economics as if people and the planet mattered

resources

quality & impact toolkit for social enterprise 3

You'll find some useful concepts and practical research techniques to help you to identify and measure the social, economic and environmental value your organisation creates.

This book provides you with the basics of measuring the outcomes and impacts of your work and can help you develop your own indicators.

The Storyboard and Impact Map will help you to spell out your activities, outputs, outcomes, and impacts; and to determine how you will measure the effects you've created.

The Indicators Bank inside will help you to gauge and measure the effects of your organisation's activities and share what you've found with others.

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Introduction

Welcome to **Proving and Improving – a quality & impact toolkit for social enterprise**. This book, **Resources**, complements the other two publications in the Toolkit by building upon the ideas of proving and improving set out in book one, **Knowledge**, and goes a bit more deeply into some basic concepts in measuring the effects – outcomes and impacts – of your organisation's work that are highlighted in many of the off-the-shelf methods of proving and improving presented in **Tools** and its accompanying chart.

How to use this book

This book offers a quick guide to some of the basics of measuring the outcomes and impacts of your work – an area that may seem shrouded in mystery to many managers of organisations.

The first section, **How do we know?** distils some key ideas from social research techniques and draws upon a vast body of literature in measurement, evaluation, and social science to bring you the most useful concepts for your efforts to identify and measure the value you create in a practical way. This section should be read from start to finish as an introduction.

The second section, the **Indicators Bank**, provides you with some sample indicators that you can use in your own outcomes measurement efforts or to help spur your thinking on what to measure. The indicators are drawn from a variety of sources and presented together in one place. This can help to underscore the fact that that although your organisation is unique, the indicators you use to measure its impact can be shared with organisations with objectives similar to yours. This section can be skimmed through, and then used as a resource to dip in and out of as you need.

The third section, the **Storyboard and Impact Map** exercise is a simple yet effective way to begin involving stakeholders in discussing either plans for, or the outcomes of your organisation's work. The Impact Map is a more structured way of having this conversation and linking what you do with what you measure and how. It helps you to lay out your activities, outputs, outcomes, and impacts so that you can both test your 'theory of change' and determine how you will measure the effects you've created. This section is intended for practical action – you can do the exercises as is, or adapt them to meet your needs.

You can refer to the ***glossary*** in **Knowledge** for more information on many of the ideas in this book.

What's inside?

Inside, you'll find:

- A continuation of some of the core ideas from the first book in the Toolkit. This book goes into some of the key elements of proving and improving outlined in book one, **Knowledge**. We'll focus on the following elements:
    - **Mapping** out where your organisation has an effect, either intended or unintended
    - Choosing **indicators** that tell you about whether or not a change has happened
    - Making a **plan** to measure what matters to your organisation
    - **Collecting** the information
- Two exercises to help you to find out what's most important for you to measure. Together, the two tools – the Impact Map and the Storyboard – can help you to identify your organisation's intended and unintended outcomes and impacts.
- An introduction to indicators, or ways of getting information about whether an outcome has happened, or to what extent.
- Research methods – a variety of techniques you can use to find out more about your organisation's effects on individuals and groups in a handy comparison table.

Knowledge

The first, most important steps in proving and improving. Gives you the rationale and motivations for choosing and using an approach to proving and improving including:

- a basic guide to defining and measuring your organisation's impact and demonstrating quality.
- ten essential steps to prove and improve
- glossary of key terms

Resources

A further look at defining and measuring your organisation's impact. Use as a next step after reading **Knowledge** to inform your approaches to many of the **Tools** outlined in the chart and handbook. This section covers:

- choosing indicators – ways of knowing
- ways to measure your organisation's effects – a DIY *social research* primer
- indicators bank: ways to measure social, environmental and economic impacts
- a DIY storyboard and impact map exercise to try for yourself

Comparing proving & improving approaches

At a glance, you'll see more than 20 proving and improving tools compared. A quick reference, useful for starting the proving and improving conversation or as a wall poster.

SROI primer

Interactive CD-ROM that helps you to understand your impacts and express them as a 'social return' on the financial investment in your organisation. Includes:

- 30-minute video
- web links
- further SROI resources

Tools

A handy reference book with more than 20 well-known approaches to proving and improving. Once you've got **Knowledge** and **Resources** under your belt, use this in conjunction with the **Comparing proving & improving approaches** chart to learn more about ways to:

- measure impact
- demonstrate quality
- report on social/environmental/ economic performance

This Toolkit aims to provide social enterprises and other organisations with the knowledge, tools, and resources to prove and improve their quality and impact. The Social Enterprise Partnership Quality & Impact Project (2002–2005) has surveyed a range of methods for measuring impact and building quality and has developed several new resources and approaches in collaboration with organisations involved in the Social Enterprise Partnership (GB) Ltd.

These include:

- **Proveandimprove.org**, the Quality & Impact Project's website, which serves as a companion to this Toolkit.
- The **SROI primer** – The CD-ROM in this Toolkit, also available online at http://sroi.london.edu, developed in conjunction with London Business School.
- The Social Audit Network **Social Accounting and Audit Manual**.
- The **DTA Healthcheck** – created by the Development Trusts Association for the Development Trust and community business sector as a quality building tool.
- **Key Social and Co-operative Performance Indicators** – developed by Co-operativesUK to help co-operatives measure their performance against they core co-operative principles.
- **LM3** – Local Multiplier 3 – a straightforward and effective way to measure the impact of organisations on the local economy developed by **nef** (the new economics foundation) was piloted as part of the Q & I Project.
- **Social Enterprise Balanced Scorecard** – adapted by Social Enterprise London to help organisations to 'map' their unique business strategy and develop measurements that indicate success in meeting their goals.
- **Social Firms Performance Dashboard** – developed by Social Firms UK to help social firms to track their performance from multiple perspectives simply and easily.

The Social Enterprise Partnership (SEP GB Ltd) is a project funded by the EQUAL Community Initiative Programme and other funders to deliver a three-year project of infrastructure and systems' development, capacity building, and research and development for the social enterprise sector from 2002–2005. The members of the Social Enterprise Partnership are leading organisations working in the social enterprise field in the UK: Co-operativesUK, Development Trusts Association, **nef** (the new economics foundation), Social Enterprise London, Social Firms UK and the Social Enterprise Coalition. For further information please visit: www.sepgb.co.uk

This Toolkit has been made possible by the productive collaboration of the SEP partners. Each partner organisation has made a unique contribution to the Quality & Impact Project, enabling the project to reflect a broad spectrum of social enterprise forms both in developing new tools and in contributing to the knowledge base that this Toolkit draws upon.

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Please see the end of **Knowledge** for additional acknowledgments.

I. Ways of knowing

The first book in this Toolkit, **Knowledge**, identifies 10 essential elements in proving and improving. Once you know your organisation's motivations for proving and improving; what your organisation is setting out to achieve; and whom to ask about the effects it is creating, it is time to develop your ways of bringing together information. This section will help you to find information about your organisation's effects on people.

Resources can help you to:

1. Know why you are proving and improving
2. Set out your mission, objectives, and values
3. Identify your stakeholders
4. **Map out your theory for how you will create change**
5. **Choose your indicators to know that change is happening**
6. **Develop a plan for evaluating – a methodology**
7. **Collect the information**
8. **Analyse the information**
9. Share it with others
10. Learn from it

What do we want to know?

'What were our formal, explicit, pre-agreed goals and/or objectives? Did you fulfil these?'

When you are delivering an activity, good or service which you intend to have a particular effect on people, a community, a local economy, or the environment, you will need to prove that these effects are happening.

Through a process of impact mapping or spelling out your theory of change you can begin with your organisation's mission, its business plan and its values and clarify the changes that you want to see happen and will need to measure. You can develop indicators that will help you to know when an anticipated change is happening and ask your stakeholders questions about which changes have happened, and how, in a variety of ways. This section helps you to clarify what information you need, and how to find it.

'What unexpected or unplanned effects did our actions have on people, the environment, or the local economy?'

Your organisation's effects may be broader than those it sets out to create. These unanticipated outcomes or side effects can be either positive or negative. There may be some crucial achievements that your activities have made, which may not have come through when asking about only what effects you had intended. Similarly, your organisation's work may have negative effects that it has to prevent or minimise as part of its responsibility to its stakeholders and to society. For these unexpected or unplanned outcomes, it may be useful to use a broader, more open-ended way of asking questions and finding answers. For a process of consulting stakeholders about 'what happened' for them, see page 40, the stakeholder storyboard exercise.

Indicators

What are indicators?

Once you are clear on what you want to know, it is time to set indicators so that you can measure and track your outcomes and impacts.

The Oxford English Dictionary defines an indicator as:

'a thing that serves to give an indication [a sign, symptom or hint] or suggestion of something else'

Indicators can help you to find out what happened or changed as a result of your organisation's work and other factors, and can help you to ask further questions about how these changes happened. For any outcomes that your organisation has, there is a range of possible signs, symptoms or hints by which these outcomes can be observed, measured or detected with varying degrees of certainty.

Qualitative and quantitative indicators

Indicators can be either **quantitative** – having to do with a quantity or number – or qualitative – having to do with the qualities or characteristics of what is being discussed. See Table 1.

Table 1: Qualitative and quantitative indicators

Quantitative information is assembled to answer questions about things that are inherently expressed in numbers.	**Qualitative indicators** help to demonstrate, describe or measure that something has happened.	
• How many? • How often? • How much?	• How? • When? • Who? • Where?	• Which? • What? • Why?

Indicators can help you to identify **objective** outcomes (e.g. whether employees have stayed in post more than six months, or how many tonnes of household furniture were recycled by your organisation).[1]

Objective Outcome Indicators – ***example questions***

After leaving employment with the Soap Co. have you been employed?

Yes ☐ No ☐

How long have you remained in post at your current job?

Less than a month ☐ one to six months ☐

six months to a year ☐ more than a year ☐

Other indicators can help to show the presence of, or changes in, **subjective** areas: ideas, opinions, or attitudes (e.g. whether or not trainees feel they have more self-confidence).[2] In either case questions may elicit simple 'yes/no' or ranked responses and can be categorised and enumerated like quantitative indicators. Where qualitative indicators are used to illustrate or demonstrate that something has happened, or to capture a process of change, questions can be asked in a more open-ended way, and can be more open to a person's individual interpretation.[3]

Subjective Outcome Indicators – *example questions*

Would you say that overall, you are satisfied with your life?

Yes ☐ No ☐

If you consider your overall life, how satisfied would you say you are?

0 – *not at all* to 10 – *totally or extremely*

0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Most often, indicators of the two types of outcomes – subjective and objective – are of equal importance to social enterprises, so it's useful to capture change or progress in both ways.

For example, the Soap Co. Edinburgh might use 'work days lost through absenteeism' as an objective indicator of the quality of their employees' working lives, whereas their 'level of job satisfaction' is an equivalent subjective indicator.

Objective and subjective indicators normally complement each other, but it's important to understand the fuller story. One example where the objective and subjective indicators tell a different story would be in the case of 'levels of crime in a community' and 'people's fear of crime'.

One benefit of using subjective indicators is that it can be possible to compare people's feelings, attitudes, and perceptions over time in order to measure what is often referred to as **distance travelled**. For example, an employee working at the Soap Co. may indicate, using a scale from 0-10 like the one pictured above, that she feels more confident in her interaction with the shop's customers than she did when she was asked six months earlier. This is progress that is often difficult but very worthwhile to understand and demonstrate.

The Soap Co. Edinburgh

The Soap Co. Edinburgh is a social firm developed by Forth Sector, an organisation that provides supported employment and training opportunities for people with mental health problems. It runs several social firms that create jobs and training opportunities in retailing, production and marketing.

The Soap Co. is located in the heart of Edinburgh's historic town and produces and retails high quality, handcrafted products, made locally from basic raw ingredients. Its expression of its philosophy is: **Traditional • Hand made • Unique**, and its objectives include:

- To improve employees' self esteem and personal development
- To develop a sustainable business

As it takes on a proving and improving process, the following are some examples of a 'brainstorm' of indicators that the Soap Co. Edinburgh might want to use to determine whether it's meeting its objectives.

Sample Quantitative Indicators for the Soap Co. Edinburgh	
Social – Indicators that the Soap Co is improving employees' self-esteem and personal development.	**Business – Indicators that tell the Soap Co. that it is meeting, or how it can meet, its business objectives.**
How many hours of training did the employee receive?	How many units of soap and other products were sold?
How often did an employee require health care for a certain condition as compared with other people outside of the company that had the same condition?	How often did customers come back for more products?
How much money did the organisation bring into the local economy?	How much did the company make in profits?
How long did an employee stay in her new job?	How long does it take the business to see a surplus or profit?

Sample Qualitative Indicators for the Soap Co. Edinburgh	
Social – Indicators that the Soap Co is improving employees' self-esteem and personal development.	**Business – Indicators that tell the Soap Co. that it is meeting, or how it can meet, its business objectives.**
How confident did the employee feel in working in a shop when she began? How confident in this does she feel now?	How has the marketing of the products affected sales?
Why do employees work at the Soap Co?	Why do the customers buy from the business? Is their motivation in line with how the business markets itself?
When do employees move into other jobs?	When does the business generate its highest turnover?
Who does the company employ? (e.g. what are their characteristics, who are they?)	Who are the target customers? Has the business reached them effectively?
Which forms of support can the company give that can have the most effect on employees' personal development?	Which products have sold out of stock?

The Soap Co. would want to put all of these potential questions to the AIMS test:

- **Action focused** – If the company wanted to improve its marketing, the answers to the questions on the bottom right hand side of the sample indicators chart would be able to feed into the process.
- **Important** –The Soap Co. would seek answers to the questions most important either within the management, to the employees, to the customers, to Forth Sector, the umbrella organisation, to financiers or funders, or to all of these groups together.
- **Measurable** – Some things would be very important to stakeholders, and help to inform future action, but are not necessarily easy to measure! The Soap Co. is looking for a way to measure changes in people's self esteem, so the management might start with what it can measure, like how long people stay in their jobs alongside their reasons for staying or moving on.
- **Simple** – Knowing which products sell out of stock is an indicator of the popularity of those items and can inform decisions like how much of the product to make in future. It is a much simpler alternative to more elaborate market research that determines the same thing.

What makes a good indicator?

Many issues are interesting to the organisation and its stakeholders, and an organisation can seek to measure lots of things. It's essential to develop processes that help you to understand why things happen and provide more free-form feedback. As a complement to these, it's important to choose indicators of performance, quality, or outcomes that are within the organisation's scope to measure and use. Four criteria for choosing indicators are summarised by the acronym AIMS:

1. **Action focused**. Does knowing about this issue help your organisation or its key stakeholders to do things better or more effectively? Is it within your organisation's power to influence it?
2. **Important**. Is it relevant to your organisation? Is it a priority for a core stakeholder or group of stakeholders?
3. **Measurable**. Can you get information that tells you something about the effects you've had?
4. **Simple**. Is it clear and direct enough to be understood by all stakeholders? Is it easy enough to get information without expert assistance if none is available?[4]

Ways of collecting information

Once you have defined what you are going to research, what information you will need, and have set your key indicators (to find more on this, see the Indicators Bank, page 16. in this book), it is time to start thinking about what questions you will need to ask and the best way to collect the information.

Whom to ask, how, and what will you do with the information?

There are several decisions you need to make, including who you will need to approach to get the information that you need. Organisations with large groups of people to survey may want to approach a **sample** of the total group, asking only a percentage of people chosen at random to respond. It is also important to choose an appropriate **format** for collecting information based on whom you are asking and what you are asking about. Information about the different formats, such as questionnaires, focus groups, and telephone surveys can be found on pages 12-13.

It is also important that you have a clear idea at this stage of how you want to analyse, present, and use the information you collect. These decisions will link back to some of the previous elements in the proving and improving cycle.
For example:

- Your motivations for proving and improving.
- Your organisation's stakeholders, which will affect both whom you will be consulting or asking questions of and to whom you will be presenting the findings.

For example, if you want to present some of the results to a funder or in a funding proposal, it may be useful to have some quantitative indicators included, showing figures such as the number of people who gained full-time employment after completing a training course. In this case, it may be sufficient to send out a questionnaire with simple tick-box questions to the participants.

Measuring or demonstrating change over time

In developing some quantitative information about your organisation's outcomes, you may wish to set up a **baseline survey**. This involves a series of quantitative indicators that you will measure at regular intervals with similar people or groups. This can help you to track the organisation's performance over time.

If you intend to show the distance travelled by people who are employed by your organisation, it will be important to do an initial interview, questionnaire, or survey when people first come into contact with your organisation and then at one or more specified points later on. You will want to ask about the same aspects of their lives – the areas in which your organisation hopes to make a change – at each point in time in the same way. These questions can be done either formally or informally as part of an 'intake' or initial induction process and as part of periodic check-ins or reviews. In order to make these measures useful, you will want to measure at the same intervals for all the people you work with.

There are a number of ways to collect information at various points in the course of planning, carrying out, and evaluating the work that your organisation does. It's important to be realistic about what information is most needed and the resources that your organisation has available. Table 2 summarises several methods for asking questions and finding answers.

Table 2: Ways of asking questions[6]

What it is	How you do it	Benefits	Limitations
Written surveys/ questionnaires	Send by post or email. You can create your own questions or adapt questions from Diagnostic tests or pre-made scales.[7] Always test first with a small 'pilot' group face-to-face for feedback. Create a database or other way to 'code' responses and analyse the results. May need to send different questionnaires to different groups depending upon what applies to their situations. Responses can be named or anonymous.[8]	· Cheap to administer · Prove uniform information · Data entry can be simple · Can be anonymous · Can be self-administered · Useful when the thing being measured is well-understood	· Low response rate · Responses can be biased by the questions · Questions may not have been understood · Not certain that the intended person filled in the survey · Difficulties interpreting responses · Some people have trouble with written expression or literacy · Can't check responses with the respondent · Not useful for complex or conceptual issues
Telephone surveys	These combine some of the advantages of written surveys with the personal interaction of in-person interviews.	· Relatively low cost · Personal interaction · High response rate · Empathy can motivate a longer/more complete discussion · Can check meaning · Can follow leads · Cheaper than face-to-face · Interviewee can be more relaxed in their own environment · Doesn't take long to get started · Contact with person is used productively, rather than chasing forms · Can combine open questions with pre-coded ones	· Can be difficult to contact people · Some people may not have telephones · Not useful for children · Not useful where interviewee doesn't speak the same language as you do · Respondents may not be able to have a conversation privately
Face-to-face surveys	Can combine questions with standard answers to more open-ended ones. Best applied when the number of people to interview is relatively small or concentrated in one area. Personal interaction can be helpful, but can also bias the results.	· Personalised · In-depth, free responses are possible · Personal connection can help motivate a longer or more complete discussion · Flexible and adaptable · The interviewee can respond to visual cues · Can combine open questions with pre-coded responses	· Expensive · Time-consuming · May intimidate some people/groups · Open to manipulation by interviewer · Can be affected by personality conflicts · Requires skilled interviewer · May be difficult to summarise findings · Difficulties of interviewer travel
Interviews/ Face-to-face surveys	Interviews are generally structured with a survey so that the interviewee will give their answer to specific questions. Can use Rickter Scale® or other visual methods to show progress. Interviews can also be less structured if the thing(s) you're asking about don't have recognised answers.	· Personalised · In depth, free-response · Empathy can motivate a longer/more complete discussion · Flexible/adaptable · Can give visual cues · Can combine open questions with pre-coded ones	· Expensive · Time consuming · May intimidate some individuals or groups · Open to manipulation by the interviewer · Vulnerable to personality conflicts · Required skilled interviewers · Might be difficult to summarise findings · Interviewer travel – issues of cost or safety
Observation	An observer can either participate in the activity, or can watch as the participants go about their activities. Involves watching and listening to an activity or session, taking notes, from one or many events over time. A framework for observation is needed so that different observers can describe what they see in a comparable way.	· Complex and rich source of information that can provide a vivid picture of effects on people, especially groups	· Small sample of behaviour · Lack of a sense of prior events – can be difficult to interpret or categorise what the observer sees · Relies on the observer's skills · The visit itself alters people's behaviour

Focus Groups	Collect data through group interaction on a topic determined by the researcher. They often help to generate questions but not necessarily definitive answers. Findings need to be compared to a larger survey. The value of a focus group can be strongly affected by the skills of the facilitator.	· Group interaction · Group consensus · In-depth discussion · Can be more efficient than one-to-one interviews · Uses less resources than one-to-one feedback · Democratic process where researcher/ observer is outnumbered by participants · Relatively immediate sense of results	· Small sample size · Group may not be representative · Responses all depend on one another and group format may create conformity where differences are suppressed · May cause people to feel like they need to 'take sides' (polarisation) · People may be manipulated by others in the group · Questions may not be asked the same way each time · Difficult to quantify the results or findings · Not appropriate for some sensitive issues
Participatory learning and action (PLA)	A facilitated process involving a group of beneficiaries in which members of the group interact, mainly around visual ways of expressing their opinions and thoughts. These can include timelines, flow charts, resource maps, problem ranking, and a variety of other methods depending upon the context, the skills of the participants, and the levels of literacy.	· Very useful in answering questions of how and why · Mutual learning environment can help build stakeholders' capacity · Able to capture a diversity of perceptions · Ability to understand complex processes · Good for a general impression of progress or outcomes · Ability to capture negative or unintended consequences · Can help to identify and articulate people's felt needs · Enhances organisation's accountability to its beneficiaries	· Opinions of those in the group may not represent those of others · Not very easy to analyse information rigorously · Can be costly · Requires specialised facilitation and knowledge of appropriate methods to engage people
Case studies	A detailed and real world method that complements broader, less-in depth methods such as telephone surveys or print/online questionnaires. They can show examples of how things happen.	· Can show how processes work over time and give insight into cause and effect. · Can provide 'colour' to supplement statistics or survey results which can be more interesting in a report format. · Multi-faceted; can show different perspectives · Vivid	· Time-consuming · Expensive · Anecdotal
Existing records	Records are existing sources that have been compiled for internal management uses. Looking at these for the purpose of understanding what is happened or to tell the story of the work.	· Can be useful for giving background information · Established at the time the activity happens to capture information during a process that is hard to capture afterwards · Cheap · Non-reactive · Doesn't interrupt the project or activity	· Often incomplete, inaccurate or out-of-date · Not usually compiled for evaluation purposes; may not answer the question an evaluation wants to answer · Possible confidentiality restrictions · Changes in activities, definition, or rules may make comparison difficult or impossible · Can be misleading unless fully explained · Only the facts – usually no interpretations
Art works, video and film	These can provide evidence of the achievements of a project in a compelling way.	· Filming may be relevant for performance based activities · Vivid impression · Creative and artistic · Can be motivating or fun for participants	· Expensive · Time consuming · Impression of the project or its outcomes can be affected by the quality of filming and presentation, rather than the quality of the project · Depends on the skills of the viewer in interpreting · Taken alone, inability to enquire of participants

The following are some tips for developing your questions and how to ask them – your methodology.

Define what you want to know about and which questions to ask[5]

- Ask about the most important issues – ones that can be acted upon.
- Be precise – ask the exact question you want to know the answer to, and clarify it for yourself before writing the question by asking 'what do we mean by that?'
- Keep it relevant– make sure the questions are useful to your organisation. Surveys are not intended to be research studies, but to give your organisation and its stakeholders important information.
- Be direct – ask about the respondent's experience, opinions and perceptions, not those of others.
- Be unambiguous – use words clearly, and be sure to define them.
- Be thorough – ask around the question, ask why and how as well as what and how many.
- Be consistent – don't use a 10 on a 10-point scale to mean 'very much' in one question and 'not at all' in another
- Keep it short – most people will only want to respond to one or two pages worth of questions.

Good questions are:

- **Clear**. Don't use double negatives, questions with qualifications, jargon or abbreviations. Use plain English!
- **Precise**. Don't ask two things at the same time. Give time periods if possible.
- **Relevant to the respondent**. Don't assume that respondents have knowledge that they may not have, or ask them to speculate or guess about other people's opinions, attitudes or behaviour.
- **Simple**. Don't ask respondents to calculate things – you can do these as part of the analysis. Do not ask people to generalise or summarise events that happened long ago.
- **Neutral**. Do not use loaded questions that encourage a respondent to answer in a way they think you want them to! Make sure that the questions have an equal number of positive and negative answers. (e.g. definitely yes, probably yes, probably no, definitely no).

Analysing the information

After thinking through what information it is important to know, and how to find it, comes the task of analysing the results of your research or consultations. While there are several sophisticated ways of analysing information, unless you have the skills and resources it is probably best to keep it simple. A spreadsheet is a useful tool for organising your information in columns according to question asked and respondent. In this way, Microsoft Excel can calculate averages for your quantitative responses and help you to graph this information. If you are only dealing with qualitative data, then creating a table in a Microsoft Word document is probably more useful. Try to structure the document by question so that you can analyse all the responses to a question as a group. If you see similar responses to the same question, then you could code these answers, giving you the opportunity to treat them in a quantitative way in your analysis.

Once all your data has been put into a spreadsheet or document, whether electronically or on paper, you can start analysing it in more detail and begin drawing some conclusions. Remind yourself of what the core purpose of the data collection is, so that you avoid over-analysing unimportant aspects and pick up on some of the unintentional yet interesting information that you have collected! Keep all raw data for future reference and analysis. Even if you are not collating the information into a report, try to make a brief summary of the responses to each question since it will be easier to refer back to than the original spreadsheet, written survey, or focus group notes!

Spotting trends

Once you have come to some overall conclusions, it may be useful to look at the information again, grouping together the responses from different types of respondents or people with similar characteristics. This could, for example, be based on gender, age, social group, ethnicity, or place of residence, and it may help you to better understand differences among your respondents. You may learn that some aspects of your work are more successful with some groups than others, and be able to tailor your future work accordingly.

Example: Looking further

In its first trainee follow-up survey, ABC Training found that 30 per cent of the people attending its ICT skills training had moved on to a permanent job within six months. Since the funder's target was 20 per cent, this looked like a striking success. However, when ABC looked closer, it discovered that only 2 per cent of the trainees who got jobs after training were women, despite the fact that women represented more than half of the attendees, and received assessments that were in line with those of male trainees. ABC's analysis showed that it needed to look beyond training to meet the challenge of bringing women into the ICT workforce and this became the subject of the organisation's next strategy session and its next consultation with its stakeholders.

How to use the Indicators Bank

While social enterprises have unique elements, many share similar objectives. In this section we will look at some of these common objectives and provide examples of ways in which different types of organisations can begin to develop indicators and show that they are meeting their objectives and having an effect on people, communities, the environment, or the economy.

In this 'bank' of sample indicators you'll find:

- A goal or objective that social enterprises pursue.
- Ways to indicate that these goals are being met, or to show that you are on your way to meeting the objective or goal, and that you can then tailor into questions using the tips in the previous section of this book.

Please note that the 'bank' is not meant to be comprehensive and all-encompassing. Its primary aim is to give you an idea of what kind of things you may measure, so that you can develop surveys, interviews, or other forms of measurement that suit your organisation.

Ideally, deciding what indicators are useful to your organisation should be a group exercise done internally through, for example, discussions with your colleagues or in the Board group, or externally through a wider stakeholder consultation with your target group or your funders.

This section focuses on the three main areas of outcomes that social enterprises pursue: social, environmental and economic. Your organisation may combine indicators from the different areas to develop ways of measuring its work.

Example: A social firm, employing people with mental health needs, recycles furniture that is then distributed to families on low incomes. This organisation creates outcomes in all three areas, so the organisation can use all three sections of the indicators bank.

- It has a social impact contributing to employees' well-being and skills development.
- It has an economic impact on the families that receive the furniture.
- It has an environmental impact, as old furniture is being reused, not going into a landfill.

Social objectives

Bringing benefits to people and communities

One of the key objectives of many social enterprises is to benefit people in their local community. Social enterprises can measure the impact they have on people in different ways, depending on what aspect they aim to change. Different tools can also be used depending on if they are aiming to survey individuals, groups or communities, some of which have already been described in the section on 'How do we know'.

In the following section, we divide social objectives into outcomes and indicators for individuals and for communities. In measuring the changes, many of the objectives will be to influence things that individual people do and feel, and to change the conditions of living in the community.

For more information on ways in which you can consult with people to find out more about their attitudes, opinions, and perceptions, please refer back to the first section of this book. This section explains methods like questionnaires, focus groups and surveys, and provides some pointers for constructing good questions.

Well-being outcomes for individual people

nef has put forward the idea that promoting people's well-being should be considered one of the ultimate aims of society – alongside social justice and ecological sustainability. By 'well-being' we mean people's experience of their quality of life. This next section takes a concept that seems as difficult to measure as well-being and breaks it down into component parts, showing how even 'soft' outcomes like a change in a person's well-being can be measured by a social enterprise.

nef's model of well-being has two personal dimensions:[9]

1. People's satisfaction with their lives.
2. Their sense of personal development, sometimes called positive functioning or personal expressiveness.

and a social context

3. Their **social well-being** – belonging to their communities, a positive attitude towards others, feeling that they are contributing to society and engaging in what could be called 'pro-social behaviour'.

It is also important to consider not only people's feelings about their overall lives but also about specific elements of their lives. Academic research has shown that the most important elements to consider are their satisfaction with:

- Their relationships with family and friends
- Community relationships
- Health
- Emotional well-being
- Material well-being
- Work, job or other role
- Personal safety
- Leisure

In addition to asking people about their assessments of the quality of their lives, it can also be useful to ask people directly about their emotional experience of life. There is considerable theoretical evidence that expressing positive emotions leads to greater positive functioning. Expressing negative emotions can be healthy too. Psychologists believe that a good balance is typically in the range of three-parts positive emotions to one-part negative emotion. Positive emotions include happiness, enthusiasm, confidence and attentiveness and negative emotions include fear, anger, guilt and sadness.

Social enterprises and well-being

Social enterprises affect people's well-being in many ways, for example through employment (including volunteers) and the services that they provide or goods that they produce. As well as having significant effects on people closely associated with the organisation, they may also have smaller (and therefore less easily measured) effects on broader stakeholder groups, such as the communities that they operate within.

In the sample well-being scale that follows, you'll see how social enterprises like co-operatives, social firms, and others that involve people in work, training or volunteering can use a well-being scale to measure their effects on people. Research has shown that the key factors for promoting well-being at work are:

- Personal control of work load
- Work matched to skill level
- Variety of content
- Role clarity
- Financial rewards
- Physical security
- Support from supervisors
- Relationships with colleagues
- Status of role – that one's work is valued both within and outside the workplace
- Sense of identity with the organisation – including its purpose or mission.

Who might use these indicators?

These indicators might be used by social firms, employment-related organisations, co-operatives, and others that are focused on the development and well-being of individual people.

Measuring well-being

In order to create indicators that assess levels of, and changes in people's well-being, psychologists use surveys that ask people about their subjective experiences and reflections on their lives.

There are two main approaches to assessing well-being impacts:

1. A **questionnaire**, either administered anonymously or with people's names on paper or in another written format.
2. By **structured interview** – with questions designed to be both 'scored' and used as the basis of a conversation about their well-being. This approach requires a more skilled, hands-on approach and could be used within an existing appraisal or feedback system to help show the person's 'distance travelled'.

Some ways of measuring include questionnaires and some involve direct observation of people. It can also be helpful to use an instrument like the Rickter Scale® for people to record their responses. For more information, see Figure 1.

Table 3 shows a collection of indicators that help to create a fuller picture of an individual's well-being. The full-format well-being questionnaire is available at www.proveandimprove.org.

Most of the questions use an 11-point scale:

0 – *not at all* to 10 – *totally or extremely*

0	1	2	3	4	5	6	7	8	9	10

How much you use the questions as a starting point for a conversation is a matter of personal and organisational choice. The questions are grouped, and it is suggested that all questions in the same group are asked together, followed by a space for conversation.

Table 3: Social indicators: well-being

Assessment of overall life – to be asked either as the first or last question – and needs to be included in all assessments.
• If you consider your overall life, how satisfied would you say you are? • If you consider your overall life, how much do you feel that you are able to really express who you are?
These questions measure positive and negative affect – this is a measure of overall well-being and should follow the questions above.
Indicate to what extent you have felt this way in the past few weeks: (0 = not at all; 5 = moderately; 10 = extremely) • Afraid • Angry • Guilty • Sad • Happy • Excited • Confident • Interested
Questions below regard people's social well-being.
• How much do you feel that you belong to something you'd call a community? • How much do you tend to trust people that you come into contact with in your community? • How much do you feel you are able to contribute something positive to your community and society?
Questions below cover the main aspects of people's lives. It is feasible to add other realms of people's lives that feel appropriate to the context.
• How satisfied are you with your relationships with your family? • How much do you feel you are able to be 'yourself' with your family?

- How satisfied are you with your relationships with your friends?
- How much do you feel you are able to be 'yourself' with your friends?
- How satisfied are you with your relationships with other people in the community (or neighbourhood) you live in?
- How much do you feel you are able to be 'yourself' with other people in your community (or neighbourhood) you live in?
- How satisfied are you with your paid work or job? (if appropriate)
- How much do you feel that the work you do fits with who you are? (if appropriate)
- How satisfied are you with your voluntary work? (if appropriate)
- How much do you feel that the voluntary work you do fits with who you are? (if appropriate)
- How satisfied are you with the activities you do in your leisure time?
- How intensely involved do you become with the leisure activities you do?
- How satisfied are you with your health?
- Normally how 'full of life' do you feel?
- How satisfied are you with your standard of living?
- Generally how physically safe do you feel in life?

These questions below cover people's experience of their working life in more detail. These are appropriate to use if the interviewee is an employee or a volunteer with the organisation.

- How satisfied are you with the degree of control you have over your workload?
- How satisfied are you with the amount of variety of tasks you do in your job?
- In general is there too much variety or too little?
  ☐ Much too little ☐ Too little ☐ About right
  ☐ Too much ☐ Much too much
- How satisfied are you with your ability to achieve the tasks you do in your job?
- In general are the tasks you do too easy or too difficult?
  ☐ Much too difficult ☐ Too easy ☐ About right
  ☐ Too difficult ☐ Much too easy
- How clear do you feel your duties and responsibilities are at work? (0 = not at all clear; 10 = perfectly clear)
- How satisfied are you about your personal health and safety at work?
- How satisfied are you with your level of pay?
- How satisfied are you with the quality and quantity of supervision you receive at work?
- How satisfied are you with your relationships with other people at work?
- How respected do you feel for the job you do (or role you fulfil) within the organisation?
- How respected do you feel for the job you do (or role you fulfil) by other people?
- How much do you feel a sense of belonging towards the organisation that you work in?
- To what degree do you feel you have a 'special fit' with the organisation that you work in?

Individual skills

Many social enterprises seek to help people to increase their skills in specific areas, especially those that are needed in the workplace. This can involve people learning 'hard' skills, such as learning how to do a particular job, or 'soft' skills which are related to being part of a workplace, communicating with others, and personal effectiveness. The end result could be that people increase their attractiveness to an employer and it could also increase their self confidence and well-being. It can therefore be useful to try to capture both aspects when you decide upon your indicators.

Who might use these indicators?

These indicators might be used by social firms, employment-related organisations, co-operatives, and others that are focused on the development and well-being of individual people.

Measuring skills increase

Improvement in people's skills and competencies are often visible to others, but it's also possible to ask people whether they feel that they have improved in a given area. In Table 4 you'll find several goals related to increasing skills, and the indicators that can be used to measure that change is happening. These indicators can be used objectively, for example by observing the person in action at regular intervals, or subjectively by asking them what they are able to do.

Table 4: Social indicators: increases in individuals' skills

Increasing people's skill/competence in social interaction.
• Relationships with peers
• Relationships with people in 'authority' positions
• Ability to work in a team with other people
• Increase in social networks
• Increase in tolerance of others' differences
Increasing personal effectiveness and aptitude and life skills.
• Improved ability to plan
• Improved ability to prioritise
• Ability to reason verbally
• Numerical reasoning
• Increased problem-solving skills
Increasing 'basic' work skills and attributes.
• Attainment of basic literacy (reading, writing)
• Basic numerical skills, including ability to manage money
• Timekeeping, reliability
• Ability to complete forms
• Completion of a CV
• Improved presentation skills
• Appearance suitable to the workplace

II. Indicators bank

Health

Social enterprises can have both direct and indirect impacts on health. We can look at both physical and mental health, as well as looking at changes in an individual's private and social behaviours that affect on their health, such as substance abuse and preventive measures.

Who might use these indicators?

Social firms, organisations that run health and fitness centres, and medically-related social enterprises would all have a potential interest in understanding their effects on people's physical and mental health. In addition, organisations that work with individuals that have difficulties with drugs or who are homeless may be interested in using indicators specially designed for the groups of people that they work with.

Measuring health indicators

There are different ways to measure changes in health. Some indicators are visible, some can be checked based on GP or other medical records, and some are only able to be measured by people's own reports and responses. Usually, a combination of self-reported and directly observed indicators are best to get a more holistic picture of a person's physical or mental health. Table 5 shows general indicators that can be used to demonstrate changes in health, as well as indicators that are targeted towards those with drug addiction. In this section, we draw upon two scales originally developed for assessing the progress of individuals with drug or alcohol addictions, the Maudsley Addiction Profile (MAP)[11] and the Christo Inventory for Substance-misuse Services (CISS)[12]. Since they measure similar things in different ways, you may find them useful in developing your own measurement plan.

Table 5: Social indicators: physical health

Increase physical health.
• Person's rating of his/her health • Visits to GP or other medical care • Weight (gained or lost as needed) • Improvement of condition that was present upon referral or entry to the organisation
Improvement in physical health – particularly useful as related to drugs/alcohol addiction or very poor health.
Self-reported improvement in how frequently the person has experienced the following problems in the past month: never/rarely/sometimes/often/always[13] • Poor appetite • Tiredness/fatigue • Nausea • Stomach pains • Difficulty breathing • Chest pains • Bone/joint pains • Muscle pains • Numbness/tingling • Tremors (shakes)

A trained observer/interviewer may give a score based on the severity of health problems: ranging from 0-2 [14]

0… e.g., client has reported no significant health problems.

1… moderate health problems e.g., teeth/sleep problems, occasional stomach pain, collapsed vein, asymptomatic hep B/C/HIV.

2… major problems e.g., extreme weight loss, jaundice, abscesses/infections, coughing up blood, fever, overdoses, blackouts, seizures, significant memory loss, neurological damage, HIV symptoms.

In addition to indicators of physical and mental health, it can also be important for an organisation to know how improvements in health have an effect on other areas of a person's life, including work and ability to sustain relationships. The sample indicators in Table 6 are taken from two 'scales' that are often used in assessing the progress of people who have difficulties with addiction.

Table 6: Social indicators: personal improvement

Improvements in work and training.
Have you had:[15] • Paid work at any time during the last month? (If yes, how many days?) • Absence from work due to sickness, or unauthorised leave? (If yes, how many days?) • Voluntary work at any time during the last month? (If yes, how many days?) • Training/ education course at any time during the last month? (If yes, how many days?) • Looking after dependents (children, elderly, ill) at home any time during the last month? (If yes, how many days?) • Unemployed at any time during the last month? (If yes, how many days?) A trained observer / interviewer may give a score based on the severity of health problems: ranging from 0-2[16] 0… client is in full-time occupation e.g., homemaker, parent, employed, or student. 1… e.g., client has some part-time parenting, occupation or voluntary work. 2… e.g., client is largely unoccupied with any socially acceptable pastime.
Improvement in people's ability to be in a relationship with others (related to substance abuse, but could be used to ask in relation to any condition that adversely affects relationships).[17]
• In the past month, have you been in a relationship with a partner, either for some or all of the time? (yes/no) • If yes; measure how many days in contact with partner, children, friends. • If yes; measure how may days in serious conflict with partner, children, friends.

II. Indicators bank

High-risk behaviour

Social enterprises may seek to help people change patterns of behaviour that result in harm to themselves or to other people. For people involved in 'anti-social' or self-harming behaviours, it is often useful to measure progress along the way towards stopping the behaviour entirely, as it can be a long process. It may be useful to use these indicators alongside measurements of changes in a person's well-being. It is important to note, however, that although a person may be making progress in many ways, that person may rate his well-being to be quite low, as changing habits and addictions can be physically, psychologically and emotionally difficult.

Who might use these indicators?

Some organisations may work with people that have difficulties with drugs, severe mental illness, or other risk factors for behaving in harmful ways. Other social enterprises that work with teens or adults may find these questions useful if they pertain to a particular person's situation and can show changes in their behaviour over time.

Measuring high-risk behaviour

Table 7 gives sample methods for asking individuals about high-risk behaviour including the use of drugs or participating in activities that present a high risk of HIV-infection. It also uses questions adapted from the MAP and CISS scales as illustrations of how you may go about asking questions in these areas. The scale from which the question was taken is indicated in parentheses.

Table 7: Social indicators: high-risk behaviour

Decreasing drug-abuse behaviour (MAP).
• Days used in past month: Alcohol; Heroin; Problem opioids; Problem benzodiazepines; Cocaine-hydrochloride; Cocaine-crack/base; Amphetamines • Self-reported amount consumed on a typical day in the last month • In the past month have you had a drugs overdose (Y/N) how many times ___ • Use of drugs by injection (if yes, on how many days) • Use of needle or syringe which had been used by someone else (if yes, how many times) or use of clean needle/syringe • Unprotected sex (yes/ no/number of times) Note: these questions would asked during a verbal survey face-to-face
Drug/alcohol use (CISS).
A trained observer/interviewer may give a score based on the severity of health problems: ranging from 0-2 0... e.g., no recent drug/alcohol use. 1... e.g., client suspected of periodic drug/alcohol use, or else may be socially using drugs that are not considered a problem, or may be on prescribed drugs but not supplementing from other sources. 2... e.g., client suspected of bingeing or regular drug/alcohol use.
Reduce high-HIV risk Sexual/injecting behaviour (CISS).
A trained observer/interviewer may give a score based on the severity of health problems: ranging from 0-2 0... e.g., client claims not to inject, or have unsafe sex (except in monogamous relationship with longstanding partner, spouse).

1... e.g., may admit to occasional 'unsafe' sexual encounters, or suspected to be injecting but denies sharing injecting equipment.

2... e.g., client may admit to regular 'unsafe' sexual encounters, or has recently been injecting and sharing injecting equipment.

It may also be helpful to measure changes in people's housing or living conditions as a way to show improvement in people's life stability or other forms of progress. See Table 8.

Table 8: Social indicators: homelessness and residence

Homelessness/residence (MAP).
• How many nights have you spent at the following places in the last month? • Own or rented home • Relatives/Partners'/Friends/others' home • Hostel/temporary accommodation • On the street (homeless) • Prison/jail/police station • Hospital or treatment facility • Other _______________ • How long have you lived at your current address
Stability of living situation (CISS).
Give a score based on the severity of social problems: 0, 1, 2 0... e.g., client has a stable place to live and supportive friends or relatives who are drug/alcohol free. 1... e.g., client's living situation may not be stable……, or they may associate with drug users/heavy drinkers……. 2... e.g., living situation not stable, and they either claim to have no friends or their friends are drug users/heavy drinkers.

II. Indicators bank

Outcomes for communities and groups

II. Indicators bank

Social capital

Because of the ways that many social enterprises work, their impacts are often not just limited to individuals, but can be seen on many different levels. One major way in which social enterprises can affect local communities and groups of people is through increasing what is often referred to as 'social capital'. However, the term social capital is often used in an elusive, non-descriptive way, which makes it hard to evaluate and measure. It is therefore necessary to break down the concept into more manageable pieces. The social capital module of the UK General Household Survey (GHS) 2000/2001 defined it as a combination of:

- Civic engagement
- Neighbourliness (reciprocity and trust in neighbours)
- Social networks (friends and relatives)
- Social support
- Perceptions of local area

Who might use these indicators?

Development trusts, co-operatives, and social enterprises seeking to engage people in their communities and build trust and networks in communities might find it useful to measure their effects on the elements of social capital.

Measuring social capital

As described above, social capital encompasses a lot of different elements, which makes it hard to measure comprehensively. Depending on what your social enterprise's particular mission is you may therefore want to focus on a particular aspect of social capital or you may briefly want to skim through them all. Table 9 lists some indicators that may help you to identify some key questions. You may ask these questions as part of a survey, or a face-to-face interview, with a sample of people in a given area, and ask people both before and after the work you've done.[18]

Table 9: Social indicators: social capital

People feel civically-engaged/involved in their community.
Feels civically engaged • Feels well-informed about local affairs • Feels they can influence decisions that affect the area • Feels that people in their neighbourhood can influence decisions that affect the neighbourhood Not civically engaged • Has not been involved in a local organisation • Does not feel well-informed • Does not feel they or others can influence decisions that affect the neighbourhood

Neighbourliness.
Reciprocity with neighbours • Do neighbours look out for each other? (yes/no) • Have you done a favour for a neighbour? (yes/no) • Have you received a favour from a neighbour? (yes/no) Trust in neighbours Would you say that you trust (most/many/a few/none) of the people in your neighbourhood?
Social networks.
Satisfactory friend network • Saw or spoke to friends at least once a week • Had at least one close friend who lives nearby Satisfactory relatives network • Saw or spoke to close relative at least once a week • Had at least one close relative who lives nearby
Social support.
Low social support • Had fewer than three people they could turn to during a serious personal crisis High social support • Had at least three sources of support for three different scenarios (Needing a lift; Needing help when ill in bed; Needing to borrow money)
Perceptions of local area.
• Facilities • Problems • Enjoy living 'here' • Feelings of safety walking at night • Victim of crime in the last 12 months? • Local/area must be specified
Perceptions of local area.
Enjoyment of living in the area • Would you say this is an area you enjoy living in? Feeling safe walking around after dark • How safe do you feel walking around after dark? (very safe/fairly safe/not safe) • Has the person been a victim of crime in the last 12 months? (yes/no)

The questions in Table 9 are an illustration of how you can ask questions about social capital in a questionnaire or interview format. If you want to investigate more fully, you could instead develop your own indicators in a participatory way. This can give you a more in-depth understanding, as standardised indicators may not always pick up on issues that are specific to your local community. Basing your investigation of social capital on issues that are important to the community can help to capture the essence of social capital more effectively. In the **Tools** section of this Toolkit you will find an introduction to **Prove It!**, which can be helpful for leading you through this process.[19] It was originally designed to measure the effect of community regeneration projects on local people, but is flexible enough to be adapted to your organisation's specific needs.

Community needs

Many social enterprises specialise in providing goods and services to particular groups or the overall community where there is a 'gap' in the market, or they may actively try to influence the provision of these goods and services. A gap in the market can mean either a particular good or service not being available locally at all, or that it is simply not affordable to all people – and a social enterprise may therefore be serving new groups. Meeting needs in this way may include anything from health and training provision, which we have discussed in the previous sections, to goods and services with specific social or environmental benefits, such as Fair Trade goods or renewable energy, which we will come to in the next section on environmental indicators.

Who might use these indicators?

Measuring increases in access to goods and services may be useful for demonstrating the effects of a development trust, community business or community development initiative, either by providing these things directly or by influencing others (e.g. local groups and statutory agencies) to provide them instead.

Measuring community needs

Looking at changes in waiting lists or surveying people about their experience of accessing particular goods and services can help to measure changes in meeting community needs. See Table 10. These indicators can be measured quantitatively, indicating perhaps the percentages of people in need of a service versus those who have access, both before and after your organisation's initiative.

Table 10: Social indicators: social and human services

Social and human services in an area.
Measure the demand for these services and increases in provision.
Education provision
Pre-school education provision
Adult further education provision
Health services by population
Anti-poverty benefits uptake
Anti-poverty campaigns to increase uptake
Access to affordable housing
Resident participation in housing associations

Environmental indicators: minimising harm and maximising positive effects

Social enterprises have environmental impacts in a variety of ways. In their work, social enterprises can seek to change the way that people or organisations affect the environment – either in what they produce or in what they consume. These are some examples that we will deal with in greater depth on the following pages.

- Social enterprises as responsible and ethical organisations have a **responsibility to understand, and minimise, their own organisation's negative impact** on the natural environment. This area is often the focus of 'environmental accounting' or 'sustainability reporting'. Some resources available for reporting in this way are included at the end of this section. This area is the primary focus of the sample indicators provided.
- Other organisations produce goods or services that **enable people to use fewer or more sustainable resources** than they would if purchasing from another organisation, for example, by having a more environmentally sustainable way of producing the good, or by using less packaging or more environmentally friendly packaging than otherwise available. This could include anything from organic produce to renewable energy.
- Some social enterprises educate people about how to minimise their negative effects on the global environment through teaching or supporting **'pro-environmental'** behaviour. Some provide the facilities for people to use in order to act responsibly, for example through providing recycling or re-use facilities.
- Social enterprises can also provide services or resources that **improve a person's or a group's experience of their immediate surroundings**, or the environment in which they live (e.g. through providing green space or the countryside, or through improvements to the built 'environment'). We will refer to these types of impacts as **environmental 'quality of life' impacts**.

While the primary emphasis in this indicators bank is on the first set of indicators, it is possible to measure progress for the latter three ways of creating environmental change. For example, some of the indicators that we provide for you to measure your own organisation's environmental effects can be used to assess the changes in behaviour of people who are involved in an environmental education campaign to encourage reduction of energy consumption and other environmentally-harmful behaviours.

The organisation's effects on the environment

Every organisation, individual or household has an effect on the environment in a multitude of ways. We are all consumers of goods and energy, and we all create waste. Over time, and as a result of everyone's actions, these things have a profound cumulative effect on the global climate, as well as on the stock of natural resources. This section focuses on the environmental effects that a social enterprise or other organisation may have and on how to understand and measure these effects so that the negative effects can be minimised and the positive effects can be maximised. This could include where water is used or polluted, where biodiversity is affected, where the air is affected (through pollution, dust, or odour), where energy is used, where waste is created and where organisations may be creating a nuisance to the surrounding area.

Who might use these indicators?

All social enterprises may wish to understand the environmental implications of how they run their offices or other operations. This may be particularly important for those that are involved in manufacturing, printing, or food services as there are several environmental standards that speak directly to these types of businesses.

Measuring environmental impacts

As you will see below, environmental impacts are usually expressed quantitatively, using already established units of measurement. There are very few qualitative indicators in this area. As the Department for the Environment, Food, and Rural Affairs' (Defra's) core sustainability reporting indicators include waste, water, and energy, this is where our sample indicators start.[20] There are also a number of tools available, but they vary in complexity and some have a fee attached to their use. Many tools were designed for larger corporations, and are not always feasible for use by social enterprises. We have collated a list of some of these tools at the end of this section together with indications of how useful they may be for your particular organisation.

Energy use

Organisations and individuals use different types of energy, each of which has an effect on the natural environment. Generally speaking, 'non-renewable energy' is energy derived from fossil fuels that creates pollution that can lead to the global warming effect and longer-term climate change. Each organisation has a responsibility to minimise its use of harmful and non-sustainable types of energy. While for our purposes in this Toolkit we focus on understanding the types and quantities of energy used, for organisations that want to report on this in terms of 'greenhouse gases' that lead to climate change, Defra makes available 'conversion coefficients' to calculate how much of each 'greenhouse gas' is released into the atmosphere by each energy source.[21]

Basic information on energy use can be obtained from suppliers' bills, fuel bills, and receipts. See Table 11.

Table 11: Environmental indicators: use of non-sustainable energy

Minimise non-sustainable energy use.
Electricity used from non-renewable sources (fossil fuel sources):
Electrical Energy used from renewable-sources (e.g. wind, landfill gas, biomass, etc.)
Use of:
• Fuel oil
• Gas oil
• Diesel
• Propane
Non-renewable energy used compared to total energy used
Renewable energy used compared to total energy used
Non-renewable energy used compared to turnover

Transport and commuting

Due to the pollution and emissions created, it is advisable to track an organisation's transportation usage. In order to obtain this information, an organisation may want to record mileage used in commuting or business where driving is necessary and to track related expenditures. See Table 12.

Table 12: Environmental indicators: pollution caused by transport and commuting

Minimise or decrease pollution caused by driving.
Aggregate for a given period: • Total the number of miles driven in the period • Total fuel consumption in the period • Total amount spent on car fuel in the period Average over a period (e.g. one month, one quarter): • Amount of work-related fuel used per car • Amount of work-related miles travelled per car • Number of cars being used for organisational business
Employee commuting.
Number of people Average return journey daily commute over a week/month/ year (total each person's mileage and dividing by the total number of people) Average mileage for each type of transport Car Motor bike Bus (For these three, how many people shared the transportation?) Bicycle Walk Other Totals

II. Indicators bank

Air travel

Airplane fuel emissions are key contributors to climate change, and organisations that make substantial use of air travel may wish to monitor their use of flights as part of environmental management and performance improvement. See Table 13.

Table 13: Environmental indicators: pollution caused by air travel

Minimise or decrease pollution caused by air travel.
• Total km/miles flown
• Total cost of air travel
• Total miles divided by employee days
• Total cost of air travel by turnover

Waste

The types of waste that we produce and the way that we manage and transport it, have impacts on the environment. Waste can also be a potential resource, and increased levels of re-use, recycling and energy recovery will therefore contribute to sustainable development. It is useful to estimate the total amount of waste being generated and what is involved. This can be done in tonnes for larger organisations or can be done based on the size of the rubbish bags/bins used. See Table 14.

Table 14: Environmental indicators: landfill use

Minimise use of landfills
Waste by type per quarter or per year
• Paper
• Cardboard
• Plastic
• Aluminium
• Other materials
• Total waste
Waste
• Percentage recycled
• Percentage re-used
• Percentage donated
• Amount (tonnes) to landfill
• Products recycle-ability/re-usability
Money spent on waste removal/recycling by type

Water

Water is a renewable resource, but low rainfall and overuse can place pressure on existing supplies. This not only reduces availability, but it also affects wildlife and habitats. Purification of drinking water is also energy intensive, and it is therefore suggested that organisations measure their use and potential pollution of water. See Table 15.

Table 15: Environmental indicators: water use and pollution

Minimise use of water and pollution to water.
Water
• Total water used per quarter (can be obtained from bills)
• Wastewater discharged to sewer or other water bodies (if applicable)

Further resources in measuring environmental sustainability/impacts

Eco-mapping*: introductory level

To determine which of these indicators will be of most use to your organisation, you can use 'Eco-mapping' which is a simple and free technique that helps an organisation to locate where it might be causing environmental damage or posing health risks now or in the future. This is an easy way to do a preliminary 'check in' on the organisation's environmental starting point and can be a first step towards an 'environmental management system' which can be very important for organisations that create products or require significant inputs of energy or materials.

Energy-to-greenhouse-gas conversion factors: basic level

These can help your organisation to convert the amount of energy used of each type into an estimated effect on the production of greenhouse gases that contribute to global warming and climate change.

http://www.defra.gov.uk/environment/envrp/gas/05.htm

Sigma Environmental Accounting guide*: intermediate to advanced level

Sigma provides a way to account for the internal cost of environmental effects and calculates the value of the environmental resources and the impact on the broader environment. While the process is a more advanced step than reporting on the indicators in the bank, even small organisations may find Sigma's 'Green Sheets' useful for tracking their use of resources.

Global Reporting Initiative*: intermediate to advanced level

Using GRI's environmental indicators might be most helpful to larger companies for their reporting. Most of the areas are covered in the indicators bank in a way that is scaled for social enterprises.

Environmental management certification systems*: advanced level

ISO 14001 Series and EMAS

*For further information on these methods please see summaries in the **Tools** book.

Economic impacts

Impacts on individuals

Social enterprises and other organisations can have substantial effects on the economic situations of individuals, households and communities. Increasing personal or household incomes through jobs is one very direct way, but other ways of influencing people's economic situations include increasing people's access to public benefits; providing goods or services that individuals would otherwise have needed to pay for, and giving people access to affordable credit.

In addition to influencing outcomes for individuals, organisations may also have a wider impact on the overall local economy. For example, if a social enterprise chose to source most of its goods and services locally, it might help other local businesses thrive and keep money circulating in the local economy. **nef** calls this idea 'local money flows' and measures what it calls the 'multiplier effect'.

Who might use these indicators?

The indicator of local economic impact, LM3, can be useful for all organisations in an area in need of or undergoing regeneration. Some of the indicators, e.g. around decreasing expenditure, will be useful for social enterprises that provide goods or services to people in need. Others, such as credit unions, will have a role in increasing financial literacy, decreasing people's risk of problem debt or default, and increasing savings. See Table 16.

Table 16: Economic indicators:

Increasing individual or family income.
Anti-poverty benefit uptake
Improved/increase in salary or wage
Improved work-related benefits
Decreasing individual or household expenditure.
Providing essentials below market cost or free
Lower proportion of income spent on the items provided than before
Increase in resources for other necessities
Increase in disposable income/income for discretionary items
Decrease individual/household risk of problem debt/default.
Uptake of low-interest loan alternatives to sub-prime lending (at community level)
Decrease in uptake of sub-prime lending (community level)
Individuals decrease use of sub-prime lending
Individuals, debt burdens decrease
Increase individual or household savings
Uptake of savings products/accounts
Increase in level of savings
More frequent savings contributions
Retirement savings, or long-term savings
Decrease financial exclusion
Increase financial literacy initiatives
Increase number of people involved with financial literacy initiatives
Increase access to financial services (e.g. savings, cash machines, low-interest loans)
Measurements of uptake of financial services
Increase resources in the local economy
Amount an organisation spends on supplies (goods and services) in its local area
Amount the organisation's suppliers spend in the local area
See LM3 in the **Tools** book

Introduction

For a social enterprise with a focus on maximising its positive social and environmental impacts there is a strong business case for understanding how those impacts are achieved. An important stage of any strategic planning, evaluation or social accounting process is about understanding the organisation's hypothesis for change, or 'story'. Put simply, this is about knowing how (not just whether) particular activities address an identified need and lead to a particular outcome, especially when that outcome reaches far beyond the production of a product, or the provision of a service.

Mapping impact is an important step towards not only understanding the 'how' of a project or organisation's story, but also identifying ways to demonstrate that a difference has been made. Essentially it is a way of describing what you will be looking for, the evidence, telling you that what you have been doing has indeed made a positive difference.

This section is divided in the following way:

Background to impact mapping describes why impact mapping is important, and how it fits into a broader evaluation framework.

The impact mapping exercise outlines five basic steps for structuring a discussion that builds a comprehensive impact map.

Notes and queries gives some tips for effective impact mapping:

- How many people should take part in this exercise?
- How much detail should we go into?
- How should we define 'Impact'?

Background to impact mapping

Establishing a hypothesis, or describing how what you are doing brings about change, can be done in any number of ways. Even in its simplest form the process relies on a thorough understanding of an organisation's mission, values and objectives, as well as a detailed knowledge of how it plans and delivers its activities.

But understanding impact takes more than one person's description of a hypothesis. For a single splash there are many ripples, and likewise countless potential impacts for any particular intervention. This is why attempting to draw a map of where those ripples might reach is a vital step for proving impact and improving performance.

When it comes to improving performance, impact mapping can also be used as a business planning exercise at the start-up stage of a project or organisation's development. It is particularly important as a way of testing the assumptions that are so often made about whether a particular output or target really does contribute to the longer-term vision.

Just how vital impact mapping is can be seen when it is set in the context of what makes up standard effective evaluation practice.

Ten elements of proving and improving

The following ten points outline the important stages necessary for any evaluation process.

1. Know why you're proving and/or improving. Ask **why evaluate** and who is your evaluation for?
2. Know where you are going. Clarify your key **objectives**, **mission** and **values.**
3. Identify your **stakeholders**. These are the people you care about and the people who care about what you do.
4. **Map out the story (the hypothesis for change) and describe the milestones. This is to determine the scope of an evaluation.**
5. **Choose your indicators wisely (be challenging but realistic about what you can measure).**
6. Make a plan. Choose a **methodology** – how do we go about measuring these things.
7. Collect the information by identifying **existing records** and **consulting** stakeholders. You then need to **pull together** your data.
8. **Analyse** the information, and draw **conclusions.**
9. **Share it** with others.
10. **Learn** from it.

Social accounting is a framework that takes these ten stages at its heart, and one of its key principles is that of being comprehensive. If an organisation is to search out all its potential areas of impact, this means involving all its stakeholder groups in an evaluation. One way to do this is to make sure that any group of stakeholders who effects or is affected by the activity of an organisation has the opportunity to describe the 'story' as they see it – both how they will know that the organisation has been successful in its endeavours and the unanticipated effects of its activities.

The highlighted boxes (Stages 4 and 5) are where the scope of such an evaluation process is established, and indeed where the indicators of change ('ways of knowing') are chosen. Impact mapping cannot be done effectively without a clear understanding of what the evaluation is for, or indeed what the vision, mission and objectives of the organisation are, and at the same time it would be unwise to embark on any measuring or collection of data unless it is clear where to concentrate the energy. And so impact mapping is the vital link in the evaluation chain.

Even if there is already an agreed set of indicators for measuring an organisation's impact, then undertaking an impact mapping exercise with your stakeholders can be a way of reviewing why these things are important. The more that you are able to involve members of your stakeholder groups in impact mapping the more likely that they will 'own' the evaluation process.

So to summarise, if undertaken comprehensibly, impact mapping can be used as a way to:

- Describe the story (hypothesis) of how the activities of the organisation bring about not only the short-term outputs and outcomes, but also the longer-term impacts.
- Engage with the stakeholder groups so that they are involved in the process of establishing criteria for success, and choosing targets and indicators.
- Establish a clearer understanding of what needs to be measured so that the story can best be told and specific measurement tools and frameworks chosen that are fit for the purpose of proving it.

The impact mapping exercise

The stages that make up an impact mapping exercise are reproduced in the rest of this section. These *Five Steps* are meant as prompts for someone who is leading a discussion whether on a one-to-one mentoring basis with an individual, or with a larger group of people.

To be truly effective the Five Steps should be undertaken in the spirit of a participative and transparent process (such as a workshop, or seminar) that is delivered with sufficient time and space to involve representatives from all potential groups of stakeholders. Choosing who should take part in the 'conversation' means undertaking a thorough and comprehensive stakeholder mapping exercise that identifies the people who will affect and who are affected by the activities of the organisation.

Once you have gathered the participants together, take them through the *Five Steps* of an impact mapping exercise as follows:

Step One:	Questions for the conversation
Step Two:	Building a Storyboard
Step Three:	Impact mapping – a defining moment
Step Four:	Ways of knowing – identifying indicators
Step Five:	Deciding what happens next?

Step One: Questions for the conversation

Read through the following questions and think about the answers you would give for each one.

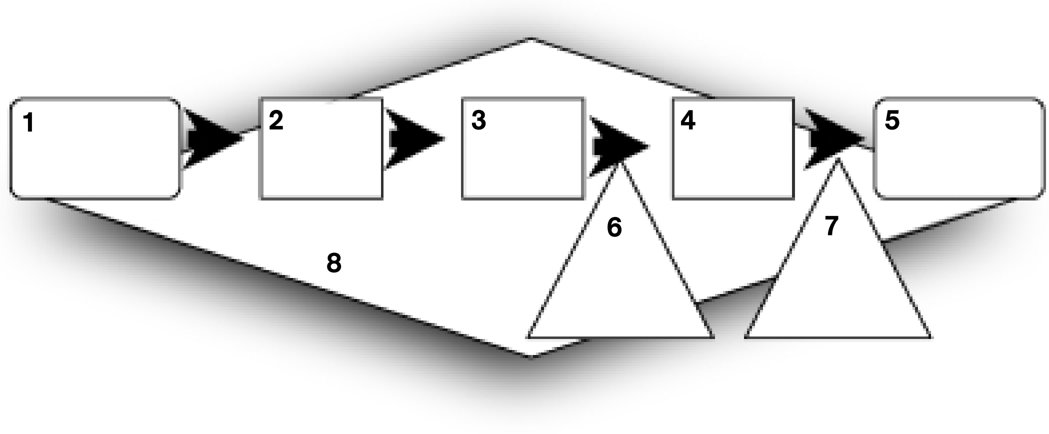
1. Describe the world in which you are working in terms of the local or wider need that your project is addressing.
2. What are you planning to do as part of this project?
3. What effects do you expect to see straight away?
4. What effects and changes do you expect to see in the future?
5. Where possible, describe the long-term changes for people, the environment or the economy that:

   a. Your project will contribute to.

   b. Your project will be wholly responsible for.
6. For every immediate effect you identified in 3 above, ask 'So what?' or 'Why is that important?' (Try and describe precisely how each of the immediate effects will lead to the changes in the future.)
7. For every effect and change you identified in 4 above, ask 'So what?' or 'Why is that important?' (Try and describe how the changes will lead to the long-term changes for people, the environment or the economy.)
8. What barriers do you foresee that could prevent any of this happening?

Step Two: Building a Storyboard

Prepare a large sheet of paper (A3 or larger depending on how many people are taking part in the conversation) by reproducing the blank flow chart diagram as in the picture below.



Once you have discussed each question in detail, summarise the answers that you come up with in each of the corresponding numbered boxes on the flow chart. You can do them in any order (start with the easy ones). Feel free to add extra comments to boxes as and when ideas occur to you during the conversation.

Step Three: Impact mapping – a defining moment

Now have a look at what you have written in each box, and think about each comment in terms of whether you would describe it as an Input, an Activity, an Output, an Outcome or an Impact.

The working definitions in Table 17 may help you decide which is which.

Table 17: Elements of the impact map

Inputs	Activities	Outputs	Outcomes	Impacts
The **resources** that you need to manage the project. For example, time, money, staff, other assets (such as a building), a clear vision and shared direction etc.	The **things that you do** to effect some sort of change in people, the community, or the environment. For example, providing a service, a programme, or a good to people.	The **direct results and beneficiaries**. Usually outputs show that certain people receive something, learn something, or take part in something as a result of what you do or how you do it. For example, easily countable things, like the number of people involved, or the number of hours of training delivered etc.	**Longer-term change**. Describe why that output is important, in terms of the implications for, and the effect it has on, a local area or a group of people. This is the theory that you will be testing – the link between what you do and the things you care passionately about.	When thinking about your vision, impacts are the **big-picture change** you are trying to create or the changes in the wider world that the work you are doing is contributing to. For example, this could be in terms of your vision for change in people's lives, a community, the environment or the local economy. Otherwise a more precise definition of impacts is "the outcomes less what would have happened anyway". For example, if you got ten people a job, how many would have got one anyway?

Clarify which is which by listing each of the comments under one of the five headings. (We recommend that you draw up a blank version of the table onto a flipchart sheet and fill it in, column by column.)

The impacts section can be used in two ways. If you are using the impact map to look forward and create a vision, use the impact column for thinking about your big-picture vision. Otherwise, use it to account more precisely for what you have achieved by taking away from your impacts what would have happened anyway. For more details on this, see the Notes and Queries at the end of this section.

For the comments in each column, decide roughly when they will happen (or when they need to have happened for the project to be a success) and label them 'now, soon and later' in order to do this.

Step Four: Ways of knowing – identifying indicators

You should now have at least two large sheets of paper on display. One is showing the completed Storyboard, and the other with five columns listing Inputs, Activities, Outputs, Outcomes and Impacts.

Inputs	Activities	Outputs	Outcomes	Impacts
How do you know?	How do you know?	How do you know?	How do you know?	How do you know?

As a first step to choosing and developing indicators (literally: ways of knowing that something has happened or changed) ask yourself how you will know that a particular Input has been delivered, how you will know that an activity has successfully produced a particular Output, and how you will know that, that Output has successfully brought about an Outcome and an Impact. Do this for each of the items you have listed in each of the columns.

On a third sheet of flipchart paper, make a long list of these 'ways of knowing'. This will be the basis for a master list of the things you need to measure in order to be able to tell your story.

An example

Here's a possible 'story'. For a training session (Activity) to have been a success it needs to have been delivered (Output) with a certain number of people attending (Output) who gain a new skill (Output). They then may successfully apply for a job using their new skill (Outcome), or they may find that they are enjoying their current job more (Outcome).

This means that they stay in a particular job for longer (Outcome), and are able to take on more roles and responsibilities as their confidence grows (Outcome). In the long run if this happens for enough people in a neighbourhood there will be a higher proportion of people in employment able to achieve a better quality of life for themselves and their families (Impact).

So if we were to make a rough list of the ways we will know that the training has been a success, it might include:

- Training session delivered.
- Participants complete the training and gain a qualification.
- Participants successfully apply for a job.
- Participants happier in their current job.
- Participants still enjoying that job in 12 months' time.
- Participants talking on new roles and responsibilities in their jobs.
- Participants saying that their life is better.
- Participants' families saying that they have a better life.

Some will be easy to count, others will be extremely difficult, or impossible to measure or collect information on. At this stage, when compiling this long list, don't feel constrained by what you think you can measure. For many of them, you will find that you are collecting information on them already, but realistically you can't cover everything. When finalising your indicators you'll need to decide what you can feasibly do with the time and resources you have available.

Step Five: What happens next?

You have now completed a comprehensive impact mapping process, and you are now ready to plan the detail of how you will observe, capture and report the changes that you are hoping to see happen as a result of what your project or organisation is doing. You will now have a better sense of:

- A shared understanding of the hypothesis of how your organisation/initiative brings benefits to people, communities, the environment or the local economy.
- The important issues that need to be measured to demonstrate it.
- Ideas for specific indicators to be collected in order to prove it.

The other sections of this Toolkit provide overviews and signposting for a comprehensive range of ways to find out about, demonstrate, and measure impact. Some you can pick up and use for yourself, others will require some more research, training and support to deliver them. Completing this impact mapping exercise will enable you to more effectively use the **Comparing Proving & Improving Approaches** chart as well as the Ten Key Elements in the **Knowledge** book, giving you a better sense of the next steps you can take to prove and improve your organisation's quality and impact.

Frequently asked questions

How many people should take part in this exercise?

This depends on who you feel needs to be involved in order to get the most comprehensive picture of how the project will work. This impact mapping exercise is most useful if it is conducted in the spirit of a conversation, where ideas can be challenged in an open, friendly and constructive manner. This 'conversation' could be undertaken on a one-to-one basis, say between a business advisor and a project manager as a way of talking through the project. Alternatively if the time and resources are available it could be delivered as a participative workshop with a wider group of the people who are involved or affected by what the project is doing.

By involving more people, the exercise provides the opportunity to gain a wider range of ideas and insights, as well as a way to challenge some of the assumptions that may have been made about how the project, intervention or organisation will actually make a difference. At the same time, the process can be a way of involving existing and potential stakeholders (literally, the people who affect or are affected by the work of the project) so that they feel more a part of what's going on.

If choosing to involve more people then you will have to plan carefully how they can be all involved. One way is to reproduce the blank Storyboard on a large poster or series of flipchart sheets, and then give participants the opportunity to write their own comments directly onto the Storyboard or onto Post-it notes that they can attach themselves. This opportunity for interaction will help people feel that the process belongs to them, and that it is being 'done by' them and not 'done to' them.

How much detail should we go into?

Often the story of how a project, intervention or way of doing business brings about a change can be extremely complex, with many different causes bringing about or contributing to several diverse (yet related) effects. Rather than trying to cover every aspect of an intervention, you could begin by going through the eight questions focusing on just one particular element.

Take the example of a project or organisation that is concerned with delivering training for young people. When building up the Storyboard you could focus on one particular aspect of how the training course is delivered, such as the additional support that occurs outside of the classroom. You could then use the eight questions to explore what it is about this specific aspect of how the training is delivered that makes the difference for the youngsters taking part.

How should we define 'impact'?

We've mentioned that impact mapping can be a tool for planning an evaluation as well as a business planning exercise at the start-up stage of a project or organisation's development. In Step 3 ('The defining moment') the final column in the table (Impacts) should be used differently depending on what you are using the exercise for.

Being clear on the vision is important for both business planning and evaluation. So if you are undertaking this impact mapping as a business planning exercise at 'start-up', the Impacts column is where you would describe the long-term **vision** that the initiative or organisation is striving for.

However, if you are using impact mapping to establish the scope of a project for a detailed measurement process then you will need to be more precise about what you call **impacts** and, indeed, **outcomes**.

Here you would define your impact as the outcomes that would not have happened anyway. (This is sometimes known as 'dead weight'.) So for example, if you described as a positive **outcome** of your project's training activity that 50 per cent of the 'trained' young men aged between 16 and 24 remained in employment a year later, you would need to find out the percentage of 'non-trained' 16 – 24-year-olds who remain in employment after a year. (Sometimes a control group can be set up to do this, or reference made to some national or local statistics.) You would then need to subtract the 'non-trained' figure from the 'trained' in order to put a more precise figure on the impact that can be specifically attributed to your intervention.

References

1. Some organisations call the objective changes that occur as a result of their work ‘hard’ outcomes.

2. These changes in attitudes, opinions, skills and other things that occur within people or groups are sometimes called ‘soft’ outcomes.

3. Mayoux, L. (2002) What do we want to know? Selecting Indicators.

4. Walker, P. et al (2000) *Prove it: measuring the effect of neighbourhood renewal on local people* © **nef** (the new economics foundation) London.

5. This section is adapted from Jackson, A. 2004. *Evaluation toolkit for the Voluntary and Community Arts. Arts Council Northern Ireland*. Modifications made with the permission of the author.

6. Table 2: *Ways of asking questions* draws upon the work of Annabel Jackson Associates as referenced above, and by *Basic Impact Assessment at Project Level* (DFID, Enterprise Development).

7. For an example of a pre-made scale, see the well-being questionnaire, the MAP or CISS scales referred to in the Indicators Bank in this book.

8. While anonymous questionnaires can sometimes give more honest feedback, they cannot be followed up. Named responses allow you to follow up on the findings of your questionnaire individually but also may lead to biases in the responses, especially if the relationship between the organisation and the responder is not secure.

9. Further details of the academic/research basis of **nef**’s model of well-being can be found in **nef**’s well-being manifesto, which is downloadable at www.neweconomics.org.

11. Maudsley Addiction Profile is a public domain research instrument and may be used free of charge for not-for-profit applications. Users are asked to cite the following reference when using the instrument: Marsden, J. et al (1998) The Maudsley Addiction Profile (MAP): A brief instrument for assessing treatment outcome, *Addiction* 93(12): 1857-1867.

12. The sample questions based on CISS are indicative, and are modified slightly for to enhance their clarity for presentation in this Toolkit. For use within your organisation, CISS can be used and copied free of charge as long as you do not modify the wording or title of the CISS, which would render reliability of the scale as a whole and its validity and comparison useless. See the CISS website for more information http://users.breathemail.net/drgeorgechristo/ Reference: Christo, G., Spurrell, S. and Alcorn, R. (2000). Validation of the Christo Inventory for Substance-misuse Services (CISS): a simple outcome evaluation tool. Drug and Alcohol Dependence, 59, 189-197.

13-17. Question taken from MAP and CISS scales referenced above.

18. The indicators in Table 9 are adapted from the social capital module of the UK General Household Survey (GHS) 2000/2001 as referenced in: Walker, A. and Coulthard, M. (2004) Developing and Understanding Indicators of Social Capital. Printed in *Social Capital For Health: Issues of Definition, measurement, and links to Health*. Ed. Morgan, A. Swann, C. NHS Health Development Agency.

19. Walker, P. et al (2000) *Prove it: measuring the effect of neighbourhood renewal on local people* © **nef** (the new economics foundation) London.

20. Defra takes ‘energy’ one step further to measure the ‘greenhouse gases’ released into the atmosphere through the use of each type of energy.

21. http://www.defra.gov.uk/environment/envrp/gas/04.htm#3

You'll find some useful concepts and practical research techniques to help you to identify and measure the social, economic and environmental value your organisation creates.

This book provides you with the basics of measuring the outcomes and impacts of your work and can help you develop your own indicators.

The Storyboard and Impact Map will help you to spell out your activities, outputs, outcomes, and impacts; and to determine how you will measure the effects you've created.

The Indicators Bank inside will help you to gauge and measure the effects of your organisation's activities and share what you've found with others.

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