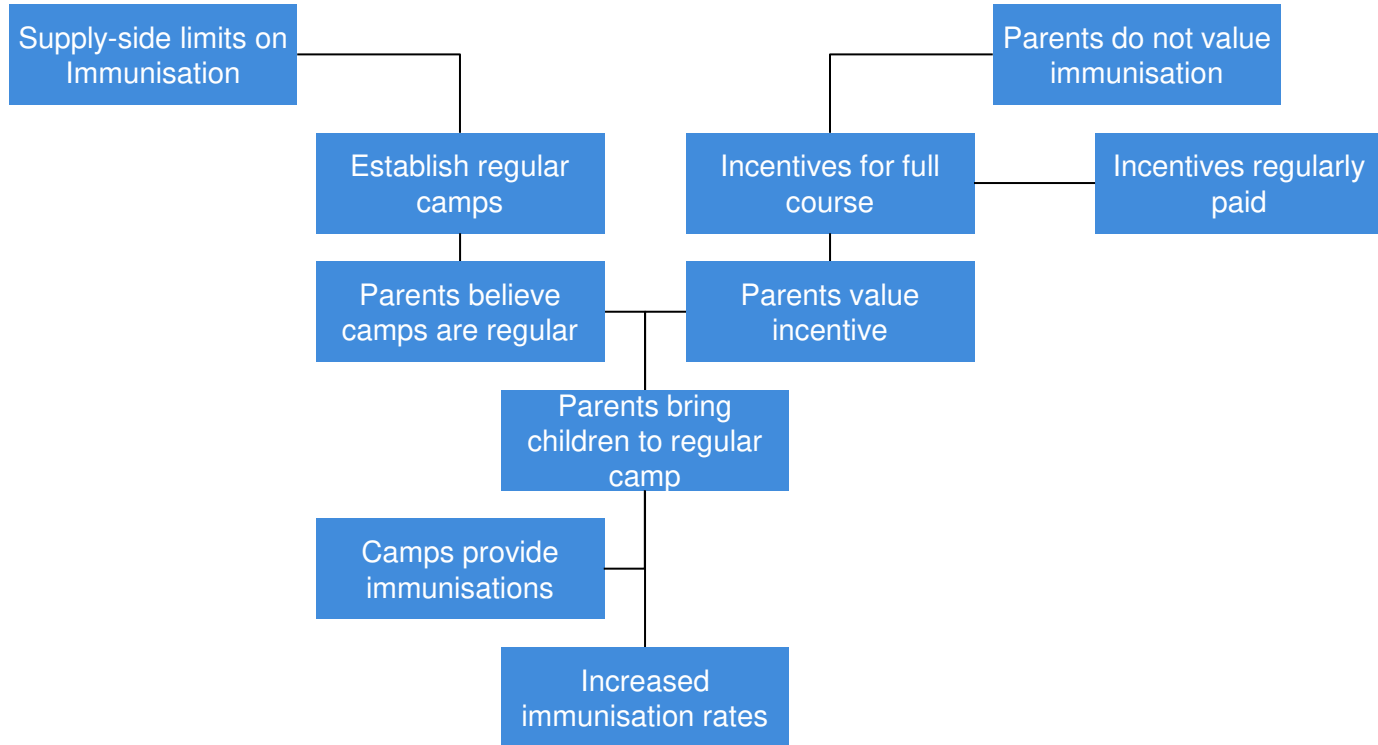
Theory of Change (ToC)



What is a ToC?

“ A theory of change is a road map of where we are going (results) and how we are getting there (process) ”

Example Theory Of Change model: Immunisation in Rajasthan



Example Log Frame: Immunisation in Rajasthan

| | Objectives Hierarchy | Indicators | Sources of Verification | Assumptions/ Threats |
|--|--|---|---|---|
| Impact (Goal/Overall objective) | Increased immunisation | Immunisation rates | Household survey | Adequate vaccine supply, parents do not have second thoughts |
| Outcome (Project Objective) | Parents attend the immunisation camps repeatedly | Follow-up attendance | Household survey; immunisation card | Parents have the time to come |
| Outputs | Immunisation camps are reliably open; Incentives are delivered | Number of kg bags delivered; Camp schedules | Random audits; Camp administrative data | Nurses/assistants will show up to camp and give out incentives properly |
| Inputs (Activities) | Camps + incentives are established | Camps are built, functional | Random audits of camps | Sufficient materials, funding, manpower |

Needs assessment

Impact evaluation

Process evaluation

Causal hypothesis



Q

How do I expect results to be achieved?

A

If [inputs] and [activities] produce [outputs] this should lead to [outcomes] which will ultimately contribute to [goal]

Breakout Room: Forming your causal hypothesis



Start thinking about impact and forming a causal hypothesis in the context of your own research and an impact evaluation that you might run.

Spend 10 minutes noting down what your own statement below would consist of. Share it with your breakout room.

If [inputs] and [activities] produce [outputs] this should lead to [outcomes] which will ultimately contribute to [goal]





Break

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Developing indicators

Indicators, otherwise known as ‘Key Performance Indicators’ (KPIs) show how well the organisation is achieving its objectives.

| | |
|-------------------|---|
| Activity: | run HIV/AIDS awareness sessions during the 1st quarter of 2022 |
| Outcome: | improved knowledge of HIV prevention methods amongst target group by 2023 |
| Indicator: | % of beneficiaries showing an improved knowledge of HIV prevention methods by 3rd quarter 2022 (source of information: beneficiaries knowledge survey) |
| Baseline: | 30% of beneficiaries showed knowledge of HIV prevention methods according to a survey at the start of the programme |
| Target: | 80% of beneficiaries showing knowledge of HIV prevention methods at the end of the programme in 2023 (conduct survey again on completion of the programme to see if the target was achieved). |



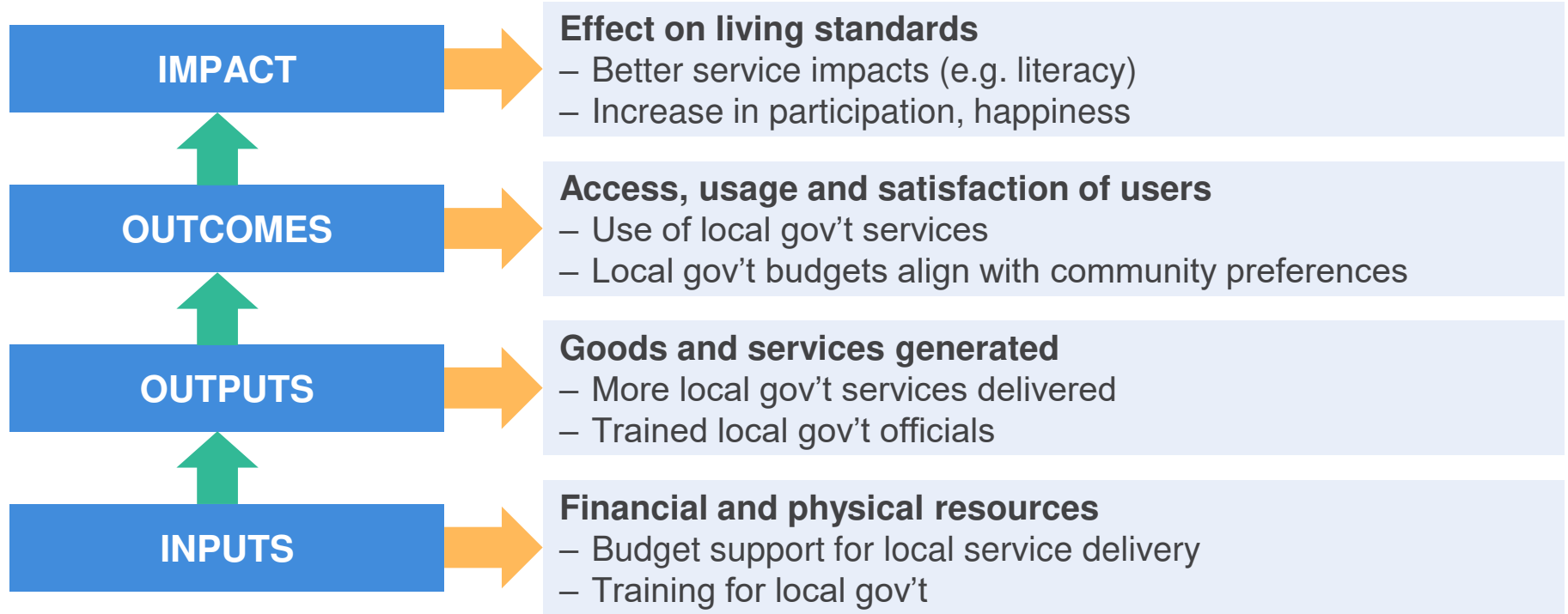
TOP TIP: It's important to consider whether an indicator will work in your particular context, for example, self-esteem indicators developed in one country might not be appropriate in another.

Indicators: what types? Key terminology

Indicators can be broadly classified into four categories:

| | | |
|---|----------------|--|
| 1 | Input | Input indicators track all the financial and physical resources used for an intervention |
| 2 | Output | Output indicators cover all the goods and services generated by the use of the inputs. These measure the supply of goods and services provided to individuals. |
| 3 | Outcome | Outcome indicators measure the level of access to public services, use of these services, and the level of satisfaction of users. |
| 4 | Impact | Impact indicators measure the ultimate effect of an intervention on a key dimension of the living standards of individuals – such as freedom from hunger, literacy, good health, empowerment, and security |

What do these indicators look like in practice?



Indicators: what qualities?

Be direct, unambiguous measure of progress

(for instance: immunisation coverage is less ambiguous than household expenditure on health)

Vary across group, areas, and over time

(for instance: child malnutrition is more likely to vary quickly over time than life expectancy)

Have direct link with interventions

(for instance: vehicle operating cost depends on road quality but also on many other factors, such as international petrol prices. It is therefore not a good indicator for progress in roads sector)

Be relevant for policy making

(for instance: use indicators at the right level of disaggregation, such as at the rayon level if expenditures are managed and executed at the rayon level. Use indicators that reflect the objectives)

Consistent with decision-making cycle

(for instance: use indicators at intervals which match the decision making process, prepare indicators in time for budget discussions)

Indicators continued: what qualities?

Not easily manipulated or blown off course

(for instance: some indicators can be very sensitive to external or exogenous factors. Others can be more likely manipulated: where there is self-reporting, or where incentive structures are such that one might be tempted to under or over-estimate the result).

Easy to measure and not too costly to measure

(for instance: number of deaths easily recorded, while number of cases of specific diseases sometimes harder to track accurately)

Easy to understand

(for instance: poverty incidence is easier to understand and to communicate than poverty depth)

Reliable

(for instance: scientific, objective indicators are more reliable than indicators which depend on the interpretation of the user. This is related to the above discussion on “manipulation”)

Consistent with data available and the data collection capacity

to ensure that indicators will be measurable at the times and level selected. In line with the planned calendar of data collection

Activity: developing your own indicators



Spend 10 minutes plotting 2 indicators that could be used for impact assessment of your own programme in the context of your research.

Share your 2 indicators with the group.

We will discuss

- 1) Is it achievable?**
- 2) What might stop you from tracking your indicators?**
- 3) When in your project delivery would you monitor it?**



Session learning outcomes: part 2

How to measure and design your impact evaluation



You will leave with an understanding of:

Types of data to collection, i.e. qualitative and quantitative tools for impact evaluation

Planning for impact evaluation - when to embark on a project and what to do with limited time and resources

Steps you'd go through to practically design and implement an impact evaluation

Stakeholder engagement and learning from your impact evaluation data

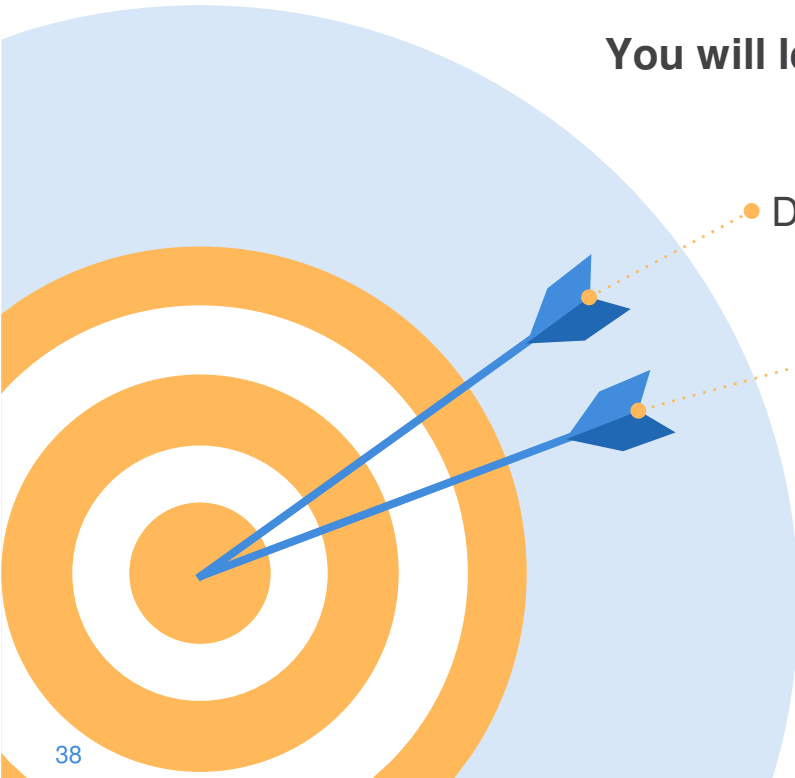
Session learning outcomes: part 2

How to measure and design your impact evaluation



You will leave having practiced:

- Discussing different impact evaluation tools
- Devising your individual approach to data collection



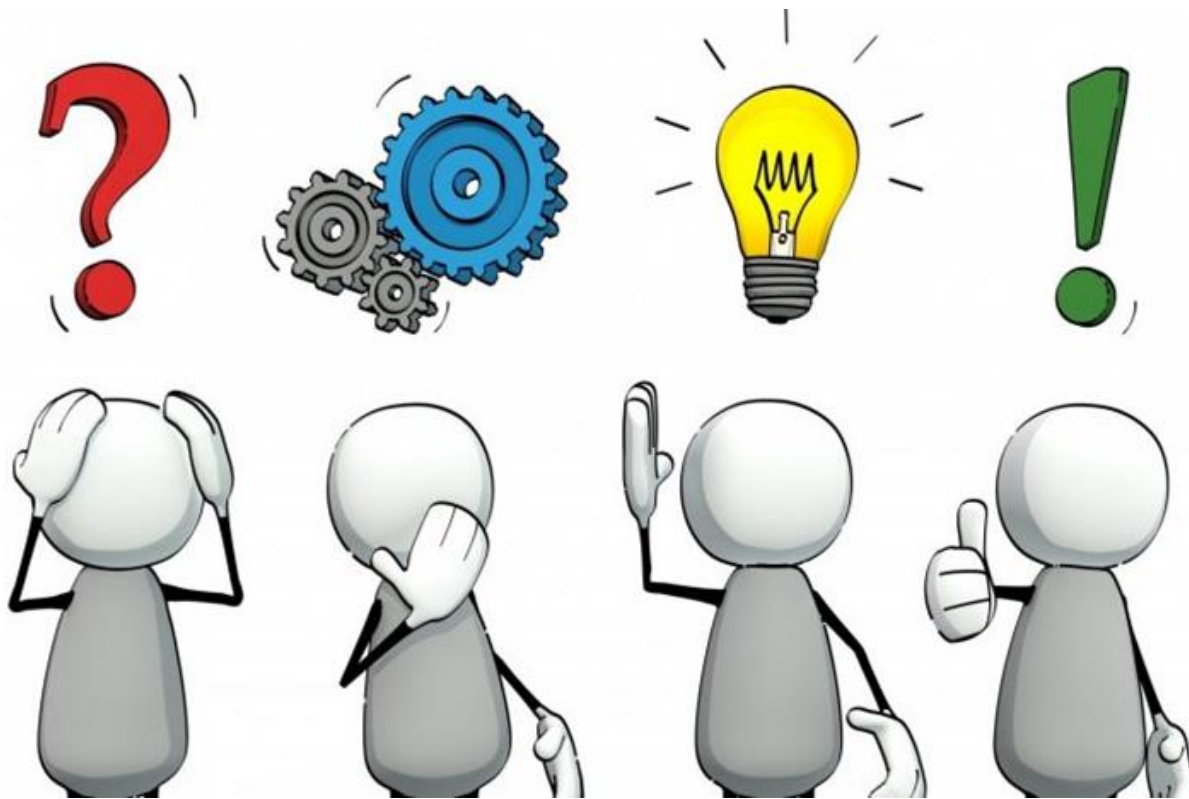
Recommended follow up

https://www.betterevaluation.org/en/themes/impact_evaluation

- The [BetterEvaluation Rainbow Framework](#) provides a good overview of the key stages in the evaluation process during which the question ‘Who is best involved?’ can be asked.
- [Understand and engage stakeholders](#) framework
- [Use measures, indicators or metrics](#) page
- [Participatory Evaluation](#)
- [UNICEF Brief 5. Participatory Approaches](#) - impact evaluation
- [Develop programme theory/logic model](#)



Reflections





Thank you and evaluation Form

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