EMPOWER - Social Enterprises' Sustainability Tools

Project Result 1

Training Package for Sustainability in Social Enterprises

Module No 7 Monitoring and evaluation of the social impact

Developed by BRCCI

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Partnership

Bulgarian-Romanian Chamber of Commerce and Industry	BRCCI	www.brcci.eu
CARDET	CARDET	www.cardet.org
Future In Perspective	Future in Perspective Ltd	www.fipl.eu
kmop	KMOP	www.kmop.gr
SERN	SERN	www.sern.eu
innovade LEADERSHIP IN INNOVATION	Innovade LI	www.innovade.eu
MINDSHIFT Talent Advisory	MINDSHIFT TALENT ADVISORY	www.mindshift.pt

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Project Information

Key Action 2: KA220-YOU - Cooperation partnerships in youth

Project number: 2021-1-BG01-KA220-YOU-000029024

Period of the project implementation: 02/01/2022 - 02/01/2024 (2 Years)

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Introduction

This module is intended to:

- clarify basic monitoring & evaluation concepts and ideas as they apply in the context of the social entrepreneurship;
- put the concepts in a framework showing the way for social organizations to plan, implement and measure the positive changes that they aim to create with their initiatives;
- contribute to the way of identifying a short list of key measures which will help them measure impact;
- contribute to the development of a coherent and dynamic culture of monitoring and evaluation of the social impact of their projects or programmes;

and

- contribute to a better understanding of the importance of monitoring and evaluation (M&E) in the context of a Curriculum and Training Material;

The term social impact is used for the impact of a company on society on the economic, environmental and social dimension. Traditionally, it was believed that value is either economic (created by for-profit organisations) or social (created by non-profit or nongovernmental organisations). Ultimately, social enterprise is about making impact, they create impact directly and indirectly in their operations, as a result of the sale of their service or product, or in their hiring practices. The impact of Social Enterprises is far reaching as Social Enterprises are real businesses which create real jobs – making money, delivering social good, improving people's lives through giving them jobs. Social Enterprises aim have a greater impact than the regular businesses.

Conventional entrepreneurs usually measure performance in profit and return, but social entrepreneurs also take into account a positive return to society. Social entrepreneurship typically aims to make a social, cultural and environmental impact and to achieve this through trading and delivering services/products (i.e. profit) is a tool to directly improve society and community.

Creating positive social or environmental impact is at the heart of what social enterprises do, and youth entrepreneurs must be able to identify, understand and capture the full value of the impact of their activities.

Evaluation is the determination of merit or shortcoming. Evaluation is the systematic assessment of the design, implementation or results of an initiative for the purposes of learning or decision-making. Evaluation is thus a process of comparison to a standard.

The emphasis in **monitoring** is on checking progress towards the achievement of an objective. A good monitoring system will thus give warning, early on in the implementation of a course of action, that the end goal will be reached as planned. Monitoring also involves a process of comparison because actual performance is compared with what was planned or expected.

For Social Enterprises, using an M&E system can help them achieve their business and impact goals as it fosters a culture of being evidence-based. Like in the projects and programmes, SEs which do not have a system in monitoring and evaluating their progress can lead to poor definition of interventions or product/service, low stakeholder/customer engagement, and poor results/impact communication.

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Aims

- Enable youth workers/trainers, social entrepreneurs and young entrepreneurs to understand and draw attention to the importance of the monitoring and evaluation of the social impact;
- Present the M&E system applied in a social enterprise
- Present the tools, methods and approaches depending on the purpose of the evaluation and emphasize which concept must be applied in order effective impact measurement to be achieved;
- Give examples of questionnaires to be used for evaluation of the social impact.
- Facilitate exploration of learners immediate and wider work context in order to achieve professional development in a social enterprise setting;

Learning Outcomes

By completion of this module the participants will be able to:

Knowledge	• *Recognize the different forms of assessment and how to choose between them in depending on the type of the social enterprise;* • *Describe the stages in an M&E system applied in a social enterprise*
Skills	• *Plan a preliminary, ongoing and final evaluation of the social impact;* • *Perform evaluation using questionnaires*
Attitude	• *Present the results obtained during the M&E process* • *Interpret his/her observations on the social impact* • *Report finding on the social impact*

Module Outline

This Module is comprised of 3 units, taking approximately 60 min to complete each unit and 10 minutes of undertaking the Module evaluation.

UNIT 1 **Introduction to Monitoring and Evaluation (M&E). Types and methods of evaluation.**	
Activities	Duration
Activity 1.1 **What is a Monitoring and Evaluation (M&E) system?**	30 min
Activity 1.2 **Evaluation in terms of the time of its execution**	15 min
Activity 1.3 **Evaluation methods, tools and approaches to measure social impact**	15 min

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UNIT 2 **Monitoring social impact**	
Activities	Duration
Activity 2.1 **Tools for monitoring social impact**	30 min
Activity 2.2 **Verification criteria and impact indicators**	30 min
UNIT 3 **Examples for measuring social impact**	
Activities	Duration
Activity 3.1 **Practical questions**	20 min
Activity 3.2 **Final session and evaluation of the Module**	40 min

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Content description

UNIT 1 Introduction to Monitoring and Evaluation (M&E). Types and methods of evaluation.

Activity 1.1 What is a Monitoring and Evaluation (M&E) system?

Implementation	This activity is designated for face-to-face training but can be adapted to be provided in an online format
Objectives	To review the four stages in a monitoring and evaluation (M&E) system: data collection, storing, analyzing and transforming data into strategic information (for decision-making to help Managers to monitor and evaluate).
Competences	*Research skills (making data usable and using data for decision-making)* *Problem-solving* *Critical thinking* *Creativity*
Duration	30 min
Main resources required	Laptop/PC/Tablet; access to internet; pen and notebooks, tape. If conducted online, facilitators can use collaborative panels like Padlet or Slido to collect participants' feedback and work results.

Activity Description and Training content

The activity follows a "learn–practice–do" method to study and consists of three steps: 1. topic introduction (Brainwriting exercise); 2. theoretical presentation of the topic (Theory); 3. practical activity (they will design the components of their M&E system) and debriefing.

A 1.1 Concept of the Monitoring and evaluation system (theory)
A Monitoring and Evaluation (M&E) system represents all the things that need to be undertaken before, during and after programme or project implementation, in order to track and measure progress (and success) in achieving the goal. In other words, the M&E system would include things like: who is responsible for M&E tasks in the company/organisation, the intervals where data should be collected, how the data is collected, who collects the data, the type of database that is used for storing the data, the standard forms and data collection tools to be used, how the data is analysed, the evaluation questions, the frequency with which an evaluation takes place. In most cases an **M&E system** refers to all the indicators, tools and processes that you will use to measure if a social project or initiative has been implemented according to the plan (**monitoring**) and is having the desired result (**evaluation**). The 3 pillars of the **M&E system** are: - Identifying indicators; - Collecting information using the most appropriate tools and methods; - Using M&E results for taking decisions.

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An **M&E system** is often described in a document called an **M&E** plan. A monitoring and evaluation (M&E) plan is the document that helps to track and assess the results of the interventions throughout the life of the social project/initiative.

A more formal definition of a M&E system is a '***series of policies, practices and processes that enable the systematic and effective collection, analysis and use of monitoring and evaluation information***'. Nigel Simister, October 2009.

TASKS

To prepare your M&E plan you will have to:

1. Identify the social programme or initiative goals and objectives. Answer the three questions:

- What problem is the social initiative trying to solve?
- What steps are being taken to solve that problem?
- How will the enterprise's staff know when the social programme has been successful in solving the problem?

2. Define your indicators:

Process indicators track the progress of the programme. They help to answer the question, "Are activities being implemented as planned?"

Outcome indicators track how successful programme activities have been at achieving programme objectives. They help to answer the question, "Have social programme activities made a difference?"

3. Define Data Collection Methods and Timeline

After creating monitoring indicators, it is time to decide on ***methods*** for gathering data and *how often* various data will be recorded to track indicators. These methods will have important implications for what data collection methods will be used and how the results will be reported.

4. Identify M&E Roles and Responsibilities

It is important to decide from the early planning stages who is responsible for collecting the data for each indicator. Everyone will need to work together to get data collected accurately and on time.

5. Create an Analysis Plan and Reporting Templates

Once all the data has been collected, someone will need to compile and analyze it to fill in a results table for internal review and external reporting. The template could be a blank table for indicator reporting. These tables should outline the indicators, data, and time period of reporting.

6. Plan for Dissemination

The last element of the M&E plan describes how and to whom data will be disseminated.

Consider the following:

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- How will M&E data be used to inform staff and managers about the success and progress of the social programme?
- How will it be used to help staff make modifications and course corrections, as necessary?
- How will the data be used to move the field forward and make programme practices more effective?

In implementing projects and programs, organisations typically follow an M&E system or a set of rules and principles that will guide their M&E activities. For SEs, using an M&E system can also help them achieve their business and impact goals as it fosters a culture of being evidence-based. Internally, having an evidence-based culture embedded in an SE leads to more informed decisions eventually increasing the business' chances of achieving planned results. Because of data gathered directly from their stakeholders, the social entrepreneurs behind the business can decide confidently, apply lessons learned, and achieve both its short-term and long-term goals. Much like projects and programs, SEs that do not have a system in monitoring and evaluating their progress can lead to poor definition of interventions or product/service, low stakeholder/customer engagement, and poor results/impact communication.

Instructions to trainer(s)

Step 1: Brainwriting exercise [approx. 5 min]

The trainer asks the participants to present their understanding by writing their answers to the questions:

1. What is monitoring according to you?
2. What is evaluation according to you?
3. How important do you think are monitoring and evaluation for the good quality of a training?

After each question, the answers are collected and displayed on a whiteboard/flipchart (face-to-face sessions) or shared via digital collaborative tools like Padlet or Slido.

Step 2: Theory [approx. 10 min]

The trainer will introduce the concept of the M&E through the answers of the participants and will explain the M&E system with a short PowerPoint presentation.

Step 3: Practical activity [approx. 15 min]

After that, the trainees will be invited to prepare together their own M&E plan by:

· identifying project goals

· identifying what changes they want to make in this project

· developing two indicators for each of the outputs and outcomes

· describing how they will collect the information they need for the indicators

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· explaining how they will use the information.

To close the activity, the facilitator will ask them to present their M&E plans and give their insights about the pillars of the M&E system.

Activity 1.2 Evaluation in terms of the time of its execution

Implementation	This activity is designed to be a face-to-face event, but it could be adapted to an online event
Objectives	To provide some useful tools to help social entrepreneurs and workers to understand to what extent the social project they apply will be or has been successful.
Competences	Research skills (making data usable and using data for decision-making) Problem-solving Critical thinking Creativity
Duration	15 min
Main resources required	Laptop/PC/Tablet; access to internet; pen and notebooks, tape. If conducted online, facilitators can use collaborative panels like Padlet or Slido to collect participants' feedback and work results.

Activity Description

The activity is divided in three steps: 1. topic introduction (Theory); 2. practical activity ("Living dart board" play) and 3. debriefing.

A 1.2 Evaluation in terms of the time of its execution (theory)

It is important to periodically assess and adapt your activities to ensure they are as effective as they can be. Evaluation can help you identify areas for improvement and ultimately help you realize your goals more efficiently. Evaluation enables you to demonstrate your programme's success or progress.

There are many different types of evaluation. Each type has its own set of processes and/or principles. Many factors influence decisions over what type of evaluation to use. Evaluations can be categorised according to their purpose, who conducts them, when they are carried out, the broad approach used, and cross-cutting themes.

The evaluation, unlike monitoring, is only conducted periodically at particular stages of the programme/project. As such, there are **four main types** of evaluation.

1. ***Formative evaluation:*** This type of evaluation, also referred to as a baseline survey, is carried out before an actual social programme is implemented. The formative evaluation is conducted mainly to review the existing status.
2. ***Mid-term evaluation:*** This is also commonly referred to as the mid-term reviews. Just like the name suggests, the mid-term reviews are conducted in the middle stage of the social programme. The mid-term reviews are important for the purposes of establishing whether the activities are heading towards the set goals and objectives. It is important to note that

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in the case where the social programme or project is a long-term one, it might be important to conduct periodic evaluations before the actual mid-term evaluation.

3. ***Summative evaluation:*** This evaluation type is also known as the end-term evaluation or the programme completion evaluation.
4. ***Ex-post evaluation:*** It is also called the post- implementation evaluation. It is usually the final evaluation associated with a programme.

Another way of categorising evaluations is according to who conducts the evaluation. Most evaluations conform to one of the following categories.

- **External or independent evaluations** are carried out by a person or team who are not part of the project or programme being evaluated, or part of the organisation carrying out the project or programme. This is probably the most common type of evaluation. The idea is that external people are more likely to be objective in their assessment of performance than project or programme staff. External people may also bring expertise that is not normally available within the project or programme.
- **An internal or self-evaluation** is carried out by staff who are part of a project or programme. Most monitoring systems have some degree of self-evaluation. This is because staff are regularly asked to collect and analyse information on change throughout the course of a project or programme. But where specific resources are made available to do this in more depth it is known as an internal evaluation. Internal evaluations are sometimes perceived by donors as being more subjective than external evaluations, because people are being asked to judge their own work. For this reason, self-evaluations are more often focused on learning than accountability.
- Many large agencies, such as UN bodies and the World Bank, have separate evaluation units that carry out evaluations across their organisation. These are known as **semi-independent evaluations**. The units are part of the organisation running the project or programme, and the people employed by those units often have extensive knowledge of the organisation itself, but they are not part of the project or programme being evaluated.
- **A joint evaluation** can mean one of two things. Firstly, it can mean an evaluation carried out by both internal and external people. This means getting the best of both worlds – having internal staff who know the context, whilst also bringing in external people with potentially greater expertise and / or objectivity. Secondly, a joint evaluation may refer to an evaluation that involves people from different organisations. For example, this could be where a number of different donors fund the same intervention, or where several different project partners collaborate within an evaluation of a programme.
- **Peer evaluations** are carried out by staff from the same organisation but from a different project or programme to the one being evaluated. For example, in larger NGOs it is common to ask staff from one region (e.g. Africa or Asia) to conduct an evaluation of a project or programme in a different region. This has the great advantage of facilitating learning between different parts of an organisation. Again, objectivity is sometimes raised as a challenge.

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- **A participatory evaluation** emphasises the participation of key stakeholders, especially the intended beneficiaries of a project or programme. Sometimes, beneficiaries are only involved in the collection, analysis and use of data but sometimes the beneficiaries can lead the process themselves.

An evaluation can use **quantitative** or **qualitative data**, and often includes both. Both methods provide important information for evaluation. These methods are rarely used alone; combined, they generally provide the best overview of the social project or programme:

- **Quantitative data** provide information that can be counted to answer such questions as "How many people had been reached?", "Who was involved?", "What were the outcomes?", and "How much did it cost?" Quantitative data are data that can be measured and assigned a numerical value. Quantitative data can be collected by surveys or questionnaires. Quantitative data collected before and after an intervention can show its outcomes and impact.
- **Qualitative data** answer such questions as "What is the value added or social impact?", "Who was responsible?", and "When did something happen?'' Qualitative data are collected through direct or participant observation, interviews, focus groups, and case studies.

Instructions to trainer(s)

Step 1: Topic introduction [approx. 5 min]

The trainer presents the types of the evaluation in terms of the time of evaluation and who conducts it.

Step 2: Practical activity [approx. 7 min]

Group evaluation play: "Living dart board". Materials: papers with the evaluation statements and a tape to mark the different levels of the dart board. The facilitator will ask the participants (in case of face-to-face sessions) to evaluate 4 or 5 different statements that cover all the variety of aspects of the social enterprises. The participants are invited to make a big circle. The facilitator marks the center of the dart board by putting on the floor paper circle, then puts in the middle of the circle the first statement. The participants who agree with the first statement move to the middle of the circle and who disagree with the statement move away from the middle of the circle. After everyone has chosen his position, the participants are asked to express their opinion on why they have chosen the position they are in.

Step 3: Debriefing [approx. 3 min]

To close the activity, the facilitator will ask participants to make conclusions on their previous knowledge before the training on M&E and to share what they think they can improve in their work/social organisation/enterprise after this activity.

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Activity 1.3 Evaluation methods, tools and approaches to measure social impact

Implementation	This activity is designed to be a face-to-face event, but it could be adapted to an online event
Objectives	To provide some useful methods and approaches for the evaluation of the social impact of a project or programme.
Competences	Research skills (making data usable and using data for decision-making) Problem-solving Critical thinking Creativity
Duration	15 min
Main resources required	Laptop/PC/Tablet; access to internet; pen and notebooks. If conducted online, facilitators can use collaborative panels like Padlet or Slido to collect participants' feedback and work results.

Activity Description

The activity is divided in two steps: 1. topic introduction (Theory); 2. Discussion and debriefing

A 1.3 Evaluation methods, tools and approaches to measure social impact (theory)
Social impact is the **sum effect** of any intervention or programme implemented to address social disadvantage or an environmental issue. When developing your programme you want to ensure it has impact – that you're making a real difference. The ability to evaluate and report on this impact allows you to illustrate exactly how your program activities lead to positive social change. There is no guarantee that a programme that worked elsewhere will work in your circumstances. That is why the second most important step is to **evaluate your programme**. As a beginning we have identified the **four most important reasons** to start measuring project outcomes: 1. To track the progress - Measuring social impact allows those working in your organisation to hold themselves accountable for what you do and how you do it and identify whether or not they are achieving what they set out to do. 2. To inform strategies - Measuring social impact allows you to test assumptions you made in your program development. Success can be tracked by measuring outputs, outcomes and impact, and provide a deeper understanding as to why your program may be succeeding, struggling or failing to achieve what it intends to achieve. 3. To contribute to the society most effectively - SEs work in and with the community. Through measuring the impact of your programme you are able to understand what works most effectively for the communities, or target populations, you serve.

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4. To gain confidence & support of funders – SEs will be locked out of funding conversations if they fail to prove that they are making a difference.

Impact measurement is the practice of using information to improve a service or programme. It helps you realise what is or isn't working and what you can do about it. Getting the right approach to impact management is also needed so that you can share the results of your work with potential funders, partners and other support agencies so that they can better understand how they can work with you.

Depending on the purpose of the evaluation, there are various tools, methods and approaches that you can take. From the 1990s onwards, many methods have been developed to measure social impact.

1. **The triple bottom line** (TBL) is a business concept that posits companies should commit to measuring their social and environmental impact—in addition to their financial performance—rather than solely focusing on generating profit, or the standard "bottom line." It can be broken down into "three Ps": people, profit or prosperity and the planet.
2. **Social Impact Assessment** is a tool that can be used to **qualify and quantify** to public, private and community stakeholders **the social, economic and environmental changes and outcomes that have occurred over a period of time**, within a geographical area and within the development context, as the result of social/community investment and development interventions/programmes.
3. **Logic Model** - A helpful way to understand the impact that you create and the ways in which that impact is created is to develop an impact logic for your organisation or a specific project you are planning. An impact logic is a tool that can help you translate your Theory of Change into a linear input to impact model. It allows you to more easily map your process from inputs, to activities, outputs, and outcomes, set targets, and measure them. An impact logic model is a visual diagram that illustrates how your social programme will work. It is a relatively simple tool that helps entrepreneurs understand what they do and its effects. It is a helpful bridge to more complex impact management approaches that a social venture may need as it grows.

Instructions to trainer(s)

Step 1: Topic introduction [approx. 10 min]

The facilitator presents the methods, tools and approaches for social impact measurement.

Step 2: Debriefing [approx. 5 min]

To close the activity, the trainer will ask participants to identify and share any possible barriers to measuring their intended social impact.

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UNIT 2 Monitoring social impact.

Activity 2.1 Tools for monitoring social impact

Implementation	This activity is designated for face-to-face training but can be adapted to be provided in an online format
Objectives	To review the tools for monitoring of the social impact
Competences	Research skills (making data usable and using data for decision-making) Problem-solving Critical thinking Creativity
Duration	30 min
Main resources required	Laptop/PC/Tablet; access to internet; pen and notebooks, tape. If conducted online, facilitators can use collaborative panels like Padlet or Slido to collect participants' feedback and work results.

Activity Description and Training content

The activity consists of two steps: 1. theoretical presentation of the topic (Theory); 2. practical activity (trainees will choose 2 monitoring tools and describe why they consider these tools relevant for monitoring their social projects) and debriefing.

A 2.1 Tools for monitoring social impact (theory)
As described in Unit 1 through M&E, you are exploring four fundamental questions: • What worked and why? • What did not work and why? • What could have been done differently? • What adjustments and changes are required now? The process you develop for answering these questions depends on the complexity of your community development activities and the depth of knowledge and understanding you require. The benefits of effective M&E include: **Improved management**

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It supports your commitment to stay on track and achieve results. It also gives you an opportunity to critically review your management systems and processes, to identify what is working well and what needs some development.

Improved accountability

Your partners want to know how you have used programme resources and what you have achieved in order to assess whether they should continue to support your activities.

Participation

M&E provides an opportunity to bring communities and other stakeholders into the programme management process, to review programme performance from their own perspective and to influence its future direction.

Principles of monitoring:

1. Monitoring must be simple
2. Monitoring must be timely
3. Monitoring must be relevant
4. Information provided through monitoring must be dependable
5. Monitoring efforts should be participatory
6. Monitoring must be flexible
7. Monitoring should be action-oriented
8. Monitoring must be cost effective
9. Monitoring efforts should be top management oriented
10. Monitoring units represent specialised undertakings

Difference between Monitoring, Evaluation and Impact Evaluation

Monitoring	Evaluation	Impact Evaluation
Measures on-going activities	Measures performance of project against objective	the Measures changes: positive or negative, intended or not
Important during implementation of the project	Important in the middle or at the end of the project	Can be included at all stages and/ or after the end of the project
Focus on intervention	Focus on intervention	Focus on affected population
Focus on outputs	Focus on outcomes	Focus on impact
'What is being done'?	What has happened? Did we achieve what we intended to achieve?	'What has changed? For whom? How significant it is for them?'

Developing a monitoring and evaluation framework helps clarify which pieces of information to collect to evidence your story of change. It is good practice to include people who will be collecting the data when you develop your framework. You could also involve beneficiaries, volunteers, trustees, partner organisations or funders.

A key step in developing a monitoring framework therefore, is to describe the underlying theory in explicit terms, setting out a formal a theory of change. This should make clear what kind of changes

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are being sought, and how it is expected that programme interventions will bring about these changes.

For many organisations, an M&E framework is a table that describes the indicators that are used to measure whether the programme is a successful one.

There are two types of data that can be used in monitoring social impacts: quantitative and qualitative. Quantitative data consists of numerical information; e.g. statistics or is based on questionnaires. Qualitative data can be all kinds of material; interviews, pictures, newspaper articles, discussions in social media etc. Whatever the data, the most important thing is that it is collected systematically and based on the research question (for what question the data is answering). Also, results have to be reported openly and also the limitations of the research must by explicitly expressed.

Questionnaires

Questionnaires are useful when it is necessary to reach a large audience, such as the residents of the municipality. Questionnaires can be delivered to informants by post or by using internet programs (e.g. Webropol). One challenge with questionnaires can be a low respondent rate. s. If the survey is done by using the Internet it might be difficult to reach all groups of the community (e.g. elderly people). Such issues have to be considered.

Indicators

An indicator is a statistical measure (variable) used to monitor change in social phenomenon. Commonly known indicators are unemployment rate, gender ratio, or income level. Relevant indicators are useful but it can be a challenge to draw conclusions based on some indicators since many factors influence such numbers (e.g. the impact on employment from large scale activities). To get a holistic picture it is useful supplement them with other factors such as changes in state policy, fluctuations of economic markets, or developments in different fields of industry.

Thematic interviews

A qualitative approach is useful in a situation where the aim of the research is to get information about more profound dilemmas or local conflicts where it is necessary to understand peoples' experiences more in depth. Thematic interviews can also serve as a preparation for designing a questionnaire to ensure all relevant questions for the local habitants are included. It can be difficult for the researcher to create a questionnaire without having existing knowledge about the issues at stake in the municipality.

Written stories

Written stories can be used as a tool to monitor social impacts and it is in particular efficient in reaching certain groups such as the youth.

Most significant change –model

The most significant change model is simply an idea to ask people what has been or what they expect to be the most important result of a new issue, of a change, that community is facing.

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SWOT-model

SWOT refers to strengths, weaknesses, opportunities and threats; hence the model includes present day situation as well future aspects. Basically, SWOT is only a sheet with four columns where people can write their views and visions. SWOT can be used as a starting point of collaborative planning; in a workshop different views and visions can be grouped and then voted what are the most important positive/negative impacts and opportunities/threats. After voting the next round can concentrate to actual steps by answering e.g. how positive impacts could be strengthened and negative mitigated, how to make use of opportunities and avoid possible threats.

Participatory GIS

Participatory GIS (geographical information system) gathers place specific data with maps and questionnaires, often with open questions. People can mark to the map e.g. environmental impacts of large-scale industries and describe how they felt these impacts.

Whatever tools used for monitoring the social impacts, it is important to remember that identification and assessment of impacts is not an end result, it is a starting point.

Instructions to trainer(s)

Step 1: Theory [approx. 20 min]

The trainer will introduce the tools used for monitoring the social impacts and the monitoring framework.

Step 2: Practical activity [approx. 10 min]

After that, the trainees will be invited to choose 2 monitoring tools and describe why they consider these tools relevant for monitoring their social projects.

Activity 2.2 Verification criteria and impact indicators

Implementation	This activity is designed to be a face-to-face event, but it could be adapted to an online event
Objectives	To develop a set of objectively verifiable indicators to measure performance of community development programmes
Competences	Research skills (making data usable and using data for decision-making) Problem-solving Critical thinking Creativity
Duration	15 min

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Main resources required	Laptop/PC/Tablet; access to internet; pen and notebooks. If conducted online, facilitators can use collaborative panels like Padlet or Slido to collect participants' feedback and work results.

Activity Description

The activity is divided in two steps: 1. topic introduction (Theory); 2. practical activity (watching the video: https://www.youtube.com/watch?v=-UZo8kI4-PA) and debriefing.

A 2.2 Verification criteria and impact indicators (theory)
Frequent monitoring can enable programmes to be reoriented if they are not succeeding at first. That means, as often as possible, at least once a year, or whenever circumstances change. Key to monitoring is to identify the indicators that need to be monitored. This should be done early, during the formation of a detailed adaptation plan. **Indicators are measures that provide verifiable evidence to assess the progress made by a programme or project towards the achievement of its purposes, adding precision to the formulation of the immediate objectives**. Indicators are signposts of change along the path to development. Indicators assist us to objectively measure our progress and performance towards achieving the stated objective. Indicators are used to measure the resources we have used (inputs), how we have used them (activities), what we have done (outputs) and what changes have occurred (outcomes) as result of our intervention (impact of the intervention). Development of programme indicators is best done as a “group exercise” involving community members. Performance measurement should be based on objectively verifiable indicators, to ensure that measurements of change by one group are accountable to all stakeholders as well as being repeatable by other groups if needed. The important point is that there must be some objective means of verifying results, for example test results for students, or numbers of trainees completing a course. Indicators can comprise a variety of types of “signals” or how the indicator is expressed—such as numbers, ranking systems or changes in the level of user approval. Quantitative indicators are numerical. Qualitative indicators use categories of classification. For many social performance-related interventions, qualitative indicators can provide a depth of understanding that helps us understand the effects of our interventions. For example, a quantitative indicator could be used to track the number of participants attending a community-awareness-raising workshop. A qualitative indicator would provide us with data on how useful people found the workshop, and why. As discussed below, sites should work to ensure that indicators are SMART.

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SMART indicators

- Simple - easy to interpret, monitor and understand by the community and others who need to act;
- Measurable – simple to understand/measure and indicator collection is precisely defined (what, who, how, where, when) and can be replicated; i.e. the same data will be collected independently of who is collecting it;
- Attainable – collection of data for the indicator must be feasible within available time, skills and financial resources;
- Relevant - measures what people need to know and can be acted on; and
- Time-bound – dates/time frames for when indicator is collected should be defined.

Indicators should have a means of verification, which tells you where the data or information for your indicator comes from e.g. feedback received in a survey or through discussions with affected stakeholders; data records from an environmental monitoring tool; internal records; third party study.

Indicators should have an 'owner', i.e. the position accountable for the delivery of the agreed outputs. The owner should monitor the indicator for progress against target and to identify if further corrective action is required or not.

Even a carefully selected, clearly defined indicator is of little use unless it is actually put to use. A critical test of an indicator is how practical it is to monitor. Thinking about an indicator is one thing; actually finding, recording and presenting the data is another. Indicators need to be approached as a practical tool, not merely as a conceptual or aspirational exercise.

Examples of **quantitative indicators** may include:
• the frequency of meetings, the number of people involved
• growth rates
• yields, prices
• the uptake of activity inputs, e.g. loans, school enrolment, visits to the clinic, children vaccinated
• the adoption/implementation of activity outputs, e.g. technologies, manuals, newsletters or guidelines in use.

Qualitative indicators may relate to:
• the level of participation of a stakeholder group
• stakeholder/consumer opinions, satisfaction
• aesthetic judgements regarding local amenity or lifestyle choices
• decision-making ability
• changes in attitudes
• the emergence of leadership
• the ability to self-monitor
• the development of groups and of solidarity

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• behavioural changes
• evidence of consensus

The purpose of indicators is to support effective programme planning, management and reporting. Indicators not only make it possible to demonstrate results, but they also can help produce results by providing a reference point for monitoring, decision-making, stakeholder consultations and evaluation. The use of indicators is integral to good management. Indicators are intended to provide data that will help managers and staff make better decisions, achieve results and improve organizational effectiveness.

Instructions to trainer(s)

Step 1: Topic introduction [approx. 15 min]

The trainer presents the definition for indicators and describes the main types of indicators.

Step 2: Practical activity [approx. 15 min]

To close the activity, the facilitator will ask participants to watch the video: https://www.youtube.com/watch?v=-UZo8kI4-PA and to discuss the importance of selected way of social impact metrics.

UNIT 3 Examples for measuring social impact

Activity 3.1 Practical questions

Implementation	This activity is designated for face-to-face training but can be adapted to be provided in an online format
Objectives	To provide examples of practical questions to be used for measuring social impact
Competences	Research skills (making data usable and using data for decision-making) Problem-solving Critical thinking Creativity
Duration	20 min
Main resources required	Laptop/PC/Tablet; access to internet; pen and notebooks. If conducted online, facilitators can use collaborative panels like Padlet or Slido to collect participants' feedback and work results.

Activity Description and Training content

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The activity consists of two steps: 1. theoretical presentation of the topic (Theory); 2. practical activity (participants will be invited to make their own evaluation questionnaire)

A 3.1 Examples of evaluation formats (theory)
A practical method to help you measure your Social Impact: Stage One: How to source your impact o Who do we talk to and about what? o How do we talk to them? o What information do we want to capture? o How do we collect it? Stage Two: How to analyse your impact o What is the key information reflecting my impact? o What are we going to do with the information we have? o Which is the most accurate and appropriate way to analyse the data? Stage Three: How to use and communicate your impact o What do you want to communicate? All findings / some findings o To who and for what purpose? o Through which channel? What form do they need to know it? **Questionnaire Overview** By asking good questions and gathering fuller information, you are getting a more open-ended, clearer picture. A social impact assessment questionnaire could vary depending upon the project and policy change that is being made. It is very important that you keep your surveys user friendly. This includes defining the project/policy that the survey refers to at the beginning. 1. Define your topic 2. Keep questions clear 3. Keep questions short 4. Use multiple choice to define parameters 5. Include open text answers to invite more input 6. Test your questionnaire Make questions as clear as possible. For example: NOT CLEAR: “When did you move here?” Potential answers could be: After college, 2 years ago, 1984, etc.

CLEAR: “What year did you move to Sofia?”

Question Categories:

• Baseline Activity Questions - help you understand the “status quo” of a community.

Examples:

Which roads do you take for your daily commute? How long does your commute take each day?
Do you use any outdoor recreational resources?

• Project/Policy Awareness Questions - help you gauge current project awareness and interest.

Examples:

Are you aware of (name of project/policy)?
Did you know that there is a planned change in your community for (purpose of project/policy)?
Would you like more detailed information about activities associated with this project/policy?
Would you be interested in attending public hearings related to this project/policy?

• Perception Questions - give you insight into how the project/policy sponsor and impacts are being perceived.

Examples:

What fears do you have about new projects in your community?
What negative impacts do you fear from (name of project/policy)?
What positive impacts are you looking forward to/hoping for from (name of project/policy)?

• Social/Lifestyle Concerns Questions - help you understand which issues are considered the most or least important to a community.

Examples:

What do you value most about your community?
How worried are you about employment opportunities in your community? (Use a Likert scale)
Is there an adequate healthcare availability in your community?

• Demographic Questions - help you categorize data according to individual and community characteristics.

Examples:

What is your age?
Are you a member of any community groups or organizations? What neighbourhood do you live

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in? Do you have any children under 18? What is your employment status? (multiple choice: full-time, self-employed, retired, etc.)

Instructions to trainer(s)

Step 1: Theory [approx. 10 min]

The trainer presents model / example of social impact assessment questionnaire

Step 2: Practical activity [approx. 10 min]

After that, the trainees will be invited to make their own questionnaire.

Activity 3.2 Final session and evaluation of the Module

Implementation	This activity is designated for face-to-face training but can be adapted to be provided in an online format
Objectives	This is a creativity exercise that allows the to reflect about the importance of social impact monitoring and assessment and of methods that can be used to evaluate the effectiveness of the social programme/initiative.
Competences	Research skills (making data usable and using data for decision-making) Problem-solving Critical thinking Creativity
Duration	40 min
Main resources required	Laptop/PC/Tablet; access to internet; pen and A4 paper. If conducted online, facilitators can use collaborative panels like Padlet or Slido to collect participants' feedback and work results.

Activity Description and Training content

The activity consists of three steps: 1. presentation of the task (storytelling exercise); 2. practical activity (participants will be invited to create a story together as a group); 3. Discussion

Instructions to trainer(s)

Step 1: Explaining the Exercise [approx. 5 min]

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The trainer explains the objectives of the exercise and limits the nature of the story.

Example: Complete collectively a story from beginning to the end in successive steps.

Step 2: Activity [approx. 25 min]

Setup

- Give one A4 sheet of paper to each person.
- Explain that the objective of the exercise is about creating a story collectively. Explain any rules or restrictions on the nature of the story they can make as per your training requirements.
- Ask for a volunteer to start.
- Ask the person to think of a declarative statement that suggests the beginning of a story and write this on the paper. It should be written in large hand writings so that the statement can be read from a distance. As such, the statement cannot be too long. Here are some examples for opening the story:
    - "I left the house."
    - "I was sitting on the train when I noticed the advert for social worker."
    - "I booked the round-the-world ticket."
- Ask the person to stand in one corner of the room while holding the paper up so everyone can see and read the statement.
- Now ask for the next volunteer. This person should think of a statement that indicates the end of the story considering the current beginning and write it on his/her sheet of paper. Examples are:
    - "I closed the door to my office; I had enough!"
    - "And that's how I won the most prestigious award in the social entrepreneurship."
    - "We were sitting around the campfire, watching the sunset."
- Ask the person to stand in the other corner of the room while holding the paper with the end of the story up for others to see.
- Explain that the objective is to form a line between the two trainees standing and make a complete story from beginning to end.
- Ask for the next person to participate. This person should think of a statement that fits between the beginning and the end.
- The next person should think of another piece of the story that fits somewhere between any two people in the line.
- The trainees should then continue until everyone has participated and a full story is created.

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- Once all are lined up, ask each person to read his own paper starting from the beginning of the line all the way to the end so that the entire story is heard in one go.
- Bring trainees back together and follow with a discussion.

Step 3: Group Feedback and discussion: [approx. 10 min]

What did you think of this story? How creative or freeing was the process? How did contribution by multiple people help design the story?