



# How to Measure Impact - A Basic Introduction

# Our CASE STUDY...

Meet **Mary**...

Mary is the CEO of a charity, **Youth Employability'**



We'll be going through Mary's thought process about evaluation... **what** she does and **why**



## About Youth Employability

... 4 staff, 10 volunteers

... Delivers a grant-funded youth employability programme (3 funders)



... Works with **vulnerable** young people in a community-based youth setting led by key workers and volunteers

... Has a strong safeguarding policy and research ethics policy that puts the young person **at the heart** of the evaluation process (Voluntary; Informed Consent)

... is '**Evaluation Ready**' (Mary has got something (**outcomes**) to **measure**, and something to **collect data** with!)



# A technical bit...



... Mary is **at the start** of the evaluation journey...

1. She needs to think about outcomes before she ask questions
2. This is a data quality issue
3. It will help Mary and others to write questions...

So...



# Our road map for the session – A basic introduction!



**Mary** needs to ask...

- What is 'evaluation'? – and what is *impact* evaluation
- ... the different types of evaluation
- The different types of data – and what they tell us
- Impact measurement
- How to collect data

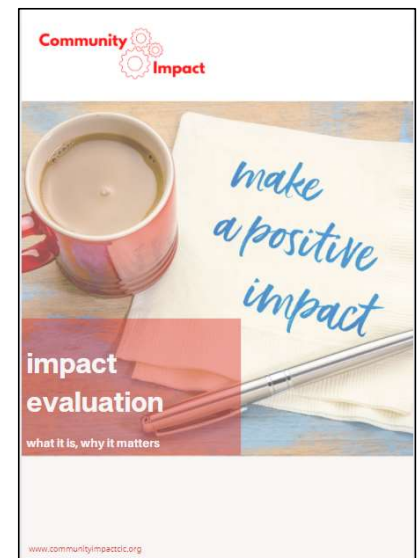
# Our road map for the session – A basic introduction!



We will **NOT** ask...

- What is a **theory of change**
- How to do **qualitative** research (interviews, etc)
- Anything about **research ethics**!
- Measurement **validity**
- **Mixed Methods** approaches...

# Briefings





# What is Impact Evaluation?



- Mary needs to record **outcomes** and **outputs**
  - saying '**what she did**' plus the '**difference she made**'
- Mary, therefore, needs to:
  - **Measure** change
  - Capturing the **experiences** of your services users
  - Capturing and use client **feedback** (**insights**)
  - Identify **delivery** challenges

## Why Evaluation Matters to Mary...

1. Understanding service performance/effectiveness
2. Performance improvement
3. Fundraising, business development, policy development
4. Giving voice
5. Supporting participation (Peer Evaluation)



She will need to know a few terms...



We've just seen 6 ...

- **Data** - the information you collect
- **Outcome** - what you want to achieve
- **Output** - something you've done
- **Measure** - an indication of the change you've made
- **Monitoring** - the process of collecting basic data
- **Effectiveness** - how good your service is
- **Impact** - the actual difference you made!

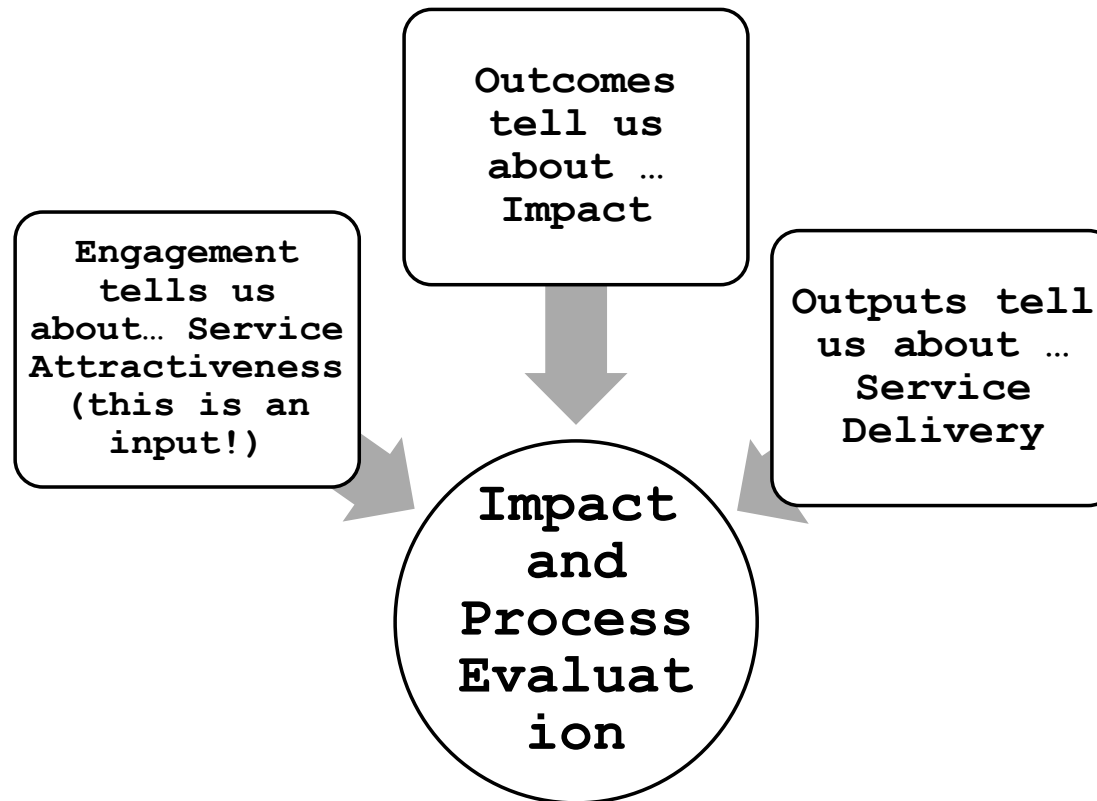


## Mary's Outputs and Outcomes



Outputs	Outcomes
The deliverables of the service	Objectives for the service

... these tell her different things about her work



## Example (in real life!)



Mary has been confusing her data types!

Funder asks her: tell us about your **Impact**

Mary: Well, I **reached** 100 young people, and  
**delivered** 10 employability workshops!





## Example (in real life!)



More confusing of data types!

Funder asks: tell us about your Impact

Mary: 97% of our service users tell us they  
would recommend us to their friends!

# Types of Evaluation

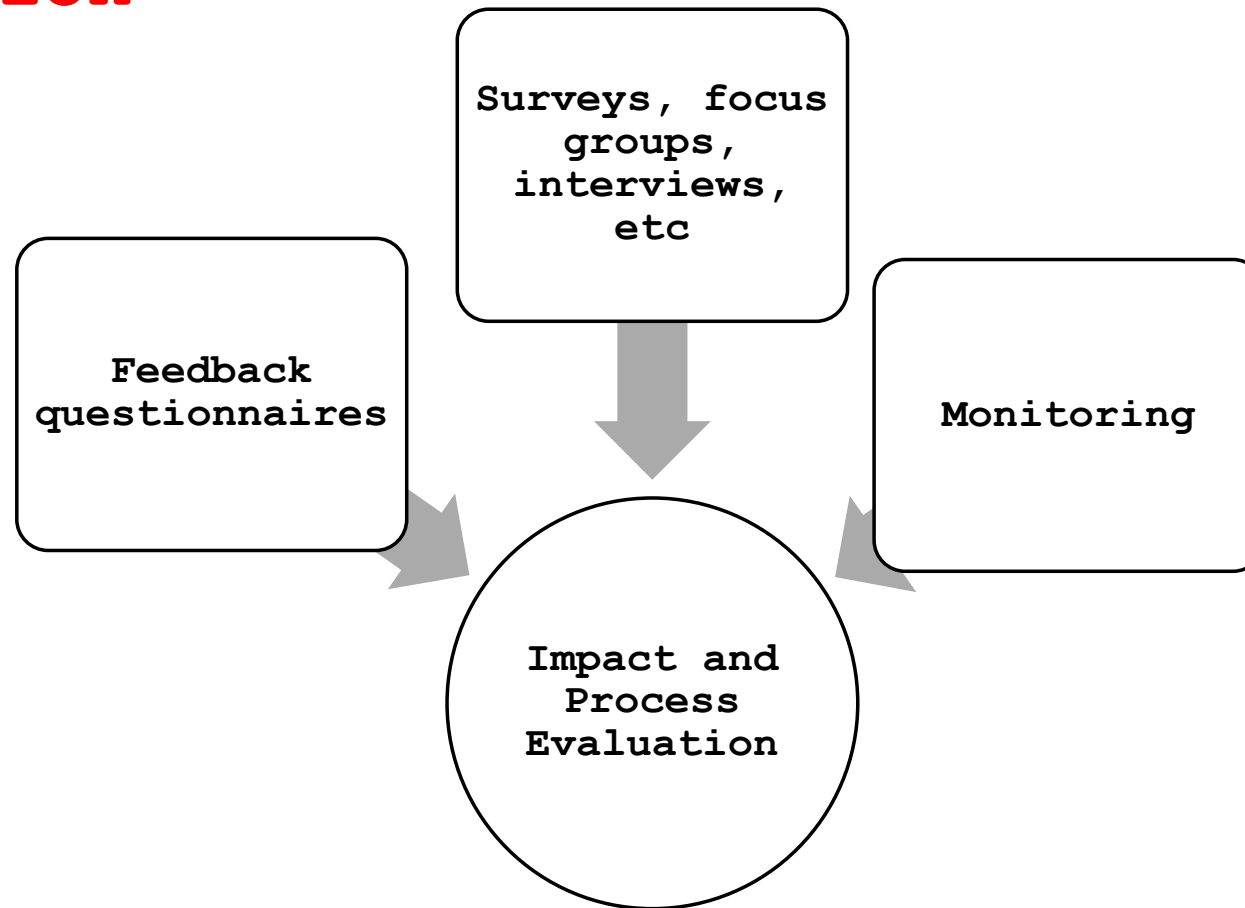


It's NOT all about impact...

- **Process Evaluation** – explores the barriers and challenges of delivery (including issues staff may have)
- **Monitoring** – this is the basic data collection about deliverables
- **Insights studies** – what do your service users THINK?
- **Impact Evaluation** – what works and why...



... and use different types of data collection



# Outputs



Example Outputs		
No. Young People in project	No. workshops Delivered	No. mentoring Sessions Held

# Outcomes



## Example Outcomes

Attainment/ Achievement	Development of assets/ capabilities	Resilience/ well-being
----------------------------	---	---------------------------

# Break!



# QUIZ



Let's test out thinking about the different  
types of  
data available to Mary!

Remember... Mary's charity is a youth service  
provider, so...

Question: Which of the following are outputs and  
outcomes?

# Output or Outcome?



The number of workshops Youth Employability has  
run this year

It's ...



An output!

# Output or Outcome?



The % increase in our membership

It's ...



An output!

# Output or Outcome?



The % increase in young people being more confident



It's ...



An outcome!

# Output or Outcome?



A decrease in service users' well-being

It's ...



An outcome!

# Output or Outcome?



The number of people attending this workshop

It's ...



An output!

# Output or Outcome?



The number of people enjoying this workshop



It's ...



Both (plus an  
input) !

# Output or Outcome?



An increase in funding revenue

It's ...



A [strategic]  
outcome!

# Activity (25 minutes)



You've been allocated to groups!

1. Come up with an imaginary charity (or pick one from the group)
2. Describe the type of charity it is, what it delivers, and to who (and where)
3. Come up with **THREE** inputs, **THREE** outputs, and **THREE** outcomes!
4. Think of three questions you want to ask about evaluation for this charity (we'll need this later)

# Discussion – Impact and outcomes



What have we learned?



Have a cup of Tea!

10 min Break!

# Getting Evaluation Ready



- Need to know the types of data...
- Need something to measure...
- Need something to collect data with ... (a survey)

# Activity (25 minutes)



Back into your groups!

1. With your imaginary charity take ONE outcome
2. ... ask:
  - ... what does this outcome mean for our service users (describe it in a sentence)
  - ... what would you expect to see if the outcome was met?

(Guide: think about what service users should be able to do IF the outcome was being met... for example, if the outcome is Well-Being, then what does 'improved' well-being look like for your service users?)



# Discussion – Impact and outcomes



What have we learned?

# Using Outcomes!

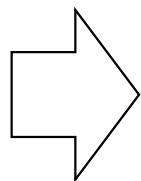


Outcome

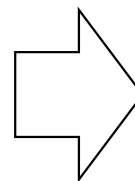
... what does it  
mean?

... so what would  
we expect to  
see?

Well-being



Young people  
are able to  
manage their  
feelings

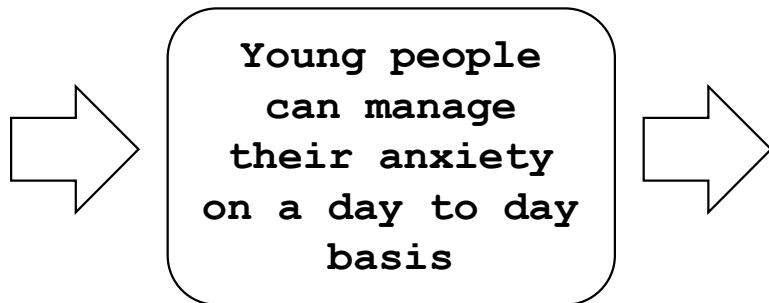


Young people  
can manage  
their anxiety  
on a day to day  
basis

# Using Outcomes!



... so what would  
we expect to  
see?



Young people  
can manage  
their anxiety  
on a day to day  
basis

Q. On a scale of 1-7, to what extent do you  
feel you can manage your anxiety on a day-to-  
day basis? (1 is low, 7 is high!)

# Using Outcomes!



Without outcomes, we can't write impact questionnaires/surveys properly!

# Activity – Let's write a survey...



In groups...

Take two of your indicators

Write as many questions as you can in different ways about it...

(guide: keep your questions **SHORT, SIMPLE, and TO THE POINT**. Think about the data you want to find...)

# Discussion – Impact and outcomes



What have we learned?

# It's not just surveys!



Evaluation often involves face-to-face data collection (interviews, focus groups, role play, group activities)

# Q&A

It's your turn!







The End! (Thank you!)