Leaders in Sustainable Development
Training Programme

Social Entrepreneurship: Impact and Evaluation (Part 2)

@_AccessEd
#AccessEdTraining

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.

@_AccessEd
#AccessEdTraining

Introduction to your trainer

Dr Nicola Vermooten

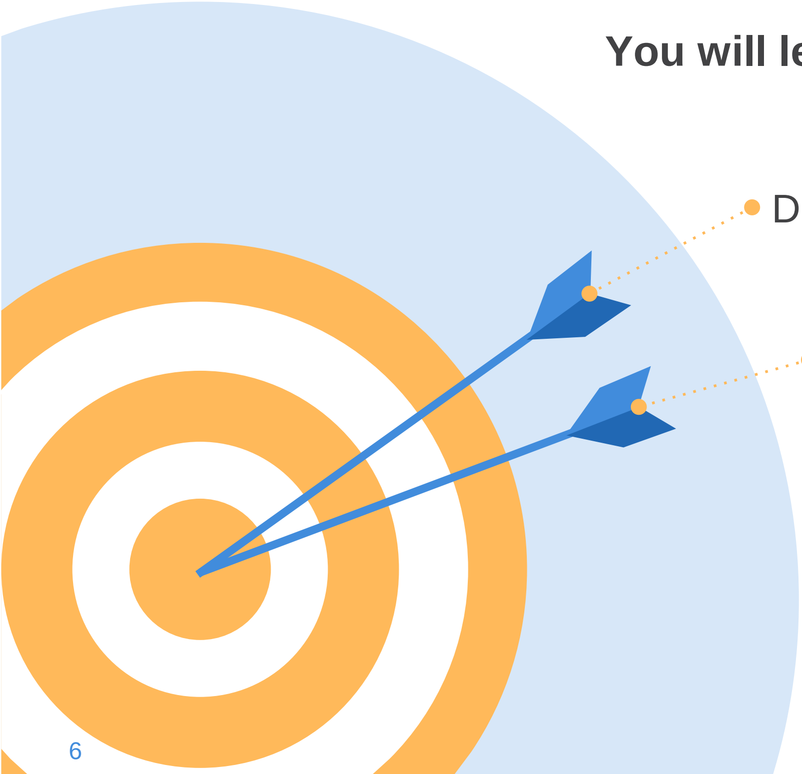
- Registered as an Industrial Psychologist in South Africa, with experience in training and development.
- Holds a PhD in Industrial Psychology.
- Has worked in the education sector, both nationally and internationally.

Session learning outcomes: part 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

Icebreaker!

Since you attended Part 1 of the workshop, have you been able to form a causal hypothesis in the context of your own research and an impact evaluation?

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

Methodologies, Design and Implementing an impact evaluation

Types of data to collect

What types of data meets your evaluation needs?

Existing data (i.e., secondary data)

– *Internal programme data*
(e.g., participant records, program logs, performance measurement data)

– *External datasets / administrative data*
(e.g., **student** records, test scores, medical records, test scores, Census data, unemployment insurance claims)

New data (i.e., primary data)

– Data from surveys, assessments, interviews, and observations

Quantitative data

Numerical information that can be counted, quantified, and mathematically analysed (e.g., test scores, ratings)

Quantitative data is systematically collected, recorded, and analysed

Statistical analysis (mean, median, chi-square, t-test, ANOVA, regression, etc.)

Table 4.1 Empowerment scorecard results in the three research communities, Jamaica

	Community Score (Scale: 1= Very poor; 2= Poor; 3= Fair; 4= Good; 5= Excellent).		
Indicator	Harasson Gardens	Poyuton Terrace	Coolblue Gap
	Violent, poor urban	Stable, poor urban	Poor rural
Original indicators (first round scores from February in brackets)			
Level of trust youth have in the police	1 (2)	4 (5)	4 (1)
Level of respect and courtesy displayed by the police	2 (1)	5 (5)	5 (2)
Level of fairness displayed by police	1 (1)	4 (5)	4 (1)
Level of responsiveness of police	3 (--)	3 (4)	2 (1)
Level of effort made by police to interact with the youth	2 (3)	5 (5)	3 (2)
Additional empowerment indicators			
Level of youth access to information about police activities and services	3	5	1
Level of youth willingness to use police services (e.g. reporting incidents)	4	5	4
Ability of youth to officially complain about inappropriate police behaviour / action	5	5	2
Level of youth willingness to officially complain about inappropriate police behaviour / action	1	4	4
Level of youth hope that police-youth relations can improve	2	5	5

Source: Holland et al (2007)

Qualitative tools for impact evaluation

Surveys, interviews, focus groups

Tool	Pros	Cons
Interviews	– In-depth analysis – Higher potential for insights – Possibility to use coding and perform statistical analysis – Use robust insights to complement qualitative survey – Less bias than with a focus group	– More complex to interpret – More difficult to organise – Time consuming for small amount of data collected (transcribing, codifying)
Surveys / questionnaires	– Easy to do/ quick to create – Has wide reach – Saves money on other research costs – Can do it via mail, email, online, telephone, and verbal methods – It can quickly show you trends in the market – It gathers large and significant data	– Survey fatigue could lead to response bias – Making the wrong questions can lead to inaccurate data – Respondents may skip answers or quit in the middle of a survey – Not the best method to use to gather info on a controversial topic – The answers you provide must reflect the possible answers of the respondents
Focus groups	– Diversity and enrichment of interviewees' profiles and responses – Cheaper light analysis of answers – Confirms insights obtained through other qualitative methodologies	– Disproportionate speaking time between participants – Lower average speaking time – Moderator's bias is hard to prevent

Questionnaires or surveys

Tips for creation of questionnaires or surveys:

- **In the introduction to your questionnaire**, make clear the purpose of your questionnaire and how it is helping you to survey a particular area, who is carrying out the survey, *how long it will take* to complete the questionnaire
- **Seek informed consent** in the introduction to the questionnaire
- **Provide clear instructions f**or each question
- **Always test** -- technically and with others

@_AccessEd
#AccessEdTraining

Questionnaires or surveys

Tips for creation of questionnaires or surveys:

- **Questions should be:**
  - Easy to understand and answer; no jargon
  - Relevant to the agreed survey aims and objectives
  - Valid and appropriate
  - Exhaustive and mutually exclusive in response (answer) options
- **Open or closed questions:**
  a. Open questions: used for descriptive answers, allowing the respondent more freedom to express their views
  b. Closed questions: used to provide quantitative information, usually requiring a single or pre-set responses

Workshops and focus groups

When running workshops and focus groups in a community, here are some examples of tools that can be used.

Templates for these can be downloaded at [Tiny Tools](#).

Lifeline / Quality of Life Curve:	Community members rate each year that they can remember on a scale from 1 (lowest rating) to 5 (highest rating) on a chart. They then mark the significant events that caused them to give the ratings (e.g. drought, building of a borehole, disease outbreak, introduction of farm subsidies, etc.)
Road Journey Diagram:	Community members draw a picture of a road that describes changes in their community over time. For example, the road may show pictures of a new school being built, or people fighting within the village. The road can be extended into the future to show where the community wants to go.

Workshops and focus groups

Examples… continued

Templates for these can be downloaded at Tiny Tools.

Activity List:	Community members list all the activities being run by different organisations in their area. They then rate activities based on their importance, who benefited, and how much time and effort they put into the activities.
Influence Matrix:	Community members list the areas of their lives that have changed (e.g. income, skills, food security, etc) down one side of the table. On the other side of the table they list the activities of the program. They then rate on a scale from 0 to 10 how much each activity has influenced each part of their lives.

Tools for impact evaluation: Case studies

A case study focuses on a particular unit - a person, a site, a project. It often uses a combination of quantitative and qualitative data.

Case studies can be particularly useful for understanding how different elements fit together and how different elements (implementation, context and other factors) have produced the observed impacts.

Tools for impact evaluation: Case studies

There are different types of case studies, which can be used for different purposes in evaluation:

1. Illustrative
2. Exploratory
3. Critical instance
4. Program implementation
5. Program effects
6. Cumulative

TOP TIP: Creating impact stories is critical for the communication of your programme, to engage stakeholders and gain buy in

@_AccessEd
#AccessEdTraining

Discussion: Impact Tools

Take 3 minutes to start to think through one of the methodologies you would include in your evaluation design:

- Surveys
- Focus groups
- Interviews
- Case studies
- Observations

1. Which method(s) do you believe would you envisage using?
2. What might it not be useful at measuring for you?
3. What other method might you use?

Deploying data collection tools

We recommend considering three steps in deploying data collection tools:

1. **Training staff or project co-workers:** Training staff in the fundamental principles of responsibly collecting high quality data*

2. **Piloting Tools:** Piloting tools for relevance and effectiveness, for example, are the questions understood by respondents

3. **Deploying Tools:** Thinking through, and planning, when and how to deploy your data collection tools**

* *Ensure high quality data and data security*
** *Choose the right software*

Break

Planning for Impact Evaluation

When should you plan to implement your impact evaluation?

- Base it on a relevant timeline for your expected project impact, needs to let the effects and activities of your programme run a full cycle
- Depends on the type of evaluation; pilot, annual, or to evaluate a special feature
- Think about the resources and information required: how long will you need to collect information? Who will deploy it?

Planning your monitoring and evaluation framework

	INDICATOR	DEFINITION How is it calculated?	BASELINE What is the current value?	TARGET What is the target value?	DATA SOURCE How will it be measured?	FREQUENCY How often will it be measured?	RESPONSIBLE Who will measure it?	REPORTING Where will it be reported?
Goal	Percentage of Grades 6 students continuing on to Grade 7.	Number students who start the first day of Grade 7 divided by the total number of Grade 6 students in the previous year, multiplied by 100.	50%	60%	Primary and high school enrolment records.	Annual	Program manager	Annual program report
Outcomes	Average national reading proficiency test score among children in Grade 6.	Sum of all reading proficiency test scores for all students in Grade 6 divided by the total number of students in Grade 6.	Average score: 47	Average score: 57	Reading proficiency tests using the national assessment tool.	Every 6 months	Teachers	Quarterly teacher reports Annual program report
Outputs	Number of Grade 6 students who completed a summer reading camp.	Total number of students who were present during morning roll call on at least 10 out of the 12 days of the camp.	0	300	Summer camp attendance records.	End of every camp	Teachers	Camp review report Annual program report
	Number of parents of children in Grade 6 who helped their children read at home in the last week.	Total number of parents who answered "yes" to the question "Did you help your child read at home any time in the last week?". Only one parent surveyed per household.	0	700	Survey of parents.	Quarterly	Program officer	Survey report Annual program report
Activities	Number of summer reading camps run for Grade 6 students.	Number of summer reading camps that were fully completed during the 12 month program period.	0	3	Summer camp delivery records.	Quarterly	Teachers	Camp review Report Annual program report
	Number of "Reading at Home" kits distributed to parents.	Number of complete "Reading at Home" kits given to students to pass on to their parents.	0	1000	Kit delivery records.	Quarterly	Teachers	Kit report Annual program report

When is it the right type of evaluation to use?

Issue	Impact evaluation might be appropriate when…	Impact evaluation might NOT be appropriate when…
Intended uses and timing	There is scope to use the findings to inform decisions about future interventions.	There are no clear intended uses or intended users – for example, decisions have already been made on the basis of existing credible evidence, or need to be made before it will be possible to undertake a credible impact evaluation.
Focus	There is a need to understand the impacts that have been produced.	The priority at this stage is to understand and improve the quality of implementation.
Resources	There are adequate resources to undertake a sufficiently comprehensive and rigorous impact evaluation, including the availability of existing, good quality data and additional time and money to collect more.	Existing data are inadequate and there are insufficient resources to fill gaps.
Relevance	It is clearly linked to the strategies and priorities of an organisation, partnership and/or government.	It is peripheral to the strategies and priorities of an organisation, partnership and/or government.

Articulating your impact - the counterfactual

What would have happened in the absence of the programme?

Take the difference between…

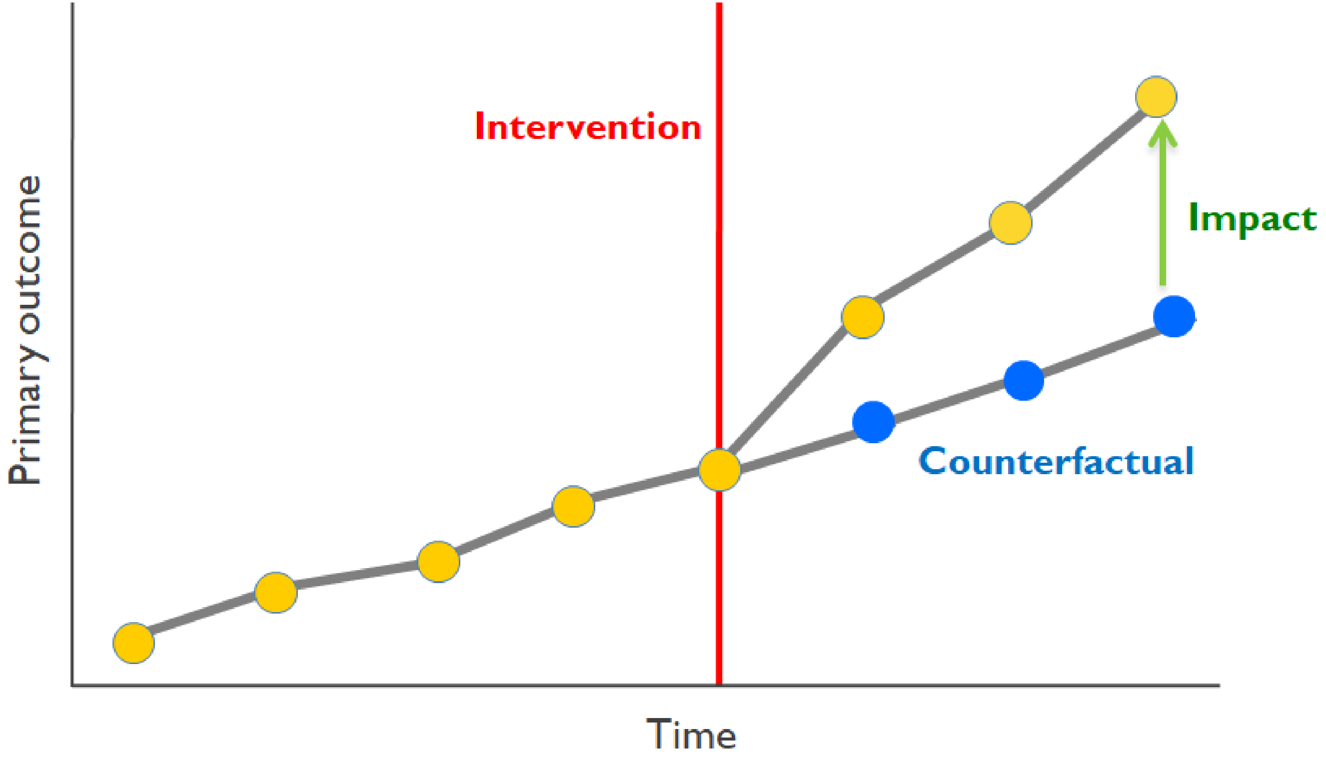
what happened
(with the programme) …and

– what would have happened
(without the programme)

= IMPACT of the programme

@_AccessEd
#AccessEdTraining

Examining impact



Constructing the counterfactual

1. Why not compare individuals before and after the programme or project?
   – *Because you are not sure what changes or impact was caused by the programme and what by the rest of the world*

2. We need a control/comparison group that will allow us to attribute any change in the “treatment” group to the programme (causality)

3. The most common ‘counterfactual’ is to use a comparison group

4. The difference in outcomes between the beneficiaries of the intervention (the treatment group) and the comparison group, is called a ‘single difference’ measure of impact.

Key concept: Sampling

- Sampling is used when it isn't possible to collect data from all of your participants.
- Samples can be random (all participant have an equal chance of being included) or non-random (respondents are systematically selected).

Constructing the counterfactual

Counterfactual is often constructed by selecting a group not affected by the programme

Randomised

Use random assignment of the program to create a control group which mimics the counterfactual.

Non-randomised

Argue that a certain group mimics the counterfactual and there isn't complicating bias

@_AccessEd
#AccessEdTraining

Being aware of comparison group issues!

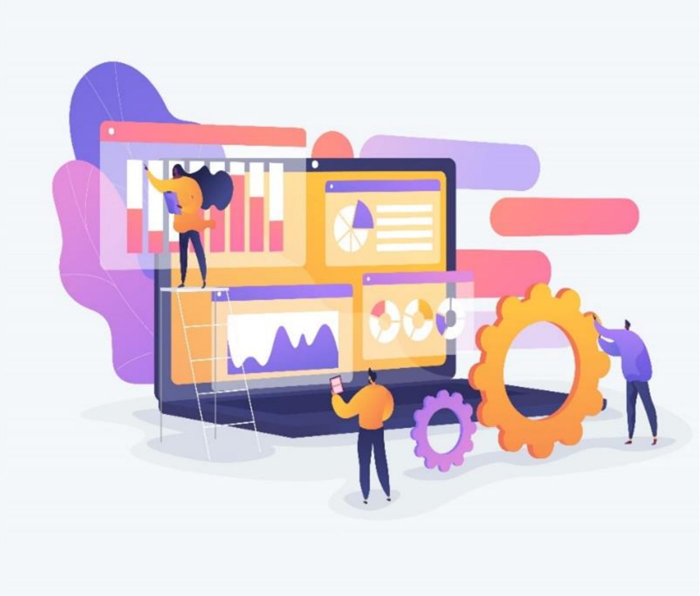
Two central problems:

1 Programmes are targeted	**2** Individual participation is (usually) voluntary
Programme areas will differ in observable and unobservable ways precisely because the program intended this	Participants will differ from non-participants in observable and unobservable ways

Hence, a comparison of participants and an arbitrary group of non-participants can lead to heavily biased results

Implementation: What do you need to do on the ground?

- Gathering team to input into the process / agree goals
- Put in place a partnership agreement for work
- Group training and collaboration days
- Attending regional/ local events related to topic
- Identify stakeholder touch-points or manufacture them such as setting up local stakeholder meetings or focus groups
- Carrying out a locality needs analysis to understand how best to construct and focus your evaluation
- Create case studies to inform strategy development
- Running focus group to understand local needs



@_AccessEd
#AccessEdTraining

Plan your data collection

Choosing which to use can be a difficult decision. It can help to consider a number of factors in making your decision:

1. What capacity do you have to use different methods?
2. Will you use mixed/creative data collection methods?
3. Will you be collecting against qualitative or quantitative indicators?
4. Are there tools you could use that would use more participatory approaches?

@_AccessEd
#AccessEdTraining

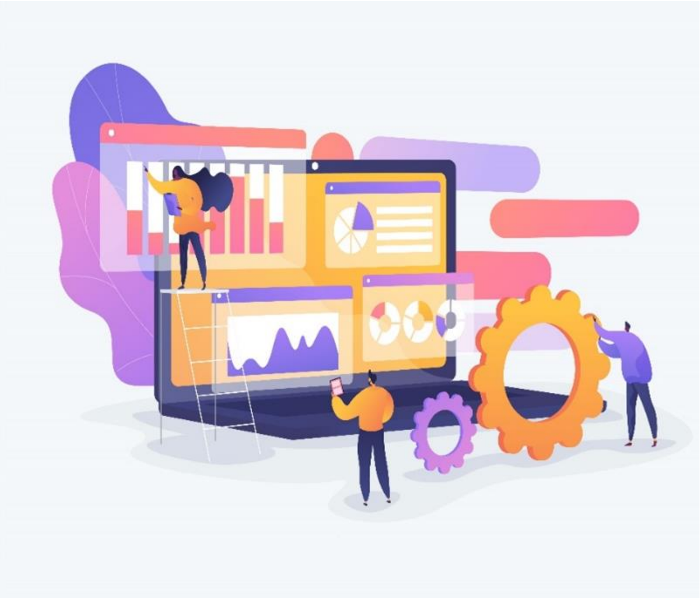
Breakout Room: Your approach to data collection

Take the first 10 minutes to outline how you will approach data collection. Discuss your key concerns or ideas with the group; ask for advice on how it could be improved.

What will indicators will you focus on?	
Who will need to contribute?	
What existing data sets will you use?	
What practical issues do you envisage?	
When will you collect/run your monitoring?	

What can go wrong?

- Not building your evidence base; making assumptions that create inaccurate measurement tools
- Not consulting or including your beneficiaries in the process; too detached from what's real or practical
- Relying too heavily on one type of tracking or studies to lead your evaluations
- Not agreeing what's worth tracking with key stakeholders(funders, partners)
- Making measurement and tracking too burdensome! Use agreed limited digital tools and set processes; review processes periodically
- Not gaining permission or embedding processes



@_AccessEd
#AccessEdTraining

What if no time or resources to directly measure or track?

Evaluation starts from the premise of understanding what is happening, and what isn't.

- Start with key indicators on what shows the programme is being delivered in line with the mission – to the right people, right places, etc.

- Use existing programme activities, like events with stakeholders, conversations with partners, to build a profile of 'pipeline indicators' – the factors that affect whether the programme 'works'

- Focus on snapshots: whether a sample study, case studies or one project component before the whole programme

- If possible start tracking something: don't wait until conditions are perfect or you need it -- some information is better than non (but don't over-collect!)

Quality monitoring until you can evaluate

Focus on high quality monitoring your programme or intervention if you can't run an evaluation

Credible	Monitoring systems collect high quality data and analyse those data correctly
Actionable	Collecting data that affects how the organisation or programme works. Some organisations and programmes over-collect data that never gets analysed or used
Responsible	Data collection systems should strike balance between money spent on data collection and on implementing programmes
Transportable	Systems generate knowledge that can be useful for other programmes

Learning from your impact evaluation data

1. Review learning questions and indicators
2. Select tools for analysis (e.g. Excel)
3. Prepare your data
4. Display your data (e.g. in charts and graphs)
5. Interpret and draw conclusions from your data

Sharing your impact evaluation data

There are many different ways to use the learning from your data. A good starting point can be to create a calendar to plan when you can use your data across the year, for example:

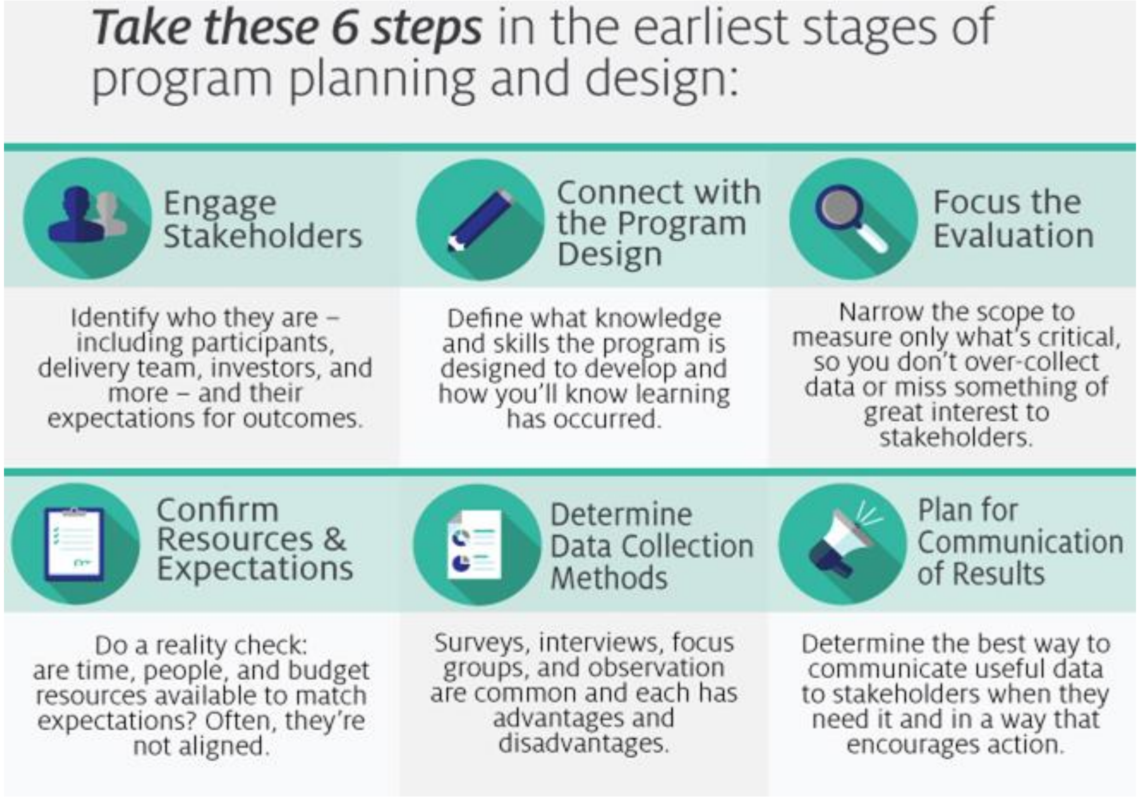
1. When/if data is needed by funders as part of the condition of receiving funding e.g. at the beginning or end of a grant

2. When you could use the data as an opportunity for learning (what we call a 'learning event') e.g. monthly meetings and/or in an annual retreat

3. When you could share data with key stakeholders e.g. through an annual report

4. Where you could use data for communications and marketing e.g. in a newsletter

Final tips: 6 steps for measuring impact



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

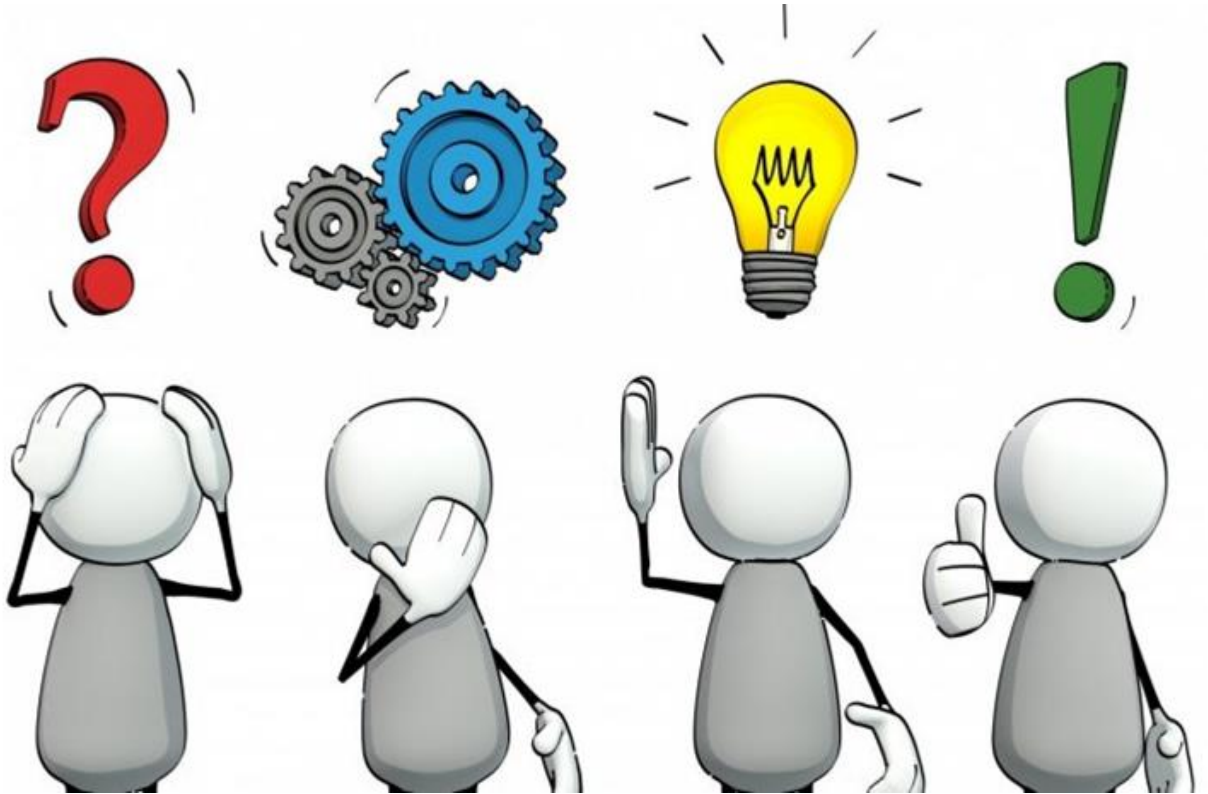
– Use measures, indicators or metrics page

– Participatory Evaluation

– UNICEF Brief 5. Participatory Approaches - impact evaluation

– Develop programme theory/logic model

Reflections



Thank you and evaluation Form

@_AccessEd
#AccessEdTraining