Enhancing VET for social impact: putting social public procurement into practice

Social Impact Assessment
Module No 7

European Center for Social Finance

Training Curriculum

Co-funded by the European Union

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Introduction to Social Impact Assessment

LU1

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Learning objectives

- Understand the core purpose and principles of Social Impact Assessment.
- Identify key components and stages of the Social Impact Assessment process.
- Understand the role of stakeholders and participation in Social Impact Assessment.

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Why Social Impact Assessment (SIA) is important in the context of Social Public Procurement (SPP)

Social Impact Assessment is important in the context of social public procurement because it helps public authorities understand, measure, and manage the social effects of their purchasing decisions.

Public procurement is not only an economic tool but also a powerful policy instrument that can promote social inclusion, decent work, equality, and sustainable community development. At the same time, it involves the expenditure of public funds, which means that contracting authorities are spending taxpayers' money and therefore have a responsibility to use it carefully, transparently, and in the best interest of the public.

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SIA and SPP

SIA allows contracting authorities to identify potential positive and negative social impacts before and after a contract is awarded. This helps ensure that procurement decisions do not unintentionally worsen social inequalities, exclude vulnerable groups, or lead to poor working conditions in supply chains. Instead, procurement can be designed to maximize benefits such as job creation, fair wages, accessibility for people with disabilities, or opportunities for social enterprises.

SIA supports transparency and accountability. By systematically assessing social outcomes, public bodies can demonstrate that public money is spent in line with social objectives and legal obligations. This is particularly important in social public procurement, where value for money is understood not only in financial terms but also in terms of social value and long-term societal benefits.

SIA improves policy effectiveness and learning. Monitoring and evaluating social impacts provides evidence on what works and what does not, enabling authorities to improve future procurement strategies and contract requirements. It also helps align procurement practices with broader social policies, such as employment, social cohesion, and sustainable development goals.

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Why impact assessment should be a priority?

Are good intentions enough to achieve social impact?

Parola, G. (2024). *SIFTA Workshop on Impact Assessment* [PowerPoint slides].

Why making of impact assessment a priority?

What Went Wrong? Citizen Reports of Foreign Aid in Kenya

Are good intentions enough to achieve social impact?

The spectacular failure of One Laptop Per Child


The Botswana GAZETTE
"Kitso ke maatla" SINCE 1984
BUSINESS FORMER BOTSWANA BASED CADBURY IN TAXAVOIDANCE CONTROVERSY B1
TIMEOUT DIFFERENT SET OF ARTISTS EXPECTED TO HEADLINE THE HAMPTONS T1
GET A FREE please With your copy of this week's Gazette at participating outlets ASK THE CASHIER

The Nestlé Scandal

- Botswana affected by Nestlé baby formula violations
- MoH investigates Nestlé
- Violates law on promotions
- Unethical midnight conferences
- Pressure groups lead boycott

Does anti-malaria charity destroy the local anti-malaria industry?

The Rise And Fall Of The Buy-One-Give-One Model At TOMS

Hydrophilanthropy gone wrong—How well-meaning scientists, engineers, and the general public can make the worldwide water and sanitation situation worse

Parola, G. (2024). *SIFTA Workshop on Impact Assessment* [PowerPoint slides].

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Why should impact assessment be a priority?

Case studies: Read the articles and provide a commentary why it is important to check impact assessment?

The Rise And Fall Of The Buy-One-Give-One Model At TOMS → https://www.causeartist.com/case-study-toms-shoes/

Does anti-malaria charity destroy the local anti-malaria industry? → https://www.givewell.org/international/technical/programs/insecticide-treated-nets/fishing-with-insecticide-treated-nets

→ https://voxdev.org/topic/health/deadly-toll-marketing-infant-formula-low-and-middle-income-countries

*You can be divided into 3 groups: each group read one article or work individually.

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Why should impact assessment be a priority?

Anti-malaria charity giving away free mosquito nets: The program often disrupted local economies and markets, leading to misuse of the nets for fishing and other purposes, which undermined its effectiveness in reducing malaria.

Does anti-malaria charity destroy the local anti-malaria industry?

TOMS buy one give one model: This model has been criticized for creating dependency, stifling local businesses, and not addressing the root causes of poverty, thereby providing only a short-term solution.

The Rise And Fall Of The Buy-One-Give-One Model At TOMS

Nestlé giving away free milk formula in Africa: Nestlé's promotion of infant formula over breastfeeding in developing countries led to serious health issues and malnutrition, as many mothers lacked access to clean water and proper sanitation for formula preparation.

Parola, G. (2024). *SIFTA Workshop on Impact Assessment* [PowerPoint slides].

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Social Impact definition

Why should impact assessment be a priority?

- To achieve intended purpose to goal

- by improving, refining or reorienting activities

- by determining whether to continue, discontinue, or scale up activities

- To enhance resources allocation
- To increase stakeholder engagement
- To accommodate increasing regulatory requirements

Parola, G. (2024). *SIFTA Workshop on Impact Assessment* [PowerPoint slides].

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Social Impact

A significant, positive change
that addresses a pressing social challenge.
It can be achieved through the activities of an organization.

www.pixabay.com

Center for Social Impact. (2014). Definition of Social Impact.
https://www.csi.edu.au/

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Social Impact definition

A significant, positive change
that addresses a pressing social challenge
through a deliberate set of activities aimed at achieving this goal.

- many forms (investment, project, programme, action, policy, etc.)
- intentional (planning for impact)

Center for Social Impact. (2014). Definition of Social Impact.
https://www.csi.edu.au/

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•(verified) assumptions

A significant, positive change
that addresses a pressing social challenge
through a deliberate set of activities aimed at achieving this goal.

Social impact addresses „a pressing social challenge“. This means that we know a lot about the issue and we have verified our assumptions.

Center for Social Impact. (2014). Definition of Social Impact. https://www.csi.edu.au/

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Social Impact definition

- measurement
- **assessment**

- impact
- management

A significant, positive change
that addresses a pressing social challenge
through a deliberate set of activities aimed at achieving this goal.

Social impact is a significant, positive change". This has two implications: the first is that we're able to measure it and, the second, to assess it, otherwise we wouldn't be able to claim it is significant and positive. Therefore, impact management is the process to measure and assess social impact.

Center for Social Impact. (2014). Definition of Social Impact.
https://www.csi.edu.au/

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Social Impact Assessment

is a process of research, planning and the management of social change or consequences (positive and negative, intended and unintended) arising from policies, plans, developments and projects.

United Nation Environmental Programme, Annual Evaluation Report 2007

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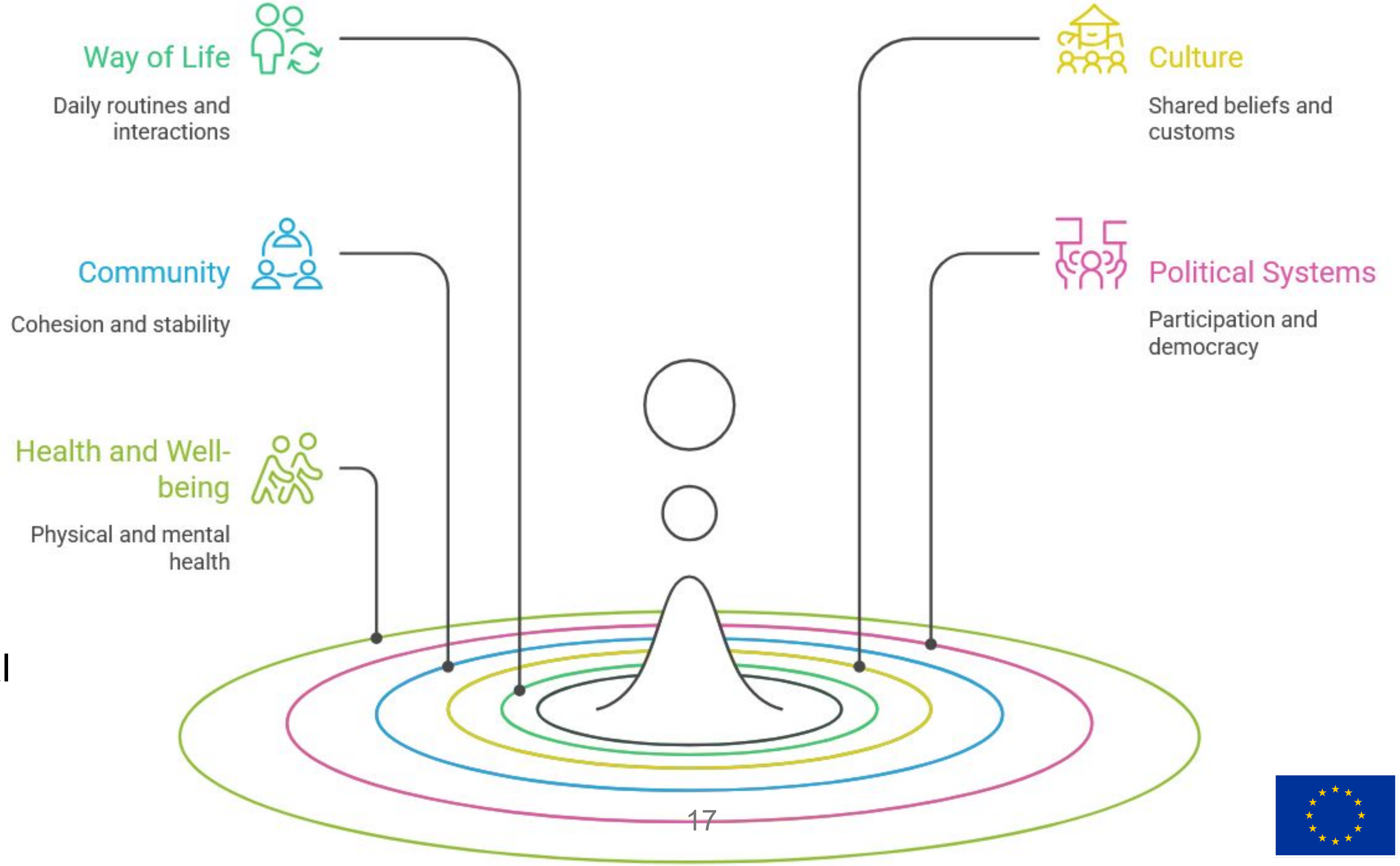
Social Impact Assessment definition

The core focus of an Social Impact Assessment is on the important impacts of projects and developments beyond the impacts on natural resources.

Examples of social impacts include:



Vanclay F. (2003). International principles for social impact assessment. Impact Assessment
And Project Appraisal 21(1),

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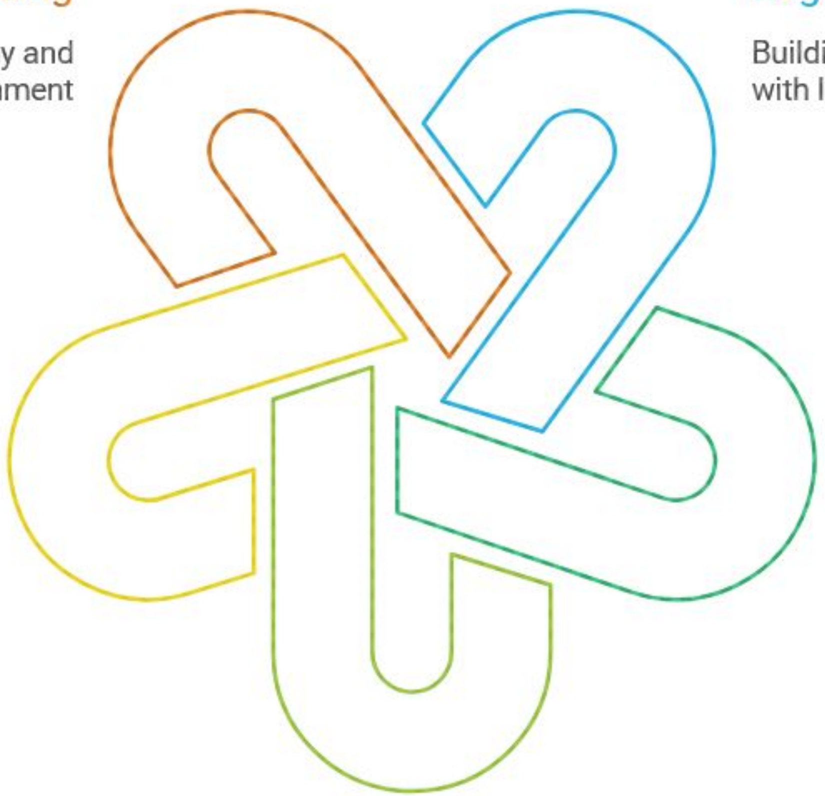
Social Impact Assesment definition

Social Impact Assessment calls for close collaboration with community members, as well as other stakeholders and experts.



Holm, D., Ritchie, L., Snyman, K., & Sunderland, C. (2013). Social impact management: A review of current practice in Queensland, Australia. *Impact Assessment and Project Appraisal, 32*(3), 214–219.

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Principles specific to Social Impact Assessment (SIA) practice

Principles are general statements of either a common understanding or an indication as to a course of action about what ought to be done (ought-statements).

1. Equity considerations should be a fundamental element of impact assessment and of development planning.
2. Many of the social impacts of planned interventions can be predicted.
3. Planned interventions can be modified to reduce their negative social impacts and enhance their positive impacts.
4. SIA should be an integral part of the development process, involved in all stages from inception to follow-up audit.
5. There should be a focus on socially sustainable development, with SIA contributing to the determination of best development alternative(s).
6. In all planned interventions and their assessments, avenues should be developed to build the social and human capital of local communities and to strengthen democratic processes.

See also EU-level tools for impact assessment.

Vanclay, F. (2003) International Principles for Social Impact Assessment. Impact Assessment and Project Appraisal, 21, 5-11.

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Principles specific to Social Impact Assessment practice

7. In all planned interventions, but especially where there are unavoidable impacts, ways to turn impacted peoples into beneficiaries
   should be investigated.
8. The SIA must give due consideration to the alternatives of any planned intervention, but especially in cases when there are likely to be unavoidable impacts.
9. Full consideration should be given to the potential mitigation measures of social and environmental impacts, even where impacted communities may approve the planned intervention and where they may be regarded as beneficiaries.
10. Local knowledge and experience and acknowledgment of different local cultural values should be incorporated in any assessment.
11. There should be no use of violence, harassment, intimidation or undue force in connection with the assessment or implementation of a planned intervention.
12. Developmental processes that infringe the human rights of any section of society should not be accepted.

Vanclay, F. (2003) International Principles for Social Impact Assessment. Impact Assessment and Project Appraisal, 21, 5-11.

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SCE - Straschеg Center for Entrepreneurship. (2014, February 27). *Barbara Scheck: Social Impact Assessment* [Video]. YouTube. https://www.youtube.com/watch?v=nwGGYWU_M8s

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Social Impact Assessment: Data Analysis and Interpretation

LU2

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Learning objectives

- Model the social impact of projects using a Theory of Change.
- Identify and select relevant indicators.
- Apply best practices in data assessment to ensure data quality and relevance.
- Utilize appropriate data analysis tools to support decision-making.

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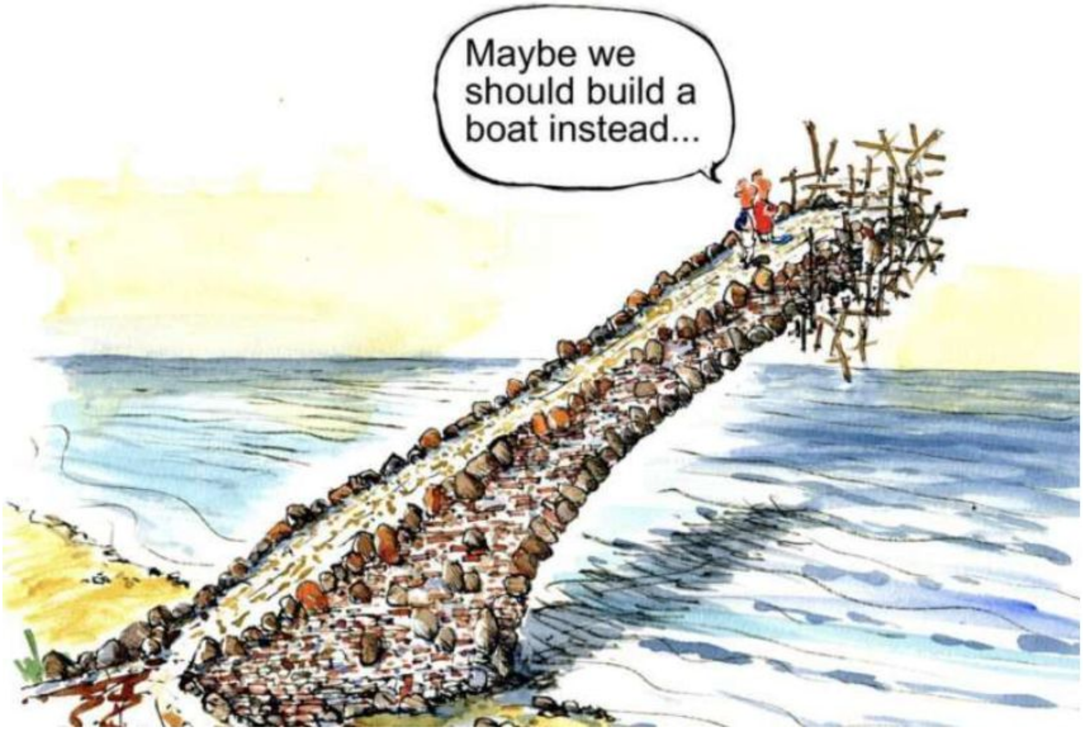
Modeling social impact

The Theory of Change (ToC)

An approach to document the impact organization is seeking to achieve as well as the intermediate steps to make sure that activities and resources are well-aligned with said change.



Parola, G. (2024). Impact measurement and management [PowerPoint slides].

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Modeling social impact

The Theory of Change (ToC)

Creating a ToC is a collaborative process that involves internal staff, external stakeholders, and end-beneficiaries. It’s about working backward from your desired future state, asking key questions:

- What is the long-term change you want to see? (Impact)
- What are the pre-conditions for that impact to exist? (Outcomes)
- What will cause those pre-conditions to be true? (Outputs)
- What do we need to create those outputs? (Activities)
- What resources are needed to conduct those activities? (Inputs, including funding)

Admin. (2024, August 22). *The Power of a Theory of Change: A Roadmap for Impact*. Purpose Impact Action. https://purposeimpactaction.com/the-power-of-a-theory-of-change-a-roadmap-for-impact/

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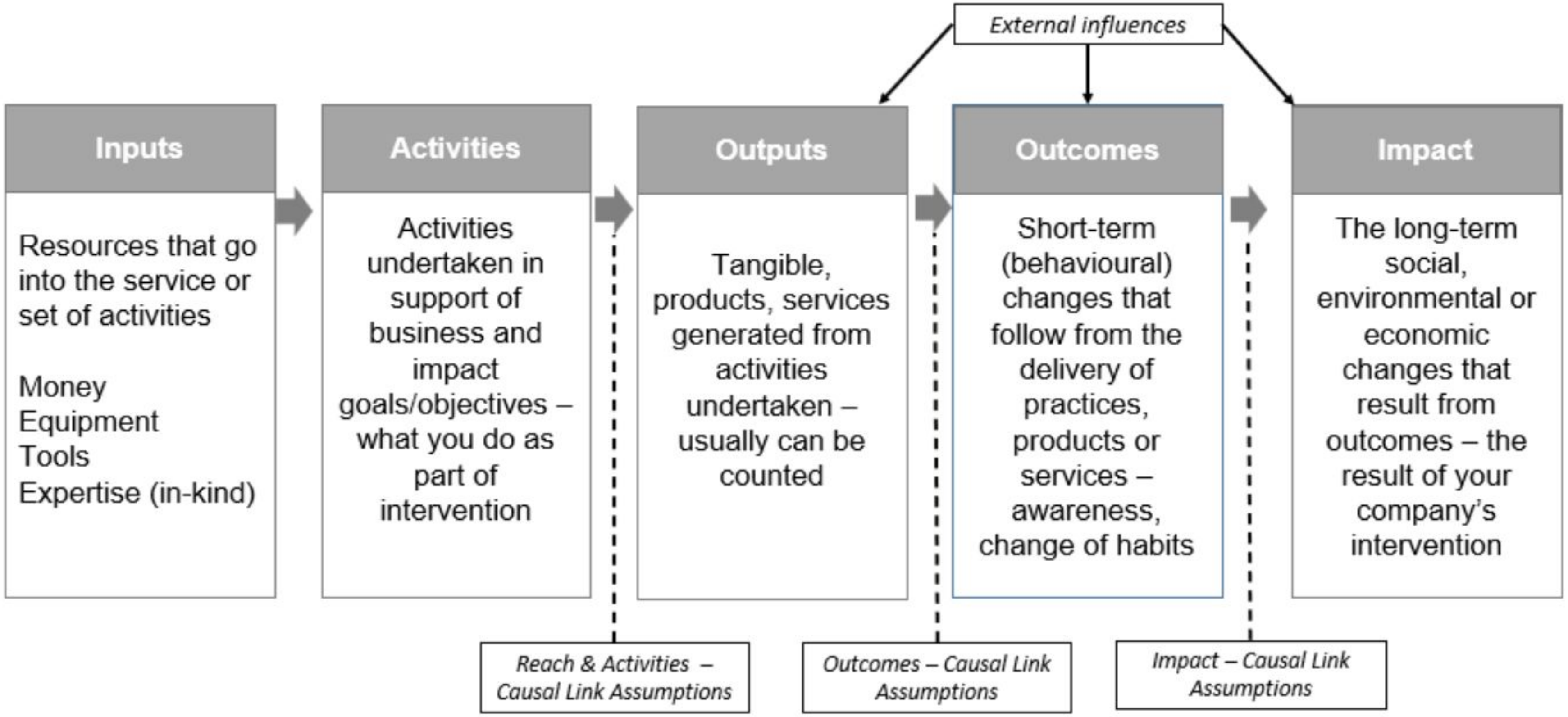
Social Impact Measurement The Theory of Change (ToC)



Admin. (2024, August 22). *The Power of a Theory of Change: A Roadmap for Impact*. Purpose Impact Action. https://purposeimpactaction.com/the-power-of-a-theory-of-change-a-roadmap-for-impact/

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Social Impact Measurement The Theory of Change (ToC)

By working through these questions, you shape a clear, persuasive story about how you plan to create impact. This approach enables you to:

- Pinpoint the change you aim to achieve
- Recognize the forces and mechanisms that can drive that change
- Surface the assumptions guiding your understanding of how change happens
- Identify which levers you can influence - on your own or with partners

Admin. (2024, August 22). *The Power of a Theory of Change: A Roadmap for Impact*. Purpose Impact Action. https://purposeimpactaction.com/the-power-of-a-theory-of-change-a-roadmap-for-impact/

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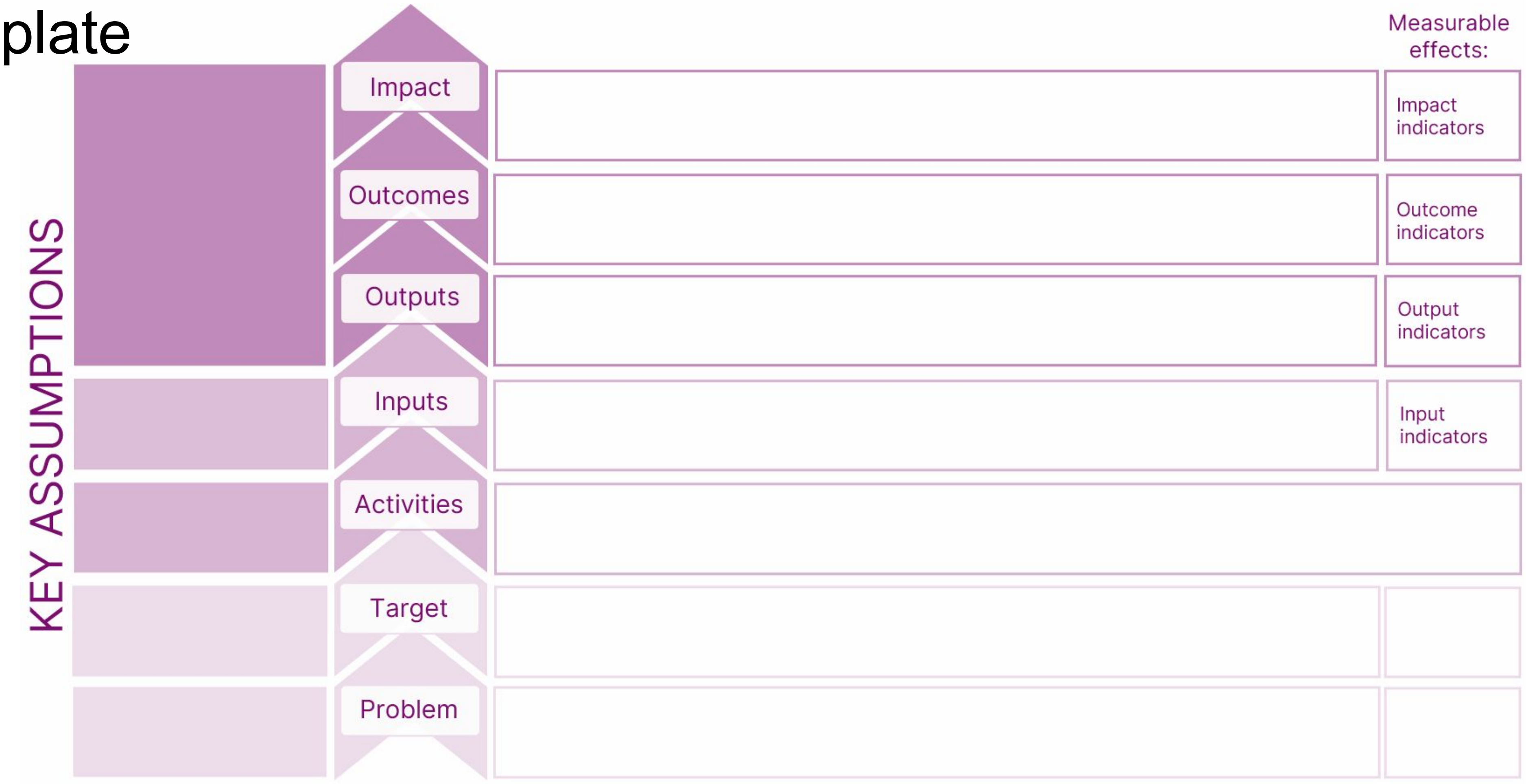
The Theory of Change (ToC)

template



Parola, G. (2024). Impact measurement and management [PowerPoint slides].

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The Theory of Change (ToC)
template

A ToC is generally interpreted from the bottom up, beginning with the problem to be addressed and the target group, and progressing toward the activities designed to tackle that problem.

It then outlines the required inputs for implementing these activities, followed by the expected outputs, outcomes, and ultimately the intended social impact.

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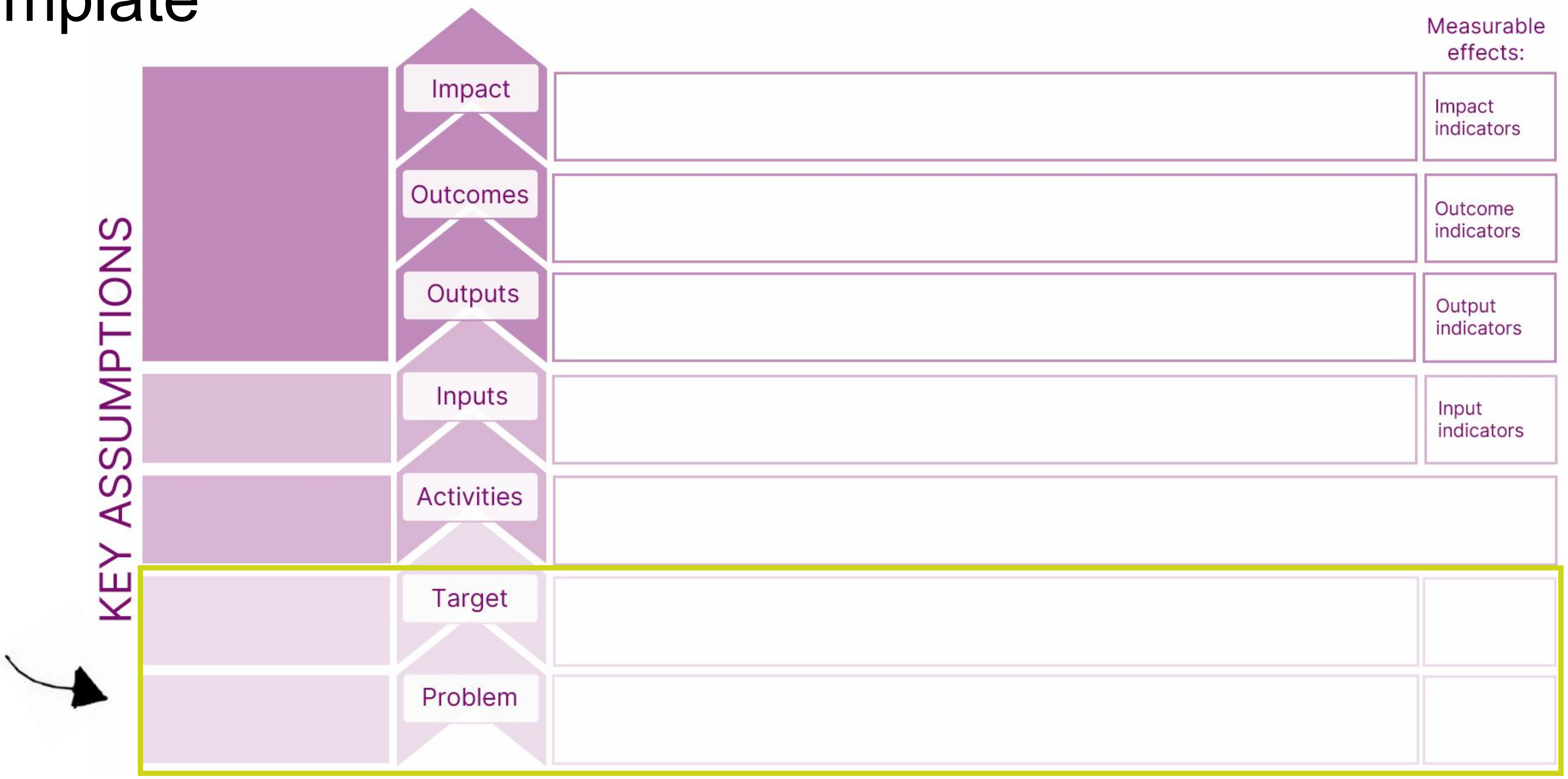
The Theory of Change (ToC) template



Gaining a thorough understanding of the problem, the target group, and the assumptions underlying your analysis is essential.

Parola, G. (2024). Impact measurement and management [PowerPoint slides].

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Crafting the Theory of Change (ToC)

Case study of the BANK FOR THE POOR GRAMEEN BANK

- 1. Vision statement

banking for the poor

- 2. Mission statement

by providing comprehensive financial services to empower the poor to realize their potential and to break out of the vicious cycle of poverty

- 3. Goals

*- as many clients as possible in Bangladesh move out of poverty within five years of joining the initiative (**focus area: local microfinance program**)*

- promote the Grameen model worldwide within the next ten years (focus area: global capacity-building)

Activities: Financial training, peer monitoring, disbursement of microfinance loans

Activites: Exposure visits, training and technical assistance to individuals and institutions

The target group, and the assumptions underlying analysis is essential.

Parola, G. (2024). Impact measurement and management [PowerPoint slides].

Crafting the Theory of Change (ToC)

Case study of the Grameen Bank

We can now place our focus area, the microfinance program, in the "Activities" section of the Theory of Change, as we have established that a focus area represents a set of activities.

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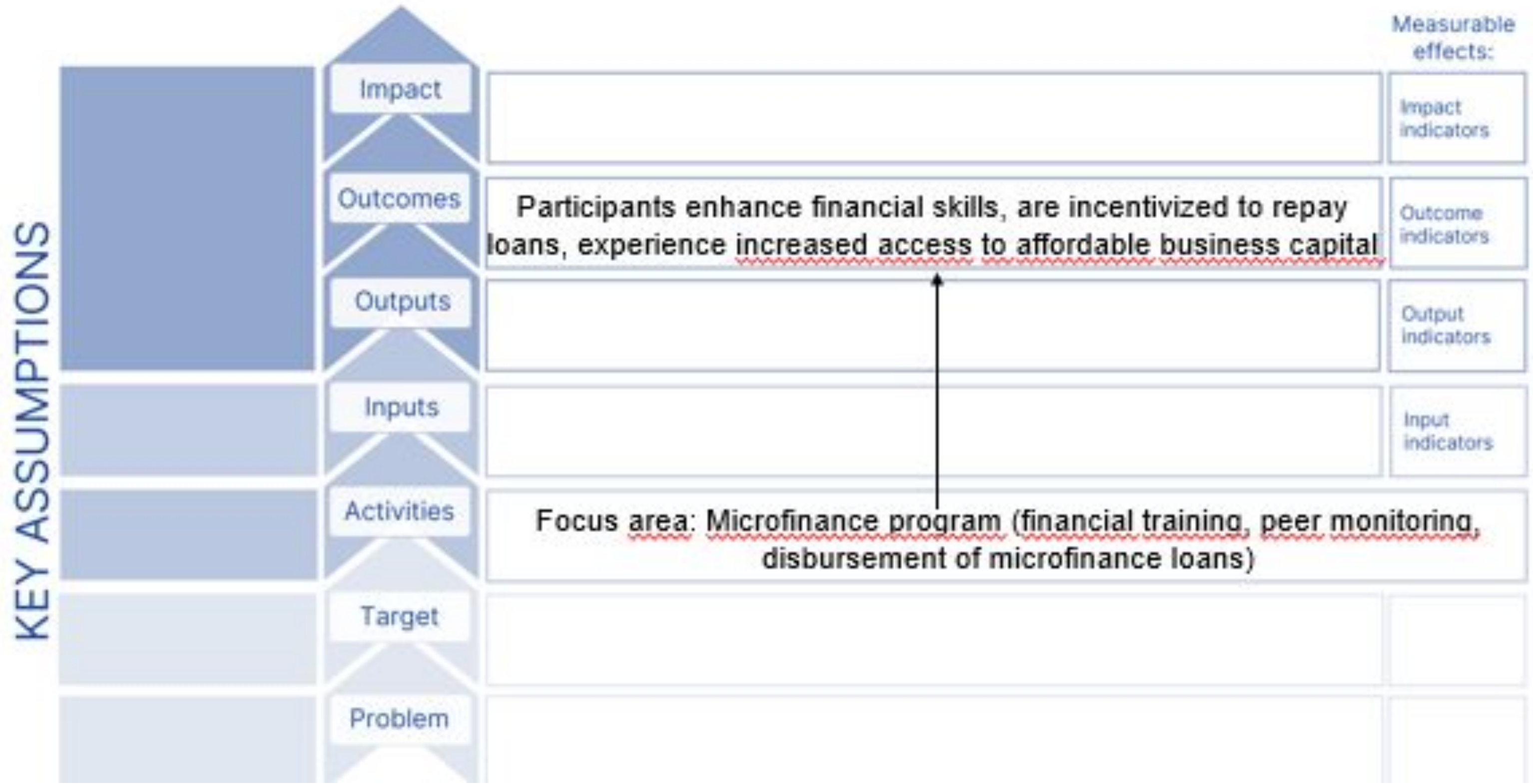
Crafting the Theory of Change (ToC)

Case study of the BANK FOR THE POOR GRAMEEN BANK



The next step is to determine the intended outcomes, that is, the specific effects on the target group, that microfinance program and its activities aim to achieve.

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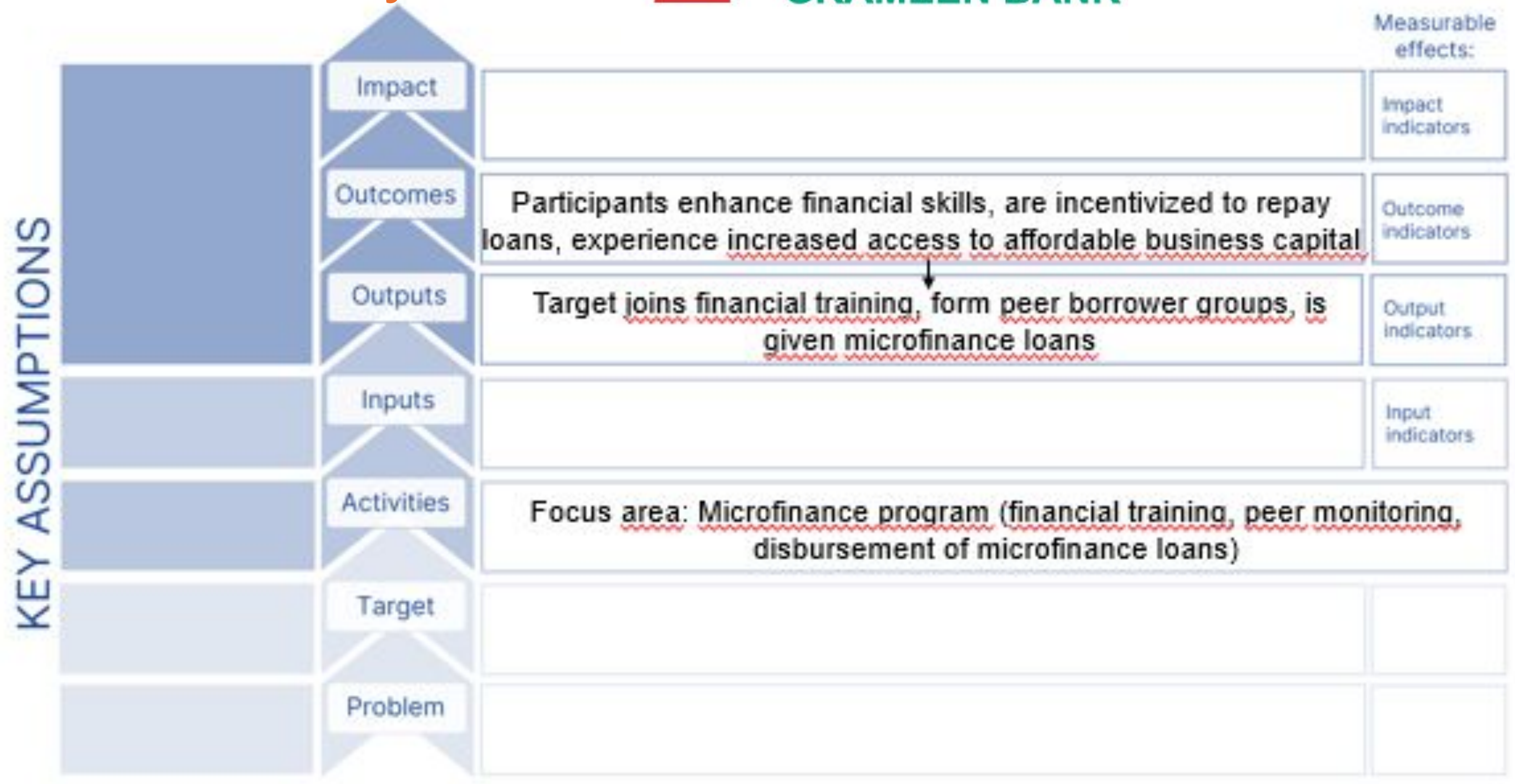
Crafting the Theory of Change (ToC)

Case study of the Grameen Bank



Next, we ask which Outputs will lead to the Outcomes that have been identified. Once the Outputs are clearly defined, you can proceed to the subsequent step.

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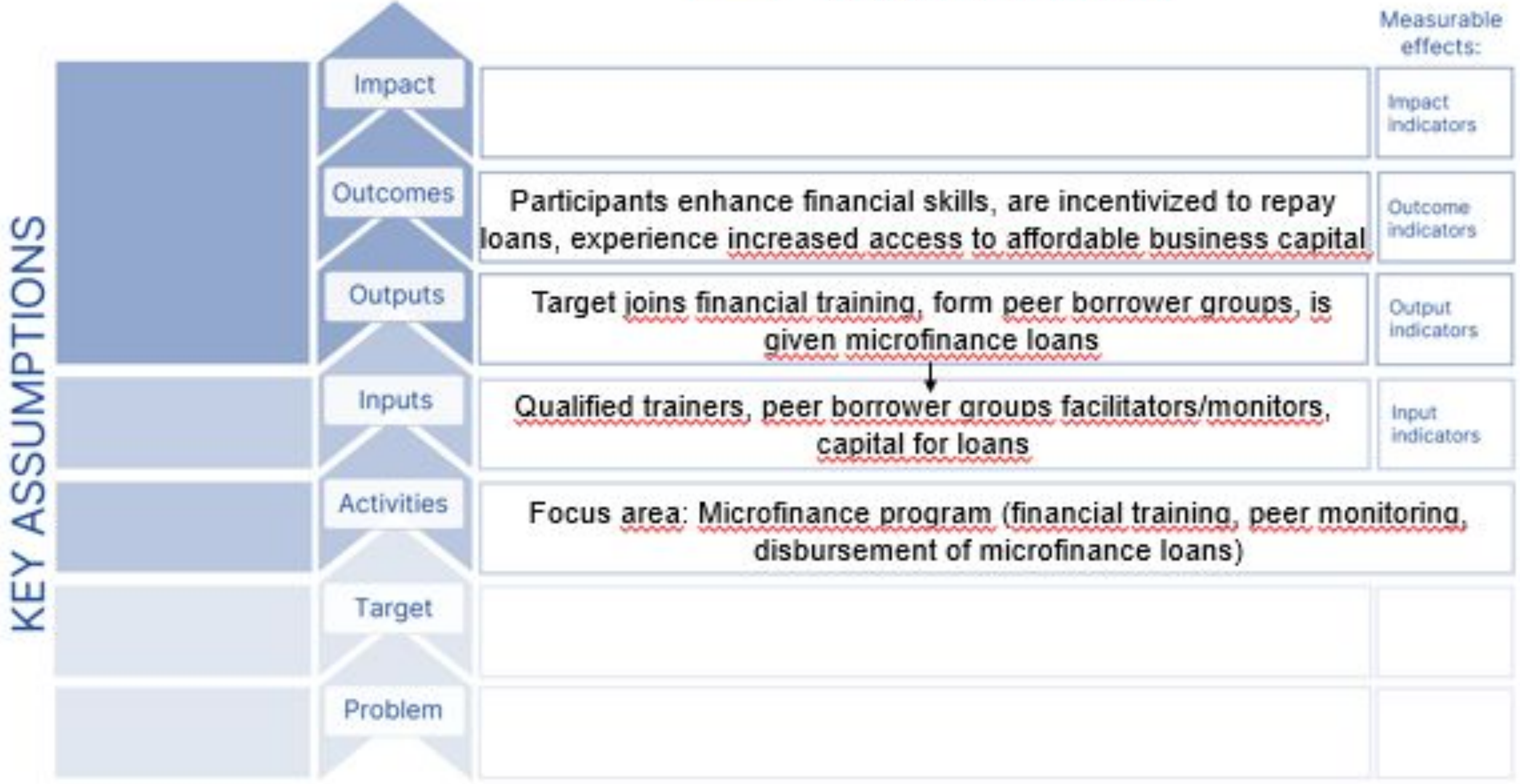
Crafting the Theory of Change (ToC)

Case study of the BANK FOR THE POOR GRAMEEN BANK



What are the Inputs needed for these Outputs?

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Crafting the Theory of Change (ToC)

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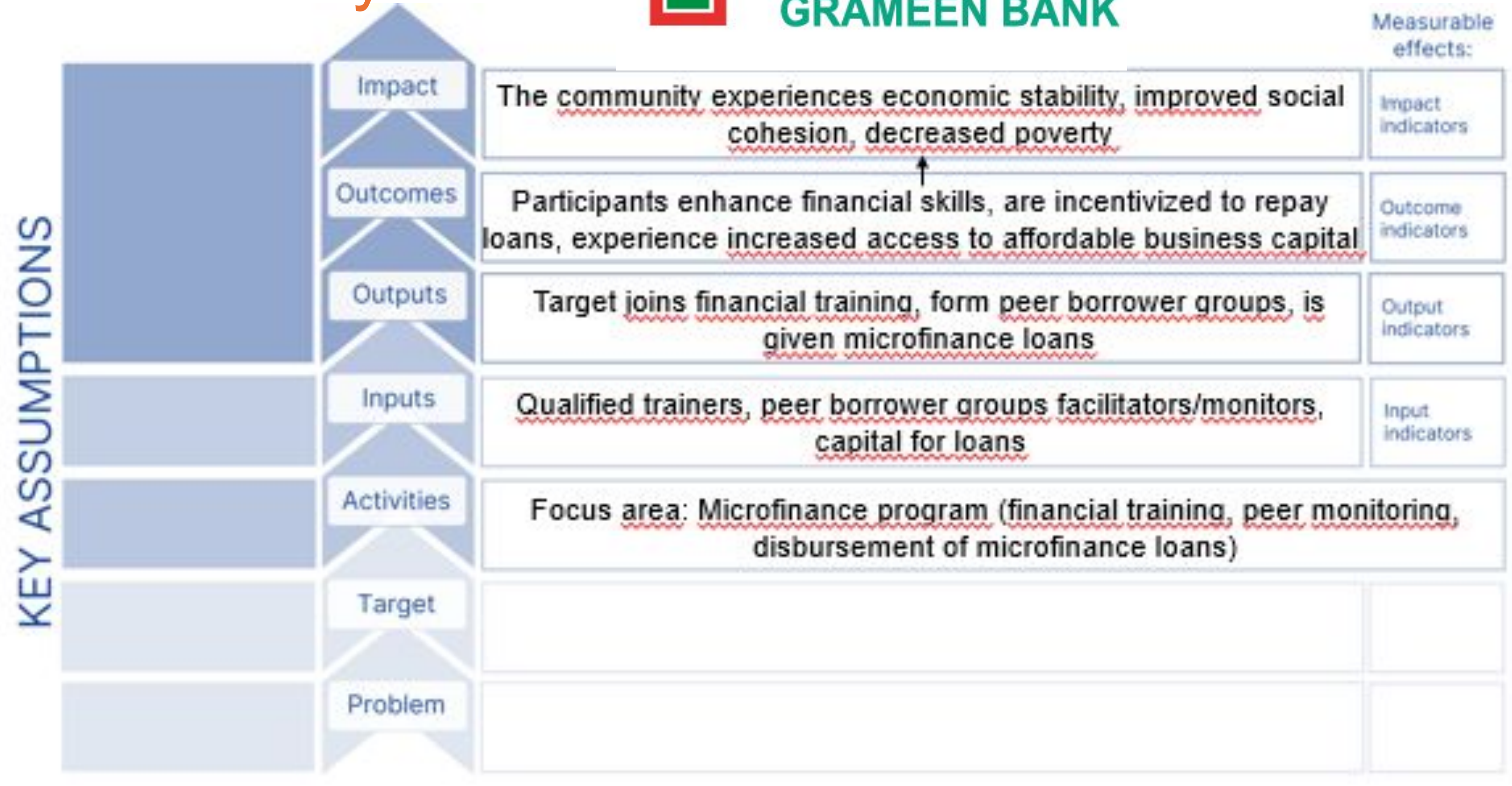

Now we can reflect on the entire Theory of Change and, in particular, on the Outcomes we have defined. What effects on socjety, that is, what Impact do you expect to achieve?

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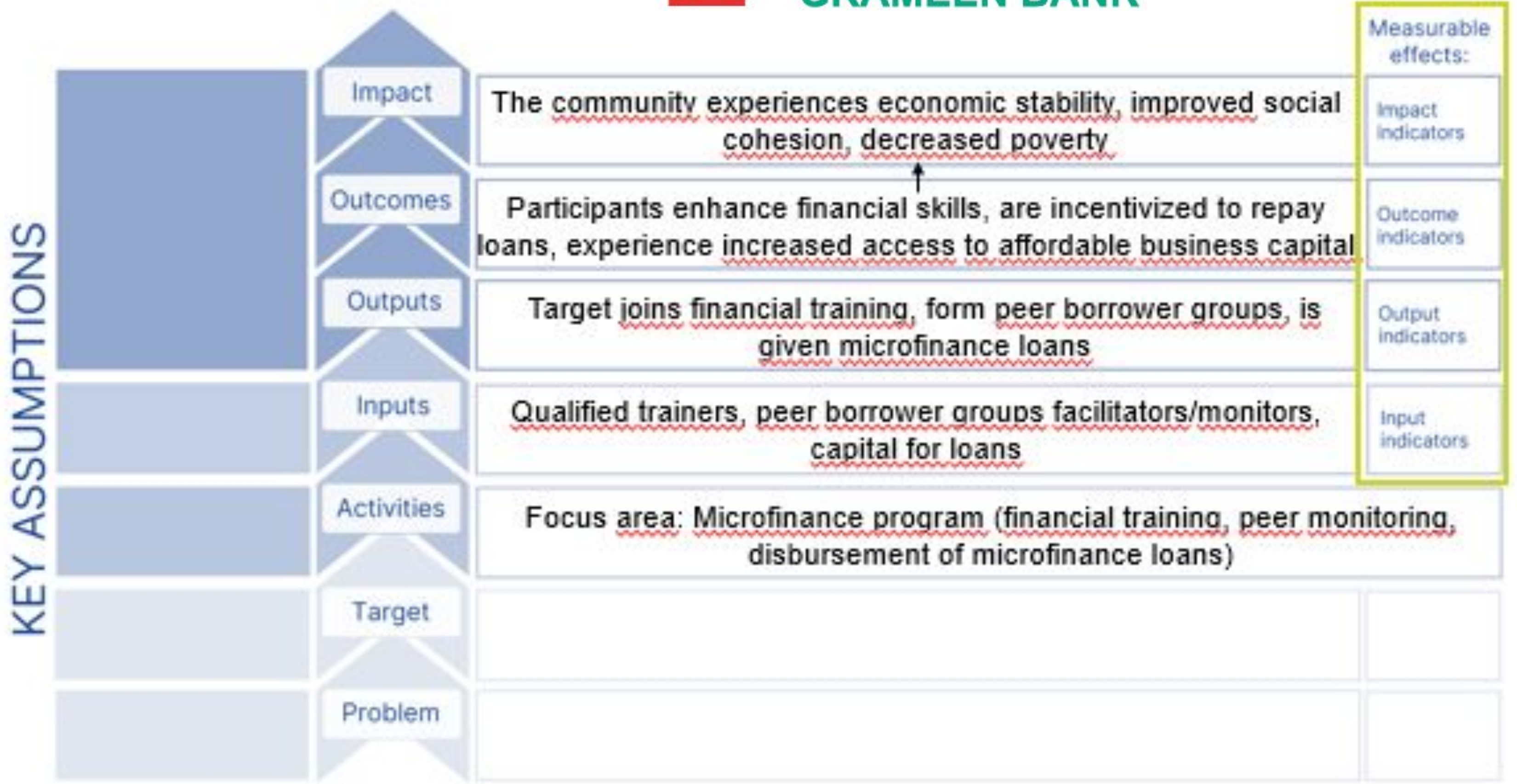
Crafting the Theory of Change (ToC)

Case study of the BANK FOR THE POOR GRAMEEN BANK



The next step is to ensure that all of these elements can be measured. This is essential because, ultimately, we want to: (1) be able to demonstrate our impact, and (2) continuously improve our activities.

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Next, we identify the indicators that can be used to measure our Inputs.

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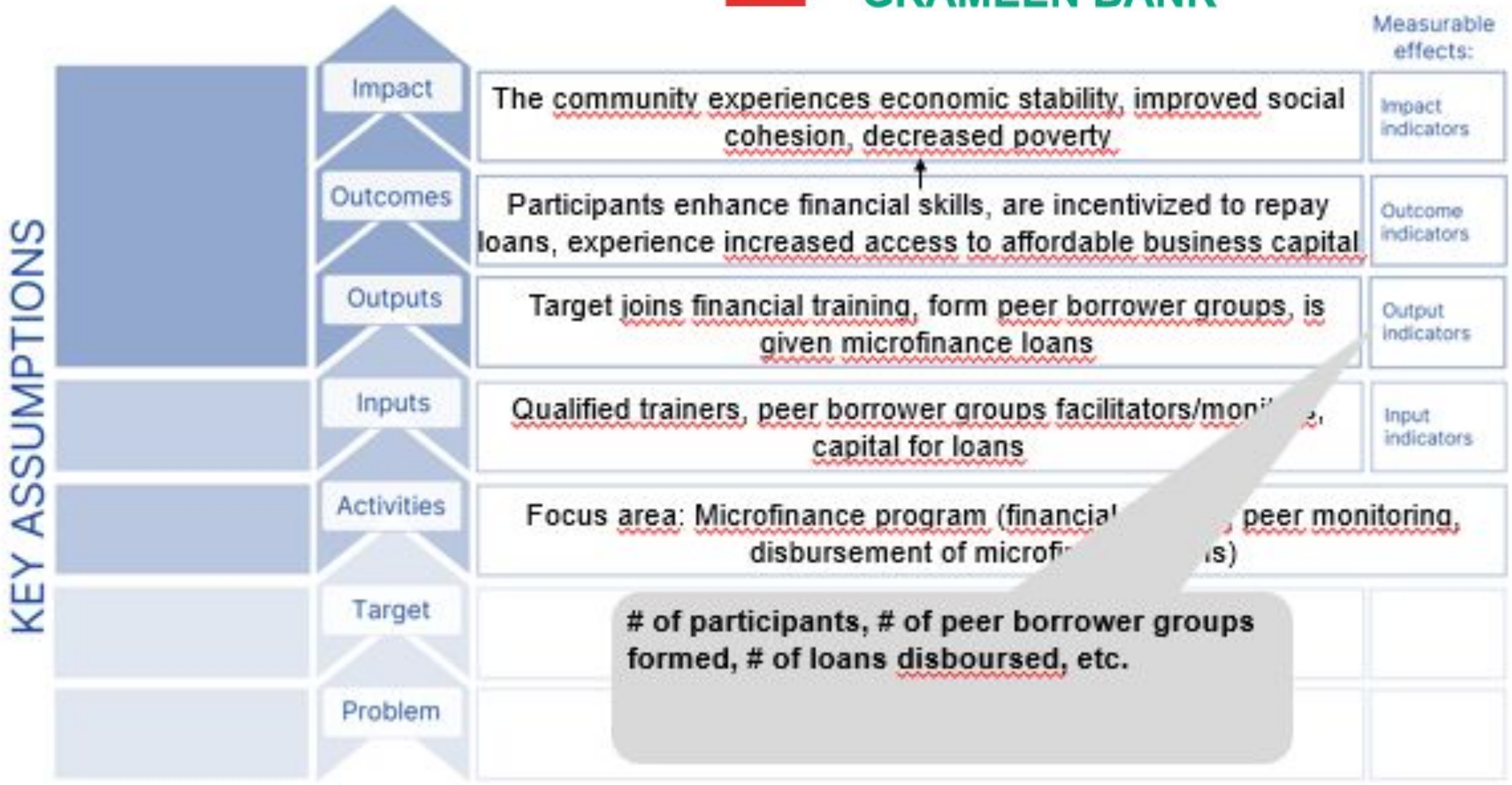

Useful indicators to assess the Outputs of our microfinance program would probably be the # of participants, # of peer borrower groups formed, # of loans disboursed.

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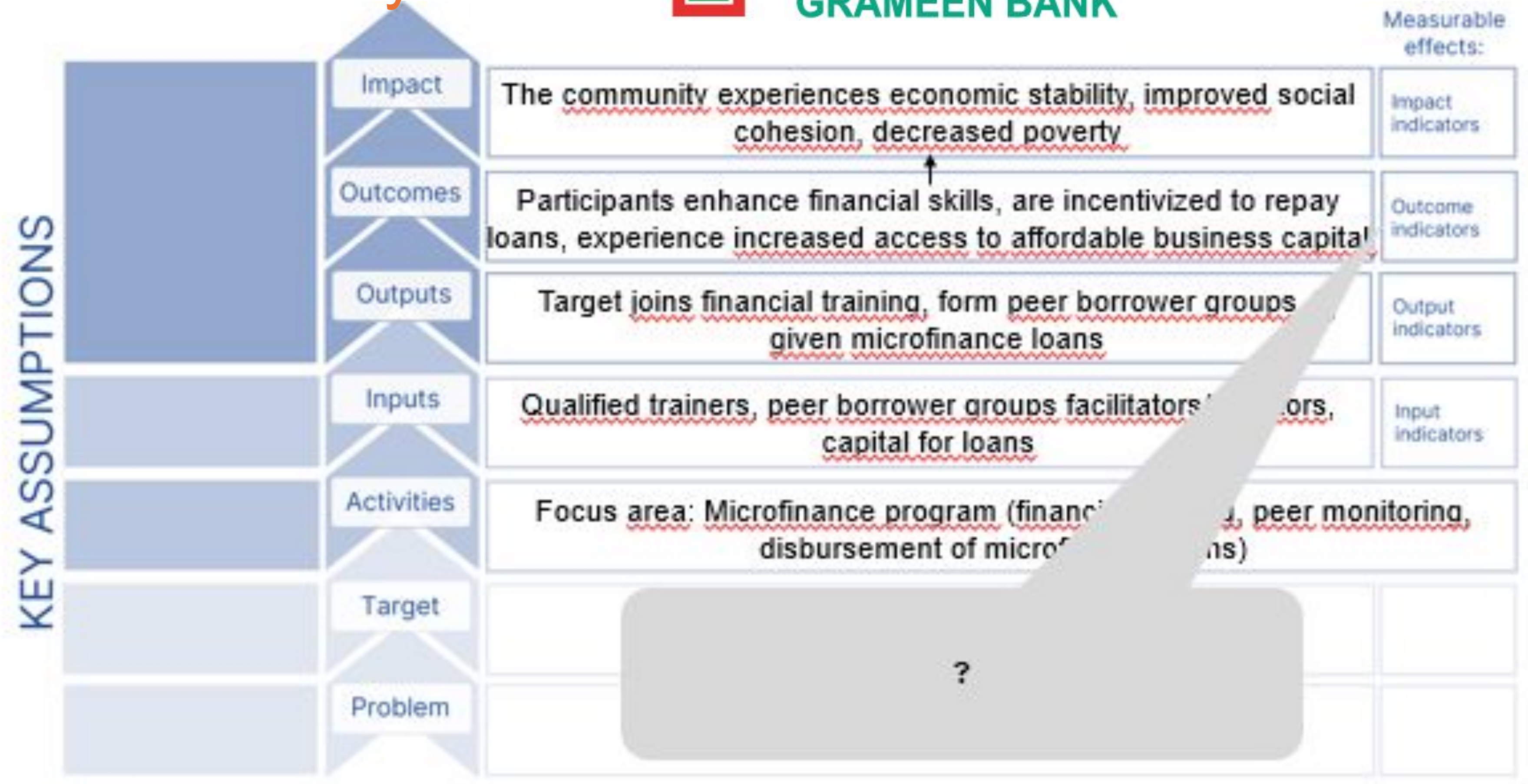
Case study of the BANK FOR THE POOR GRAMEEN BANK



How can we measure the effects of our microfinance program on the participants? One of the valuable sources for such indicators is the **IRIS+ platform**.

Parola, G. (2024). Impact measurement and management [PowerPoint slides].

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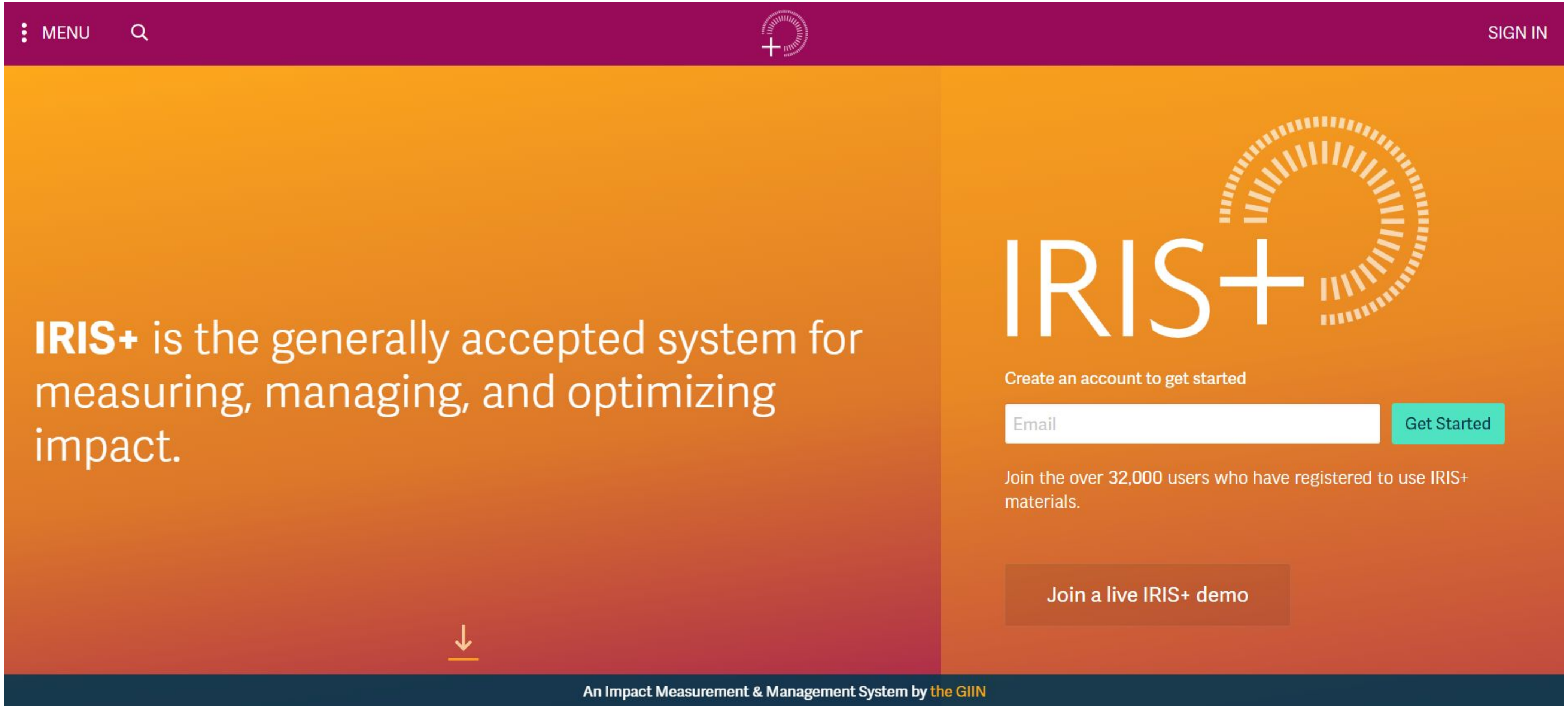
IRIS + platform



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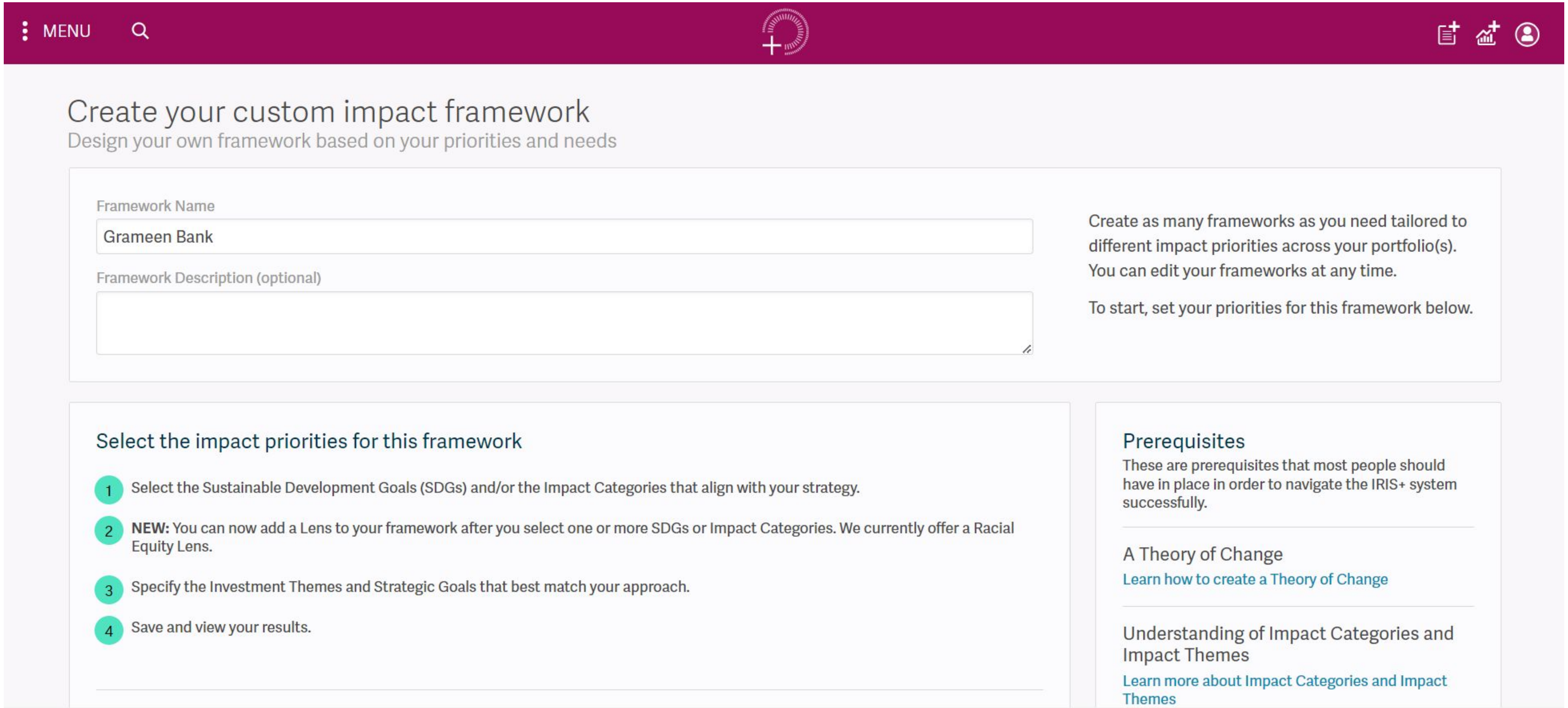
IRIS + platform



The IRIS+ system will guide you through a series of steps that are highly useful for narrowing down and selecting appropriate indicators.

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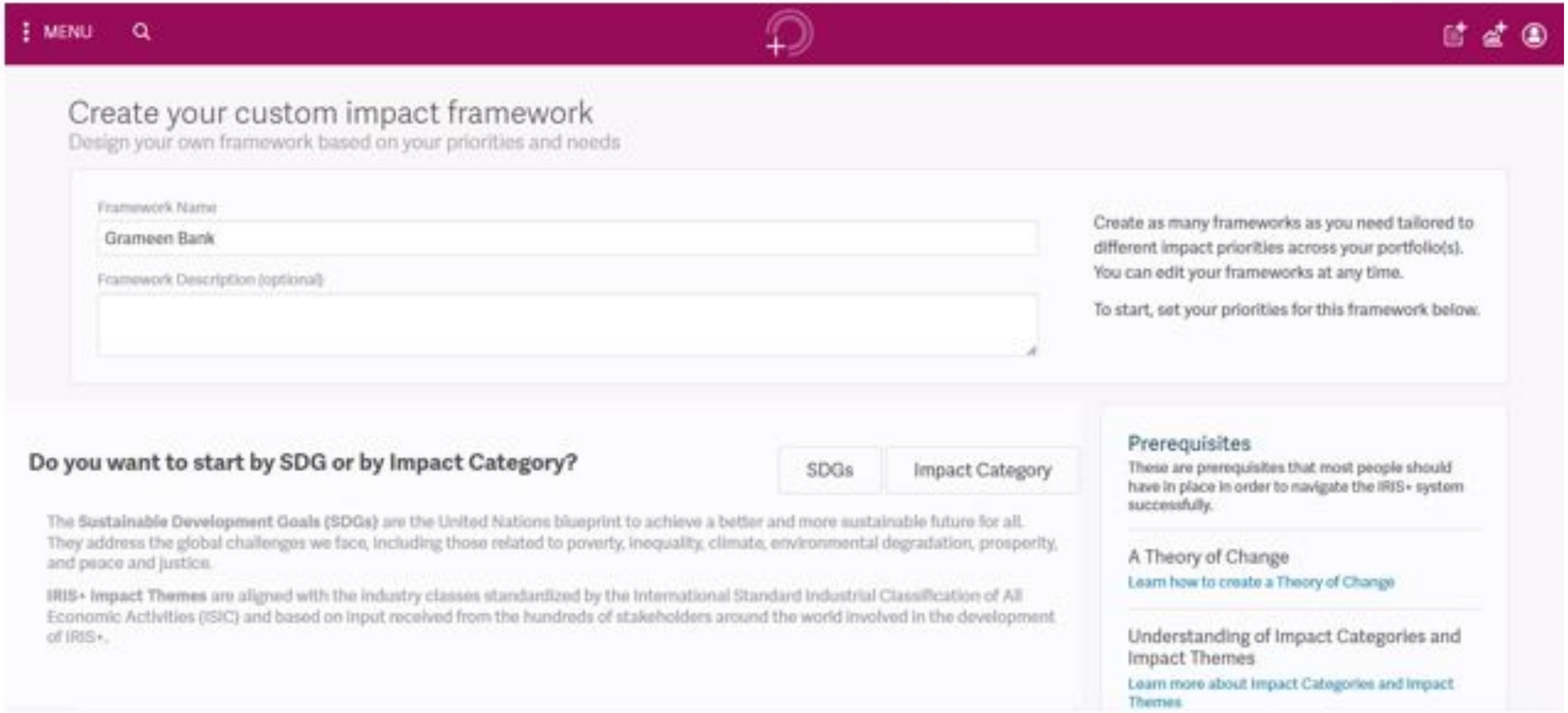
IRIS + platform Case study of the GRAMEEN BANK

BANK FOR THE POOR
GRAMEEN BANK



Most organizations tend to link their activities to SDGs, so this option will be selected.

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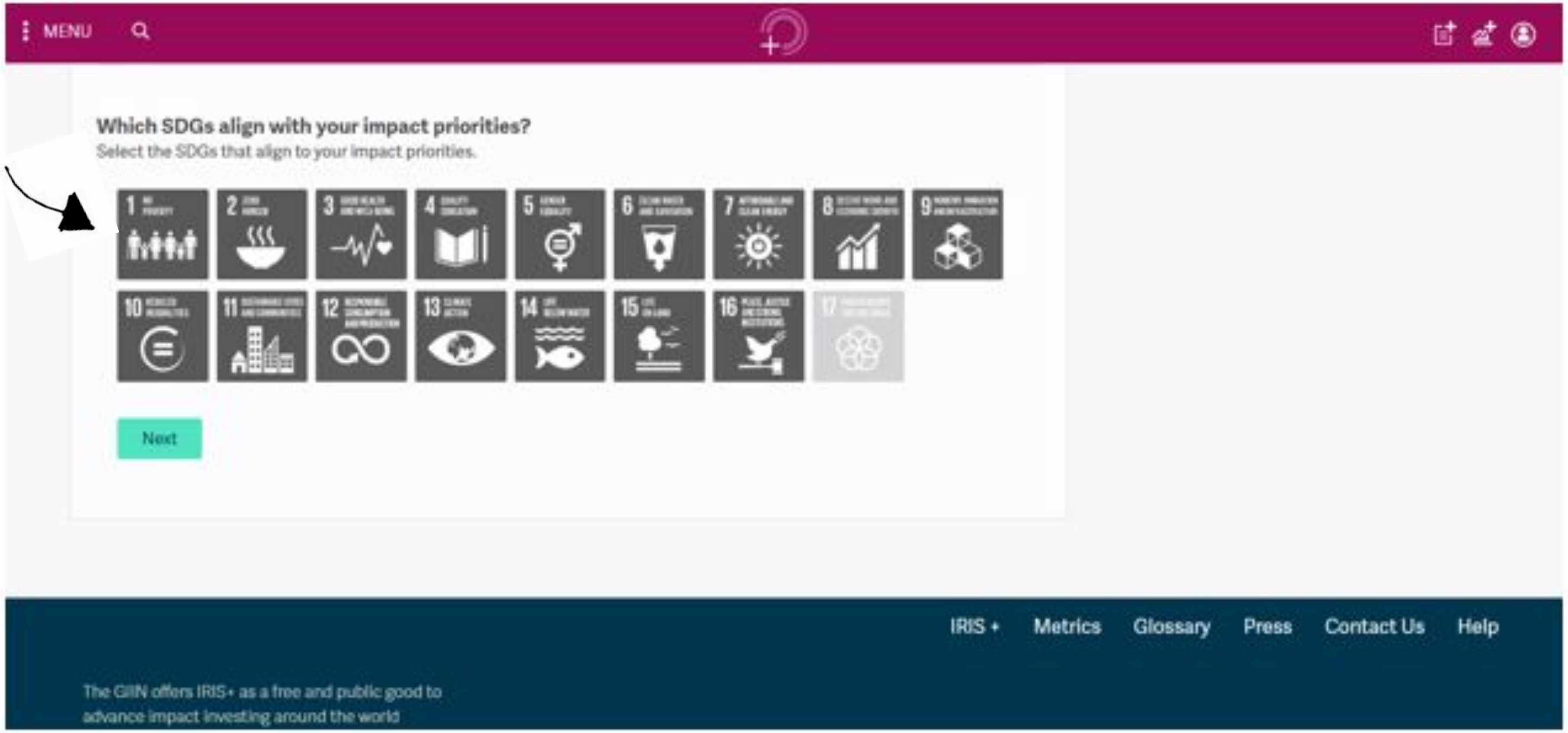
IRIS + platform Case study of the BANK FOR THE POOR GRAMEEN BANK



We are asked to select which SDG better aligns with my impact priority. Given the Grameen Bank‘s vision of banking the poor, we select „no poverty”.

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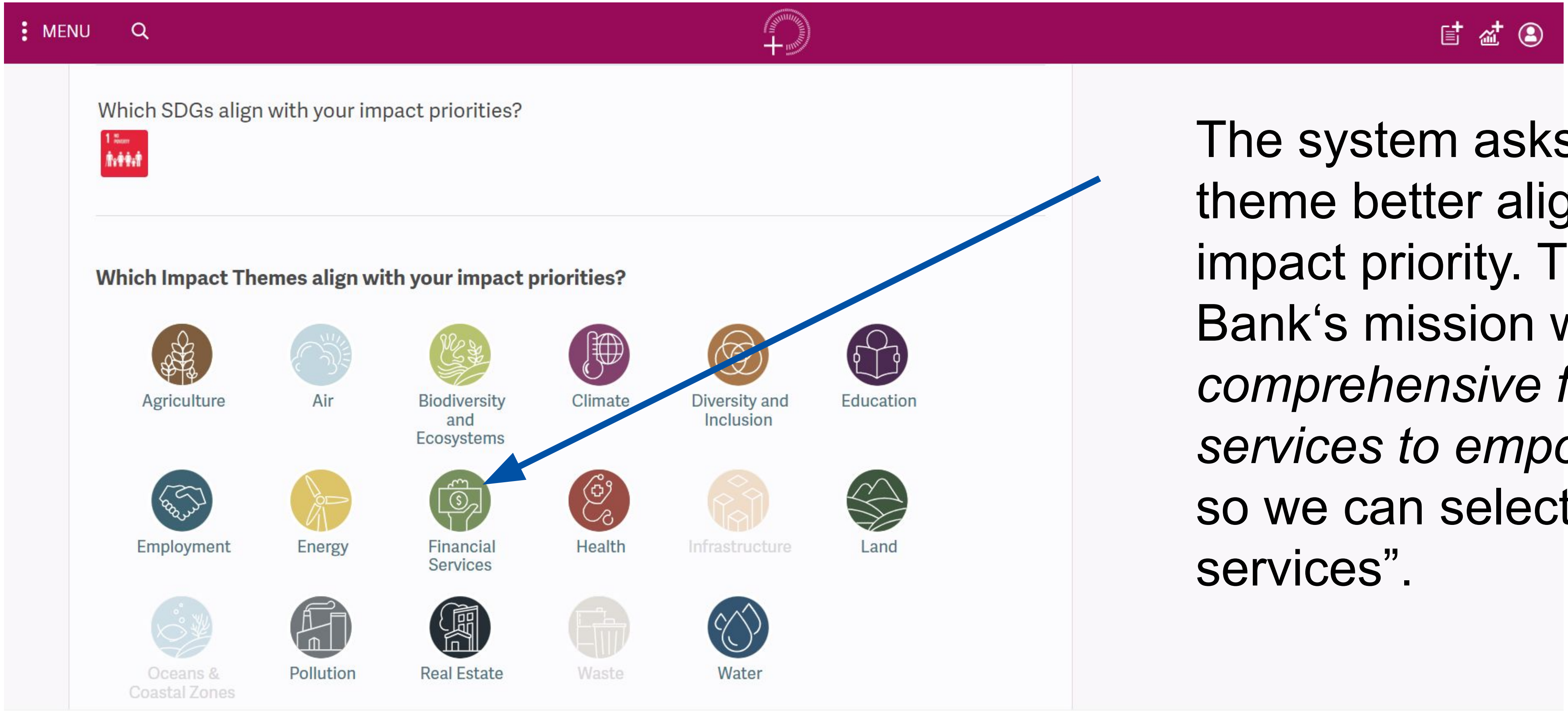
IRIS + platform Case study of the BANK FOR THE POOR GRAMEEN BANK



The system asks which impact theme better aligns with our impact priority. The Grameen Bank‘s mission was „*providing comprehensive financial services to empower the poor*“, so we can select “financial services”.

Parola, G. (2024). Impact measurement and management [PowerPoint slides].

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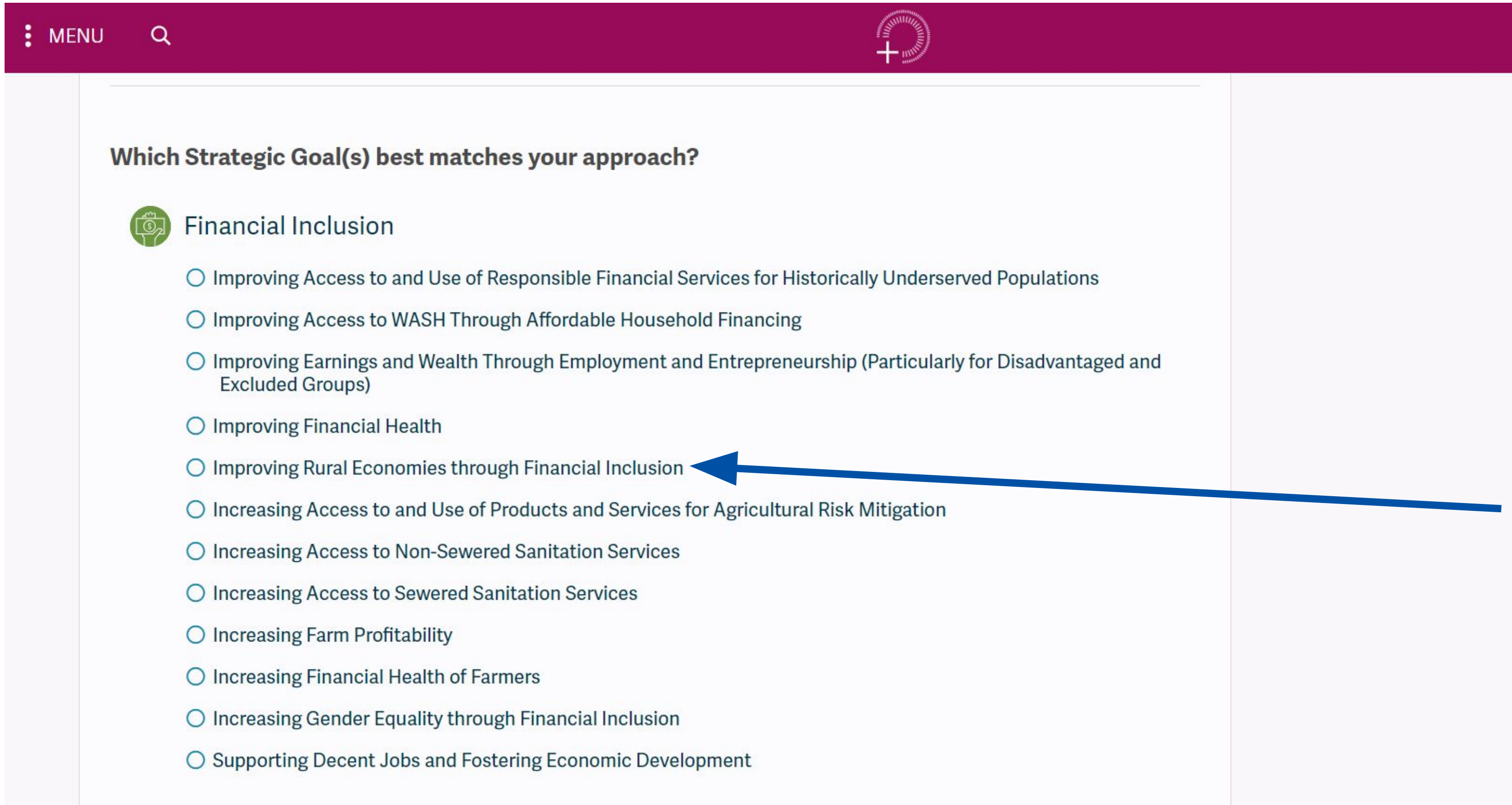
IRIS + platform Case study of the BANK FOR THE POOR GRAMEEN BANK



Now the systemasks about the Goals, the milestones necessary to achieve our organization‘s vision.

Lets select „Improving rural economies through financial inclusion“ because it‘s the best fit in this case

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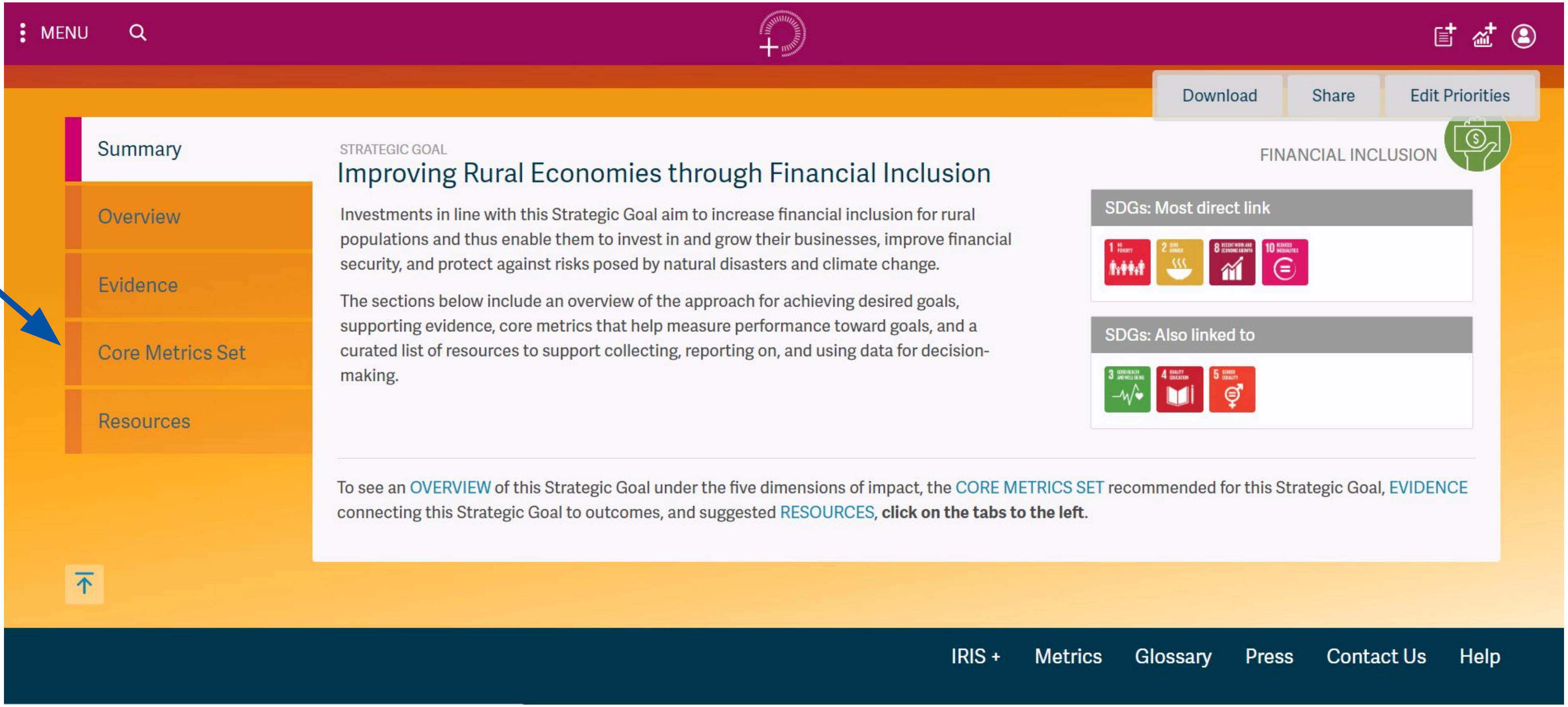
IRIS + platform Case study of the BANK FOR THE POOR GRAMEEN BANK



The fourth item on the left drop-down menu is a „core metric set“ with suggested indicators

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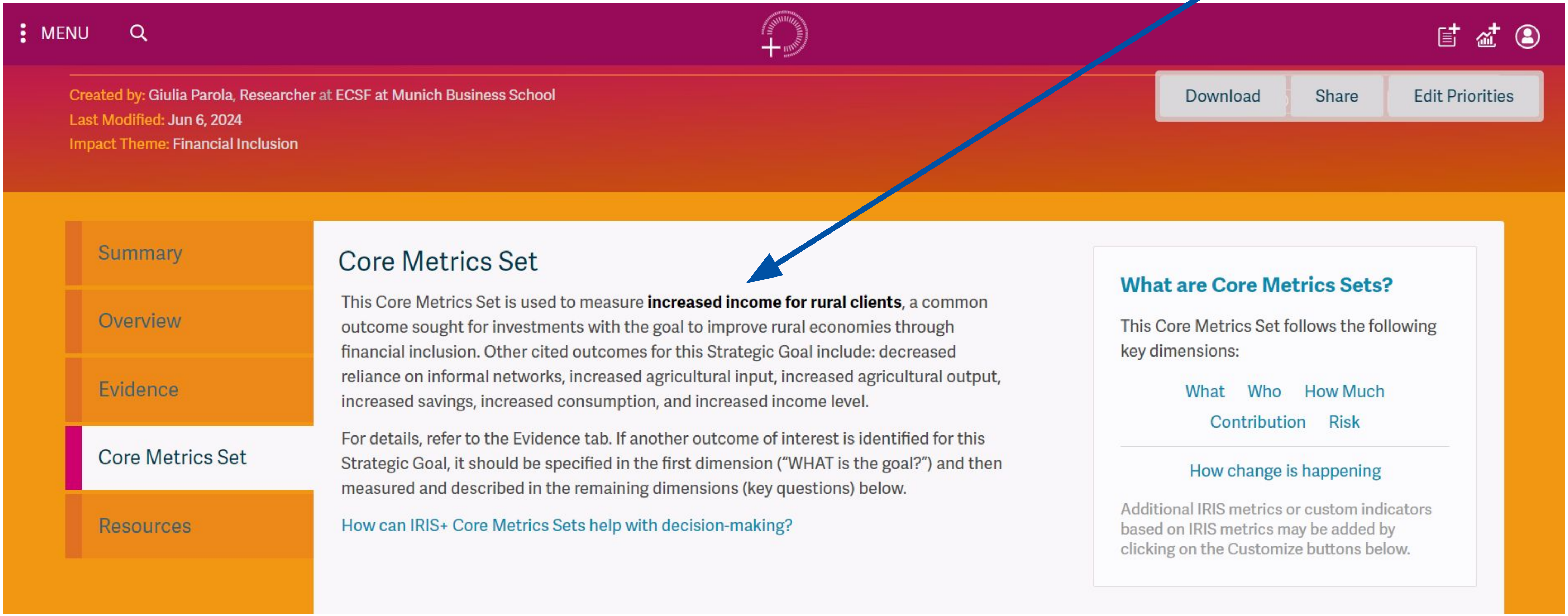
IRIS + platform Case study of the BANK FOR THE POOR GRAMEEN BANK

After we select it, the platform suggests to measure „increased income for rural clients“.



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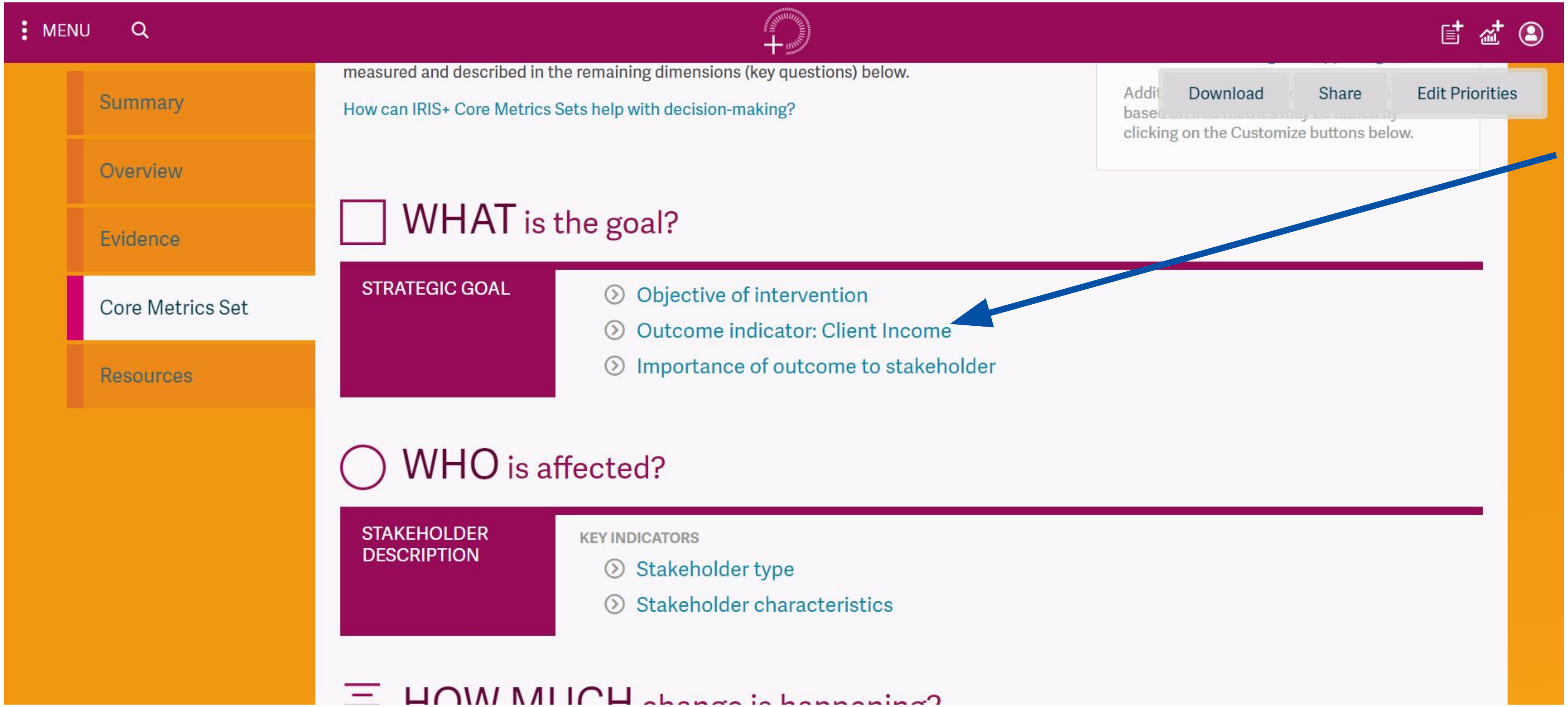
The Theory of Change

IRIS + platform Case study of the BANK FOR THE POOR GRAMEEN BANK



If we scroll down, even more specifically, it mentions „client income“ as outcome indicator.

Parola, G. (2024). Impact measurement and management [PowerPoint slides].

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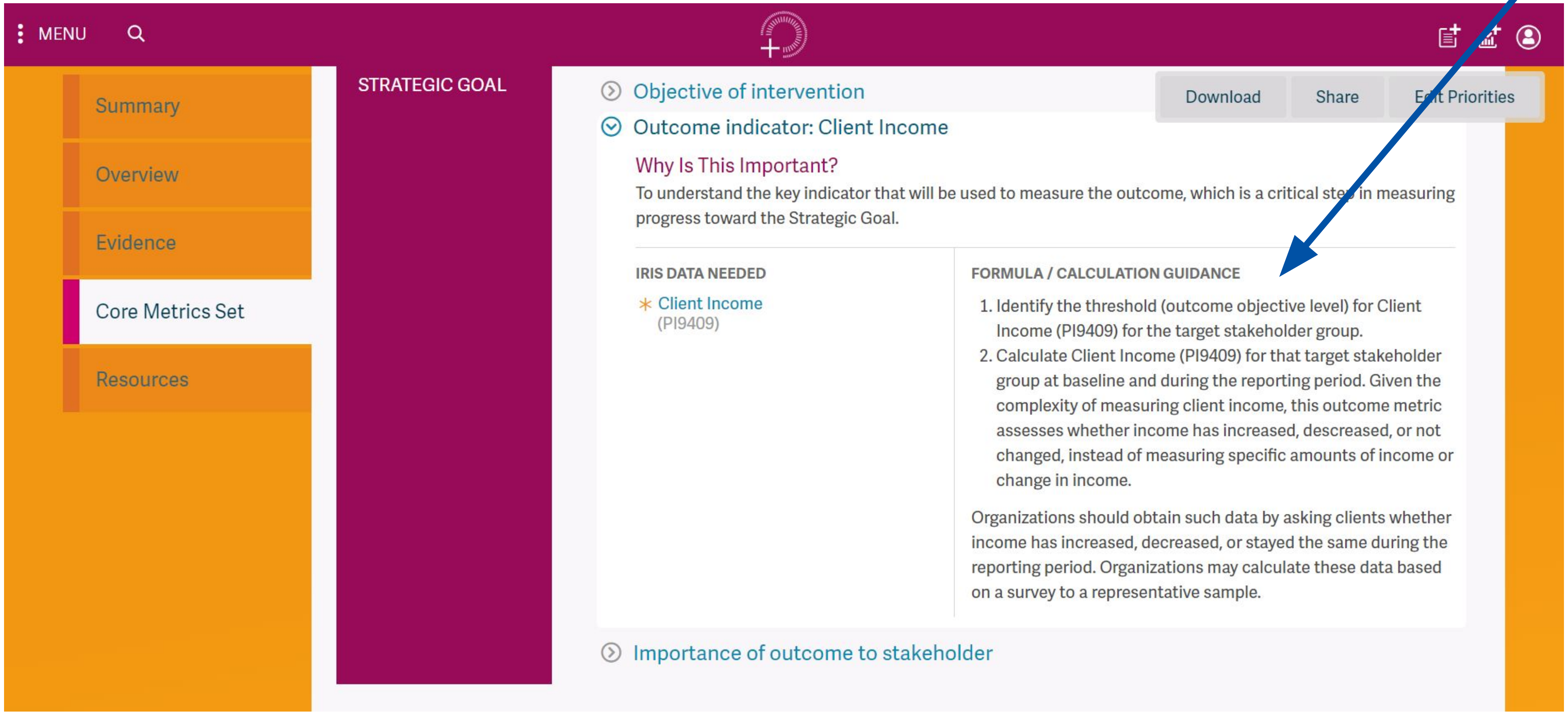
IRIS + platform Case study of the BANK FOR THE POOR GRAMEEN BANK

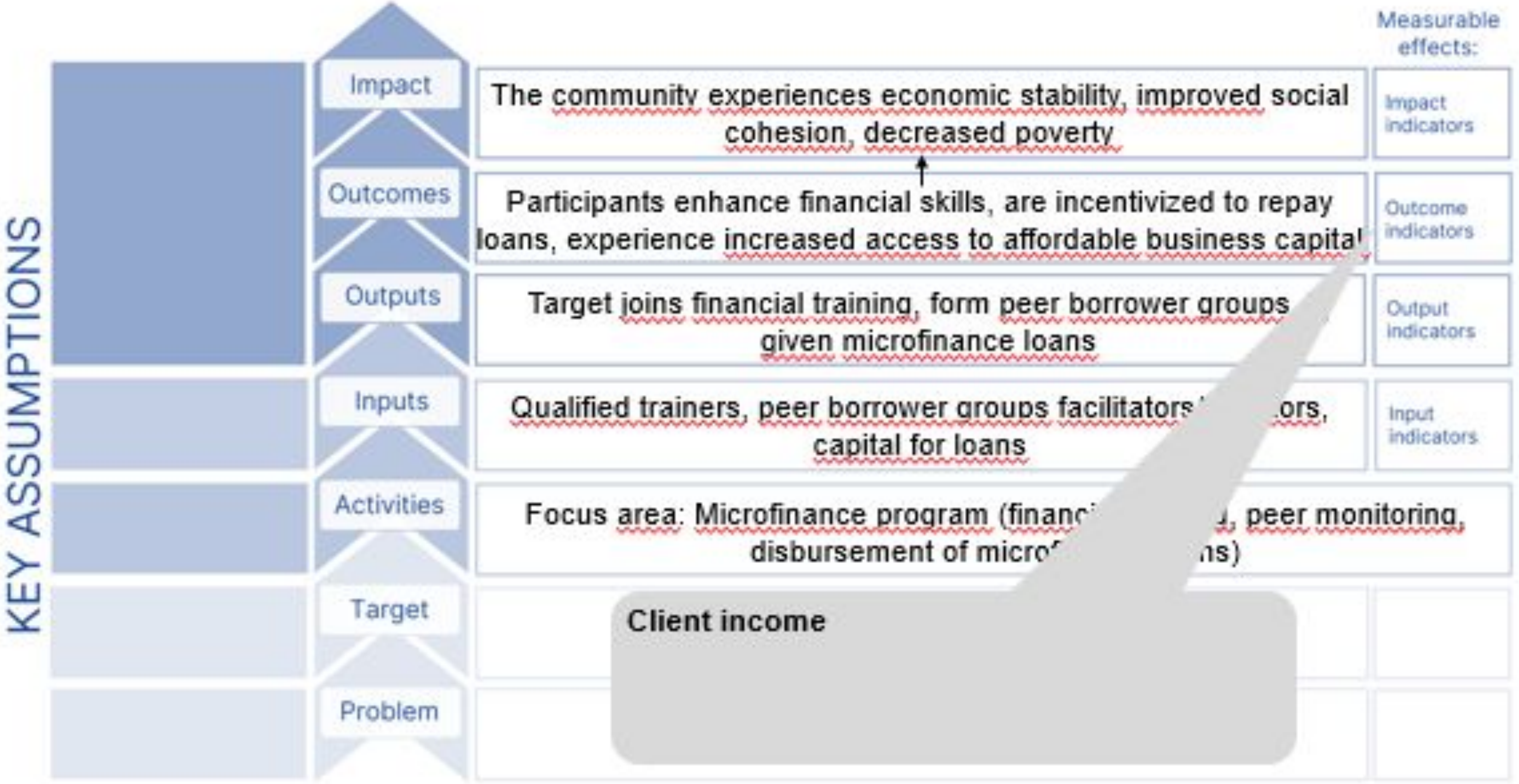


The IRIS+ platform even gives a couple of suggestions on how to collect data for this indicator.

Parola, G. (2024). Impact measurement and management [PowerPoint slides].

Crafting the Theory of Change (ToC)

Case study of the BANK FOR THE POOR GRAMEEN BANK



Now we have a standard indicator that I could use to measure my outcomes „client income“.

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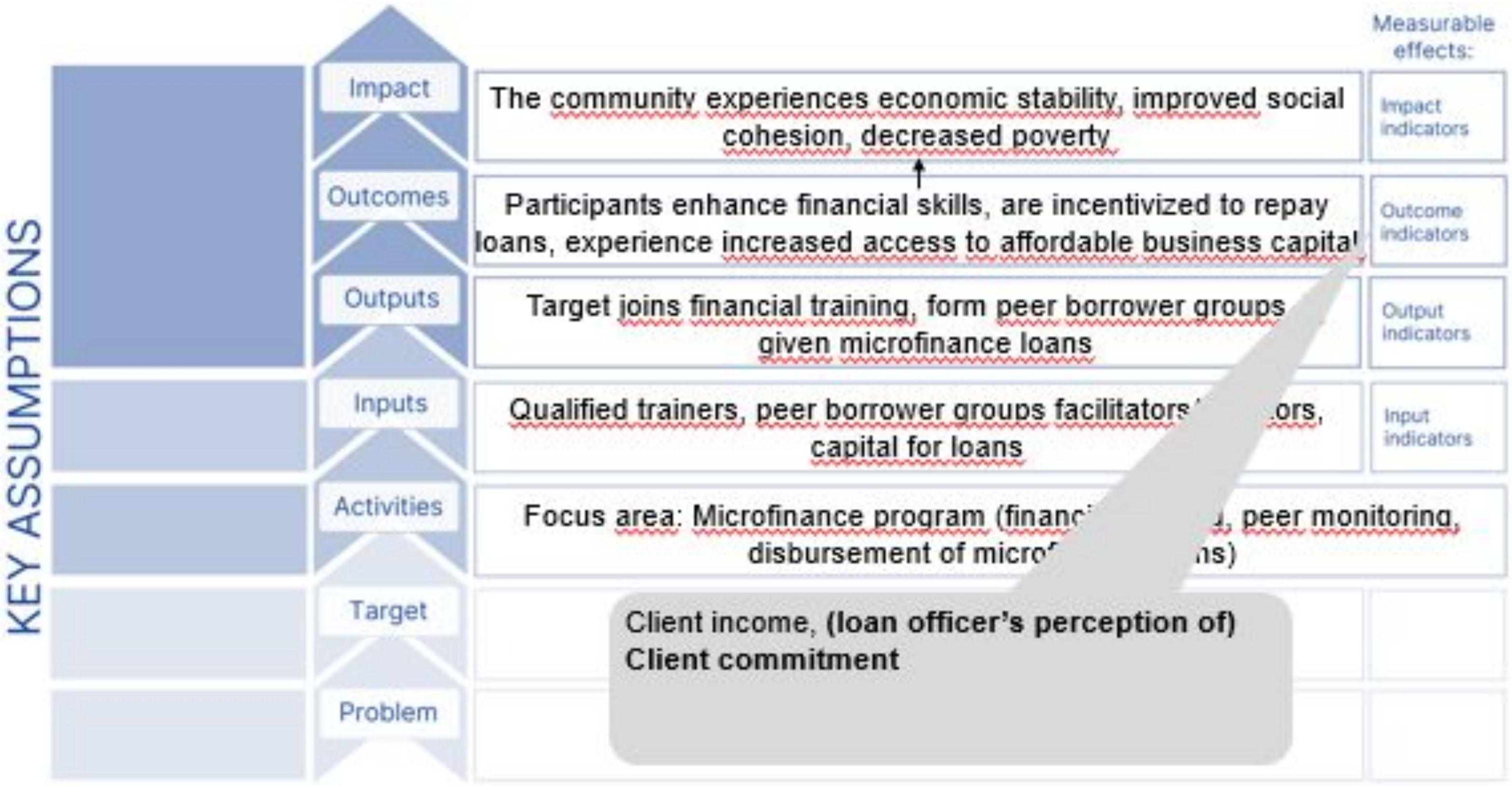

Usually, one indicator is not sufficient enough to capture a complex situation. So, it would make sense to find additional outcome indicators.

This could be measured through a different indicator, such as Client committment, and by collecting data from a different target, our loan officers.

Parola, G. (2024). Impact measurement and management [PowerPoint slides].

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Data assessment

Best practices

- Go beyond data analysis and move to interpretation but don't overwhelm the facts

  identify the drivers of change

- Remember that people are motivated by the results

  use wins to energize staff

- Count (and don't ignore) your losses

  make sure to emphasize how each area of the organization can tackle these setbacks

Parola, G. (2024). Impact measurement and management [PowerPoint slides].

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Data interpretation

Key Aspects of Interpretation

1. **Data Integration:** Combining diverse data: surveys, interviews, economic figures, cultural observations, to build a holistic picture.
2. **Identifying Stakeholder Impacts:** Mapping effects on different groups (e.g., workers, indigenous communities, local businesses).
3. **Contextualizing Impacts:** Understanding how project changes relate to existing social conditions, problems, and cultural values.
4. **Assessing Significance:** Determining the magnitude and importance of impacts (e.g., job creation vs. loss of cultural site).

Vanclay, F., Esteves, A. M., Aucamp, I., & Franks, D. M. (2015). *Social impact assessment: Guidance for assessing and managing the social impact of projects*.

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Data analysis tools

It is a qualitative data analysis software that helps manage, organize, code, and analyze large amounts of unstructured data like text, audio, video, and social media.

Excel

SPSS

NVIVO

MAXQDA

insight7

It is a comprehensive data-analysis tool, including the spreadsheet interface, statistical functions, visualizations, and add-ins such as the Analysis ToolPak for advanced analyses.

It is a software suite for data management, advanced statistics, data visualisation, offering a user-friendly interface for researchers, marketers, and others to analyze complex data without extensive coding.

It is a software for mixed methods and qualitative data analysis to easily analyze, code and present your data.

Best for real-time stakeholder insights and conversation intelligence link.

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Social Impact Assessment: Data Collection, Indicators and Tools

LU3

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Learnings objectives

- Differentiate between types of indicators and choose those appropriate for the sociocultural context.
- Apply data measurement methods.
- Design effective data collection strategies.
- Apply established impact measurement tools and frameworks.

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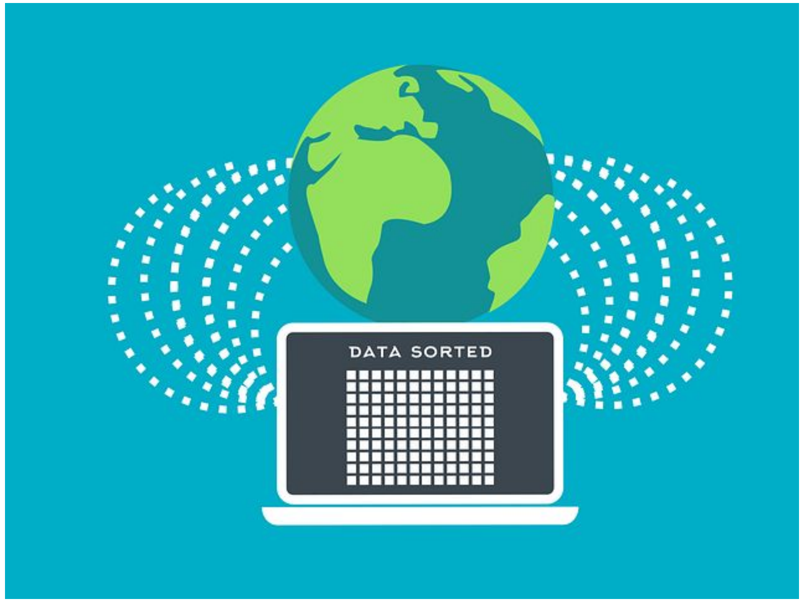
Parameters for meaningful data collection

Data collected should be useful to everyone in the impact value chain (incl.
investors, entrepreneurs, beneficiaries).

Don’t overburden your project with too much data (as much as necessary, as
little as possible).



pixabay.com

- Data needs to be readily available.
- Data should be actionable, i.e., able to drive decisions.
- Data should be reliable.

Spiess-Knafl, W. (2025). EMN SIFTA Webinar. Tools for Impact Data Collection [Power Point slides].

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Data collection is usually constrained by an organisation's time and budget, so methods must be realistic and cost-effective.

Quantitative data can be challenging and expensive to gather, particularly when large amounts of detailed information are needed.

It's best to prioritise straightforward questions and data that can be analysed without difficulty, for example, figures on attendance, service uptake or retention, user feedback, or short-term results.

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Data collection methods

When to use what

Design	Strategy	Great to...
Qualitative	Interviews Focus groups Case studies Anecdotal evidence	• Get started • Understand context • Can uncover the unexpected • Answer "why" questions
Quantitative	Surveys and questionnaires Experiments	• Frequencies, ratios, numbers • Describe & correlate • Answer "what" and "how much" questions

Scheck, B. (2025). EMN SIFTA Webinar. Tools for Impact Data Collection [Power Point slides].

Co-funded by the European Union

Data collection

Qualitative data can often be collected internally, provided staff have the right training. This may involve gathering user stories, documenting service users' experiences, or monitoring longer-term outcomes.

Above all, whether collecting quantitative or qualitative information, keep the process simple and avoid gathering more data than you need.

A small amount of high-quality, easy-to-analyse data is far more valuable than large volumes of low-quality data that drain time and resources.

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Data collection

Practice level	Description	Use of data
Novel practice	There is no obvious relationship between your activities and their desired effects. It is not clear what beneficiaries want or need, or what might work.	Qualitative: To better understand the results of your practice and what might be working. Quantitative: To measure and understand the needs of beneficiaries.
Emerging practice	The relationship between your activities and their effects is theorised. You have a theory of change but it needs testing and refining.	Qualitative: To develop and refine your programme. Quantitative: To get beneficiary feedback and obtain an indication of impact.
Good practice	The relationship between your activities and their effects is broadly established. However, further investigation and analysis is required to understand for whom and in what circumstances it applies, and how best to deliver it.	Quantitative: To confirm your impact and explore effects on different subgroups of beneficiaries. Qualitative: To explain your quantitative findings.
Best practice	The relationship between cause and effect is accepted.	Quantitative: To check the programme is being delivered as planned. Qualitative: To feed into continuous improvement

DEGREE OF MATURITY
-
+

New Philanthropy Capital. (2016). Stories and numbers: Collecting the right impact data.
https://www.thinknpc.org/wp-content/uploads/2018/07/Stories-and-numbers-Collecting-the-right-impact-data.pdf

Co-funded by the European Union

Trade-offs between different collection methods

Phineo's Social Impact Navigator. https://www.phineo.org/en/social-impact-navigator

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How data could be collected:

Strategies	Description
Surveys	Data collected in person or online through pre-structured written closed- and/or open-ended questions in-person or online
Interviews	Data by asking questions to individuals who have knowledge, experience, or opinions on a particular topic or subject matter in-person, telephone or online
Focus Groups	Data collected via group interview format in-person or online
Arts-based and embodied strategies	Data collected through a variety of creative methods incl. vignettes, drawing, timelines, mapping, etc.
Observations	Structured or non-structured; participant or non-participant; recorded through notes, photos or videos
Diaries	Data collected continuously over a longer period, from a few weeks up to several months, either directly by respondent or assisted
Physical Measurement	Biophysical measurements, geographical information
Satellites	Image data collected remotely via satellites
Sensors	Data collected via installed sensor devices (e.g., temperature, light, humidity)

Parola, G. (2025). SIFTA Workshop on Impact Assessment [PowerPoint slides].

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Surveys

Tips

- To collect numerical information, ask closed-ended questions

  use scaled questions over dichotomous or multiple-choice questions

- To collect non-numerical information, ask open-ended questions

  keep in mind that people tend to avoid writing, leading them to skip open-ended questions

- Be mindful of language, literacy levels, access to the internet (if online)
- The identity of respondents <u>must be kept anonymous</u>

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Data collection

Survey with closed-ended questions

Ostatnie zapisanie prezentacji: Teraz

Case: StayOn project

StayOn_ A more inclusive, active and creative world!

- Dichotomous question

Are you willing to move elsewhere in your country or abroad for employment reasons?

- Yes
- No

- Multiple choice question

Are you willing to relocate for employment reasons?

- Yes in my country
- Yes in the EU
- Yes anywhere
- Maybe
- No

- Scaled question

How likely is it that you will move elsewhere in your country or abroad for employment reasons? *

	1	2	3	4	5	6	7	
Extremely unlikely	○	○	○	◉	○	○	○	Extremely likely

Parola, G. (2025). SIFTA Workshop on Impact Assessment [PowerPoint slides]. C

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Interviews

Tips

•Before: Prepare a schedule/list of questions and choose a technique

start broad to go narrow

•During: Take notes and/or ask for permission to record

be open to deviate from your schedule/list of questions and follow up on interesting themes

- Be mindful of language, literacy levels, access to the internet (if online)
- The identity of informants <u>must be kept confidential</u>

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Interviews with photo-elicitation

Case: StayOn project

StayOn_ A more inclusive, active and creative world!

- How has your organization's involvement in StayOn over the past two years contributed to the development of new skills, knowledge, or capabilities among your staff or team members, particularly in the context of supporting young people in rural areas?

Please, explain the process by which these new skills and knowledge were acquired and select two images that symbolize this development.

- What inspired your choice of these two images?

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Parola, G. (2025). SIFTA Workshop on Impact Assessment [PowerPoint slides]. C

Focus groups

Tips

- Cost-efficient compared to one-to-one interviews

  not suitable if topic is sensitive, personal or unique to the individual

- Require able moderation

  be ready with probes that facilitate the discussion

- Be mindful of language, literacy levels, access to the internet (if online)
- The identity of respondents <u>must be kept confidential</u>

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Parola, G. (2025). SIFTA Workshop on Impact Assessment [PowerPoint slides]. C

Focus groups with vulnerable target StayOn_

A more inclusive, active and creative world!

Case: StayOn project

Parola, G. (2025). SIFTA Workshop on Impact Assessment [PowerPoint slides]. C

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General Comments on Data Quality

- Precise questions are essential for effective data collection
- “Garbage In/Garbage Out” is valid for data requests and subsequent collection
- If the client or data provider is not clear what is wanted, if there are ‘grey areas’ and room for doubt or interpretation as to EXACTLY what data is required, and for what purpose, data collection becomes a ‘hit or miss’ affair
- It is CRITICAL to eliminate any doubt and uncertainty as to what data is required and its conditions
- It is an excellent idea to prepare a template to be filled in with the data specifying all conditions to eliminate errors
- Be sure to have excellent communications with your data providers and supervise the process before receiving the final data

Spiess-Knafl, W. (2025). EMN SIFTA Webinar. Tools for Impact Data Collection [Power Point slides].

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Ethical considerations in data collection

Voluntary Participation: Participants must be fully aware that their participation in any data collection effort is entirely voluntary. It is important to communicate clearly that they are under no obligation to take part and may withdraw at any time without any negative consequences. This ensures that the data collected is from individuals who are willingly and freely providing information.

Informed Consent: Before any data is collected, participants must be fully informed about the purpose, procedures, potential risks, and benefits of the data collection. Informed consent involves explaining to participants what they are agreeing to in language that is easily understandable, so they can make an educated decision about their involvement. Written or verbal consent should be obtained and documented appropriately.

Do No Harm: When dealing with sensitive topics, it is essential to approach them with care and sensitivity to avoid causing distress or harm to participants. Especially when conducting one-to-one and focus group interviews, the staff or volunteers who conduct these interviews must be trained to recognize potential triggers and be prepared to provide support or referrals if a participant experiences discomfort during the data collection process.

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Ethical considerations in data collection

Protected Identity: The confidentiality of participants must be a priority. This involves safeguarding their data and ensuring that their identities are protected throughout the data collection, analysis, and reporting processes. Anonymization techniques should be employed where appropriate, and data should be securely stored to prevent unauthorized access.

Neutrality: Especially when conducting one-to-one and focus group interviews, the staff or volunteers who conduct these interviews must strive to remain objective and neutral during data collection. This means avoiding any actions or expressions thatcould influence participants' responses. By maintaining neutrality, they help ensure that the data collected is unbiased and accurately reflects the participants' true thoughts, feelings, and experiences.

Minimalism: Data collection should be guided by the principle of minimalism, meaning only the necessary data for achieving the impact measurement objectives should be collected. This not only respects participants' time and privacy but also reduces the burden of data management and analysis. Carefully consider each piece of data you intend to collect and justify its necessity in the context of your impact measurement objectives.

Spiess-Knafl, W. (2025). EMN SIFTA Webinar. Tools for Impact Data Collection [Power Point slides].

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Indicators

Indicators are measurable variables used to assess inputs, outputs, outcomes and impact.

- Four main types:

DIRECTNESS (- → +)

STANDARDIZATION (+ ↑ -)

	Indirect (proxy) used if direct measurement is not feasible	**Direct** directly capture the phenomenon of interest
Standard Established by research institutes, tend to be categorized around thematic areas or organization type (e.g., IRIS+, BOND, GuideStar)	**Standard / Proxy**	**Standard / Direct**
Custom Sometimes based on standard metrics, created by an organization to be more relevant to their particular context and intervention	**Custom / Proxy**	**Custom / Direct**

Parola, G. (2025). SIFTA Workshop on Impact Assessment [PowerPoint slides].

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Indicators

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Custom Sometimes based on standard metrics, created by an organization to be more relevant to their particular context and intervention	**Custom / Proxy**	**Custom / Direct**

When selecting an indicator, it may be necessary to use a standard proxy in situations where direct measurement is not feasible.

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- Four main types:

- DIRECTNESS +

STANDARDIZATION (+ to -)	**Indirect (proxy)** used if direct measurement is not feasible	**Direct** directly capture the phenomenon of interest
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Custom Sometimes based on standard metrics, created by an organization to be more relevant to their particular context and intervention	**Custom / Proxy**	**Custom / Direct**

This situation arises when a standard indicator is identified that reliably reflects the specific change intended for assessment.

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Indicators

- Four main types:

\- DIRECTNESS +

STANDARDIZATION (+ to -)

	Indirect (proxy) used if direct measurement is not feasible	**Direct** directly capture the phenomenon of interest
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Custom Sometimes based on standard metrics, created by an organization to be more relevant to their particular context and intervention	**Custom / Proxy**	**Custom / Direct**

Custom/direct indicators are employed when available standard indicators do not adequately reflect the complex employment dynamics present in a given context. To address this limitation, the indicator may be tailored by incorporating additional criteria.

Parola, G. (2025). SIFTA Workshop on Impact Assessment [PowerPoint slides].

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Tips

- Don’t reinvent the wheel (if needed, just realign it)
- Usually, one indicator is not sufficient enough to capture a complex situation
- As you move through the different stages of the Theory of Change, indicators become more complex because they measure not only what has been done, but also what changes have occurred and what long-term impact has been achieved. Therefore, it is important not to rely solely on simple output indicators, as this may lead to a superficial presentation of results, known as “impact washing.”
- Your indicators need to be revised periodically as your activities are implemented

Indicators are usually imperfect

When choosing your indicators, aim to balance quantitative and qualitative data

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Useful resources

Where to find benchmark data and standard indicators

- IRIS+ System
- Global Value Toolkit
- Office of statistics, OECD Regional Statistics and Indicators, public national databases
- Healthy Communities: Build Healthy Places Network
- Healthcare Delivery: Center for Health Market Innovation (CHMI)
- Community Banking: National Community Investment Fund (NCIF)
- Water Stewardship: Alliance for Water Stewardship
- Early-Stage Enterprises: Toniic
- Gender Lens (Financial Inclusion): Women's World Banking
- Financial Inclusion: CERISE and the Social Performance Task Force (SPTF)
- Impact Employment: The Impact Sourcing Metrics Working Group
- International Financial Institution (IFI) Private Sector Operations: IFI Working Group on Development Results Indicators Harmonization
- Land Conservation: The David and Lucile Packard Foundation
- Microenterprise: FIELD
- Microinsurance: Microinsurance Network
- Off-Grid Energy: The Global Off-Grid Lighting Association (GOGLA)
- Smallholder Agricultural Finance: Council on Smallholder Agricultural Finance

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Data collection tools and platforms

SurveyMonkey/Qualtrics/Typeform: These platforms are ideal for creating and distributing online surveys. They offer a variety of question formats, logic branching, and data export options, making them suitable for gathering both quantitative and qualitative data.

Google Forms: A free and user-friendly tool for creating simple surveys and forms. It integrates well with other Google Workspace tools and allows easy sharing and collaboration.

Microsoft Forms: Part of the Microsoft 365 suite, Microsoft Forms is a versatile tool for creating surveys, quizzes, and polls. It seamlessly integrates with other Microsoft tools, such as Excel and SharePoint, allowing for easy data management and analysis.

NVivo/Atlas.ti/MAXQDA: For qualitative data collection, particularly interviews and focus groups, these platforms offer powerful tools for recording, transcribing

Spiess-Knafl, W. (2025). EMN SIFTA Webinar. Tools for Impact Data Collection [Power Point slides].

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Practical considerations

Make maximum use of existing data:
Start the data collection planning by reviewing to what extent existing data can be used (efficiency and coast). In terms of indicators, the evaluation should aim to draw on different types of indicators to reflect the key results in the programme's theory of change. In many cases, it is also possible to draw on data collected through standardized population based surveys ("piggyback").

Consider the level of observation:
Individual, household, community/village, facility (e.g., school, enterprise).

Timing of data collection:
Min. two points in time for rigorous evaluation; consider availability of baseline data; timing for a follow-up.

Use an inclusive & participatory approach to create ownership:
Include the beneficiaries and the service provider in the assessment process.

Sampling:
Yes or no / random or non-random.

Spiess-Knafl, W. (2025). EMN SIFTA Webinar. Tools for Impact Data Collection [Power Point slides].

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Exercise: Compare Data Collection Approaches – case study

Community Gardens Initiative

A local NGO has launched a **Community Gardens Initiative** in a semi-urban neighborhood with approximately 5,000 residents. The goal of the program is to strengthen community engagement, improve access to fresh produce, and encourage collaboration among residents of different age groups and cultural backgrounds.

Over the past year, the NGO has:

- created three community garden spaces,
- organized monthly workshops on urban agriculture,
- invited local volunteers to help maintain the gardens,
- run educational activities for children and seniors.

The NGO now wants to evaluate **the level and quality of community engagement** in the program. They need reliable data to decide whether to expand the initiative to nearby neighborhoods.

However, several challenges exist:

- **Diverse cultural norms:** Some residents are highly engaged, while others prefer not to participate in group activities with strangers.
- **Mixed literacy levels:** Traditional written surveys may not be accessible to everyone.
- **Limited trust toward institutions:** Some community members are cautious about sharing personal opinions.
- **Busy schedules:** Many residents work long hours and have limited availability for long interviews or meetings.

The NGO has asked your student team to recommend **two data collection methods** that would help measure community engagement effectively. You must compare the methods and justify the best choice based on the context.

Exercise: Compare Data Collection Approaches – case study

Objective: Apply measurement methods and design a strategy.

Instructions:

1. Choose two data collection methods (e.g., surveys, interviews, direct observation, focus groups, mobile data collection).
2. Explain how each method could be used to measure community engagement in a social program.
3. Compare them in terms of **accuracy**, **cost**, **feasibility**, and **cultural appropriateness**.
4. Recommend which method (or combination) should be used and why.

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Social Impact Assessment: Communication, Reporting, and Linking to Policy

LU4

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Learning objectives

- Communicate Social Impact Assessment results effectively and link them to strategic objectives.
- Translate complex social impact data into clear, meaningful narratives.
- Tailor communication strategies to policy and decision-making audiences.
- Design communication and reporting approaches that enhance accountability and public trust.

Co-funded by the European Union

Reporting and Dissemination

Parola, G. (2025). Reporting and writing for/about social impact [PowerPoint slides].

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Reporting and Dissemination

Reporting can be defined as the *structured and periodic presentation of impact data or outcomes, typically conducted in a formal manner to ensure accountability and provide evidence*. This indicates that reporting occurs at regular intervals and generally contains more detailed information compared to dissemination.

Dissemination, in contrast, refers solely to the distribution of key messages to targeted audiences.

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Communicating Impact: Identifying Audiences and Stakeholders

From the perspective of an organisation preparing to communicate its impact through reporting:

- **General Public:**
  May have limited access to information about our organization. They require a clear introduction to our mission and services. Engagement is likely to remain one-way, as they are primarily recipients of our communication efforts.
- **Wider Community Members:**
  Individuals from the same communities as our beneficiaries who do not directly receive our services. Although their awareness of our organization may be limited, engaging them in dialogue could provide valuable insights into community needs. Reporting to this audience could benefit from more interactive and participatory formats.

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Communicating Impact: Identifying Audiences and Stakeholders

	Low Access to Org. Information	Medium Access to Org. Information	High Access to Org. Information
→ One-Way (Broadcast)	General public	Funders	Internal staff/Employees not directly involved in the program
⇆ Two-Way (Dialogue)	Wider community members	Service beneficiaries	Internal staff/Employees directly involved in the program

Parola, G. (2025). Reporting and writing for/about social impact [PowerPoint slides].

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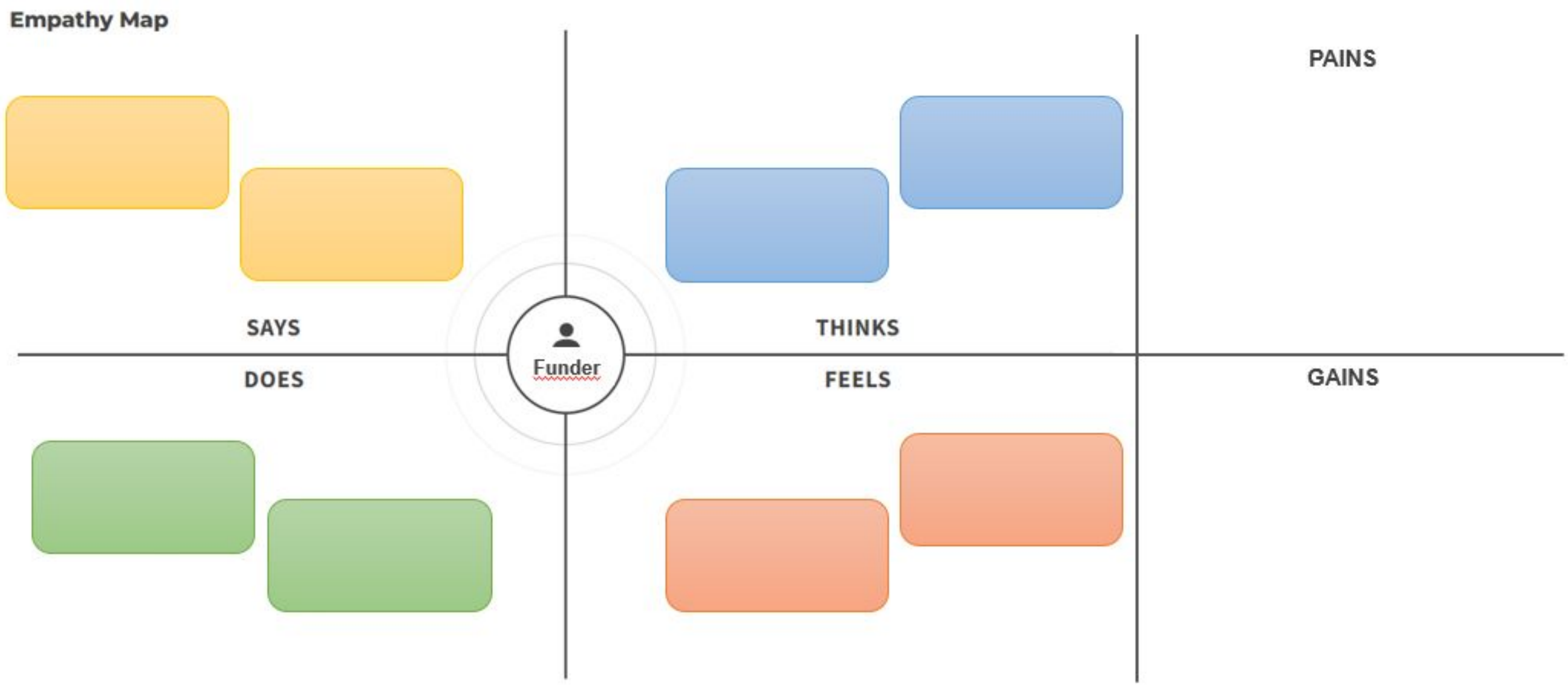
Using an Empathy Map to Understand Stakeholders



Parola, G. (2025). Reporting and writing for/about social impact [PowerPoint slides].

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Using an Empathy Map to Understand Stakeholders

An **empathy map** places one stakeholder at the center.

For this example, we focus on **funders**. The map helps us explore what funders:

- **SAY:** Direct statements or quotes from the audience.
- **THINK:** Beliefs, perceptions, and key concerns.
- **DO:** Observable actions and behaviors.
- **FEEL:** Emotions and attitudes they experience.

These insights help identify:
→ **PAINS**: Challenges or barriers faced by the audience.
→ **GAINS**: Desired outcomes, benefits, and positive impacts they seek.

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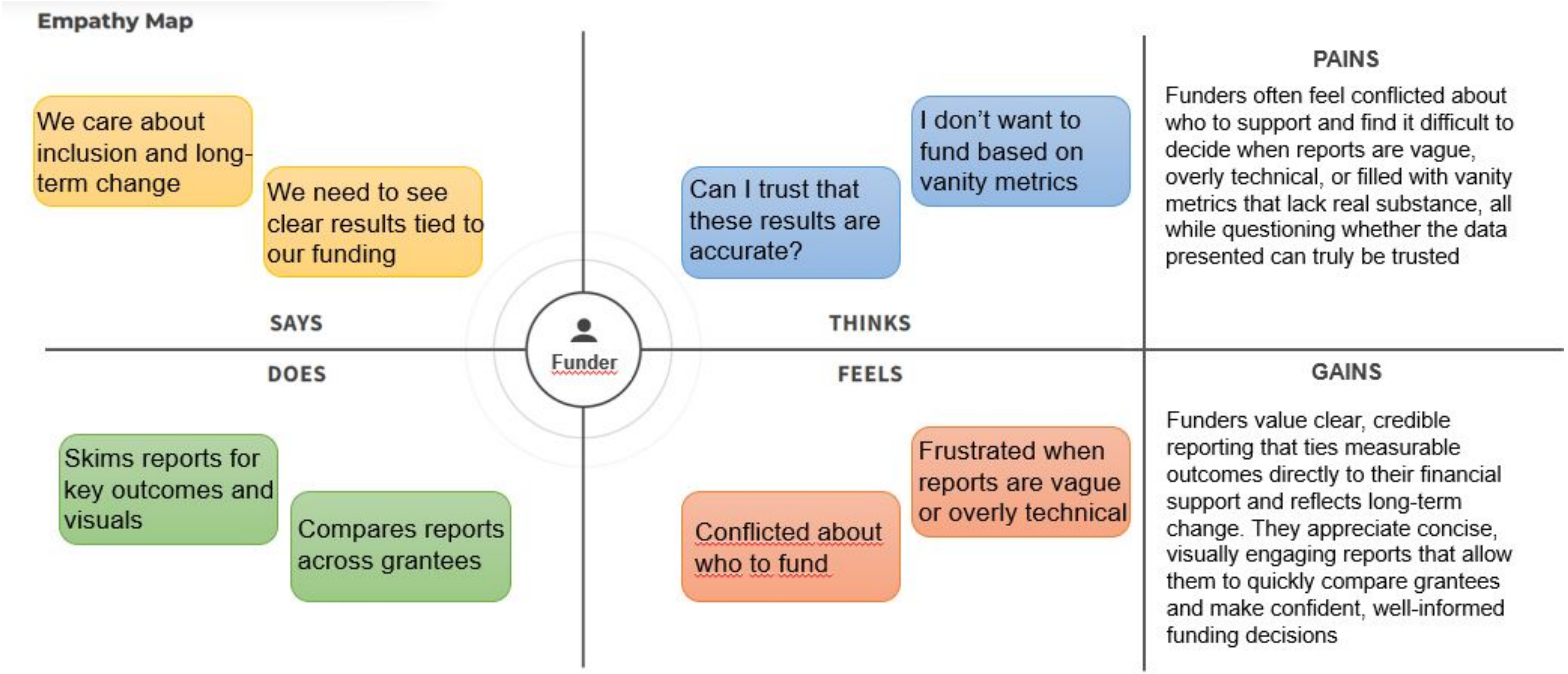
Using an Empathy Map to Understand Stakeholders

Looking at the pains and gains of our empathy maps can help us decide on what it should or shouldn‘t be included.



Parola, G. (2025). Reporting and writing for/about social impact [PowerPoint slides].

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Excercise: Using an Empathy Map to Understand Stakeholders

Case study:

Project: "Digital Wings" – Digital Inclusion Program for Seniors

Project Description

A nonprofit organization is implementing a one-year program called **"Digital Wings"**, aimed at improving digital skills among seniors aged 60+ living in small and mid-sized towns. The program includes:

- **12 weeks of digital skills workshops** (smartphones, public e-services, online safety).
- **Local support groups** facilitated by volunteers.
- A **telephone-based "digital helpdesk"** for ongoing assistance.
- **Additional sessions** with banks and the municipal office focusing on cybersecurity.

The goal of the program is to **reduce digital exclusion among older adults**.

The program is funded by grant resources, with partners including local libraries, community centers, and municipal authorities.

The organization aims to conduct a **Social Impact Assessment (SIA)** to measure actual social change rather than simply counting the number of participants.

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Excercise: Using an Empathy Map to Understand Stakeholders

Case study:

Key Stakeholder Groups (to choose from for the exercise):
Seniors – program participants
Families of seniors
Volunteers delivering the workshops
Local partners (libraries, community centers)
City/municipal government as a public donor
Project leader

Teams may select one of these stakeholder groups and complete the Empathy Map from their perspective.

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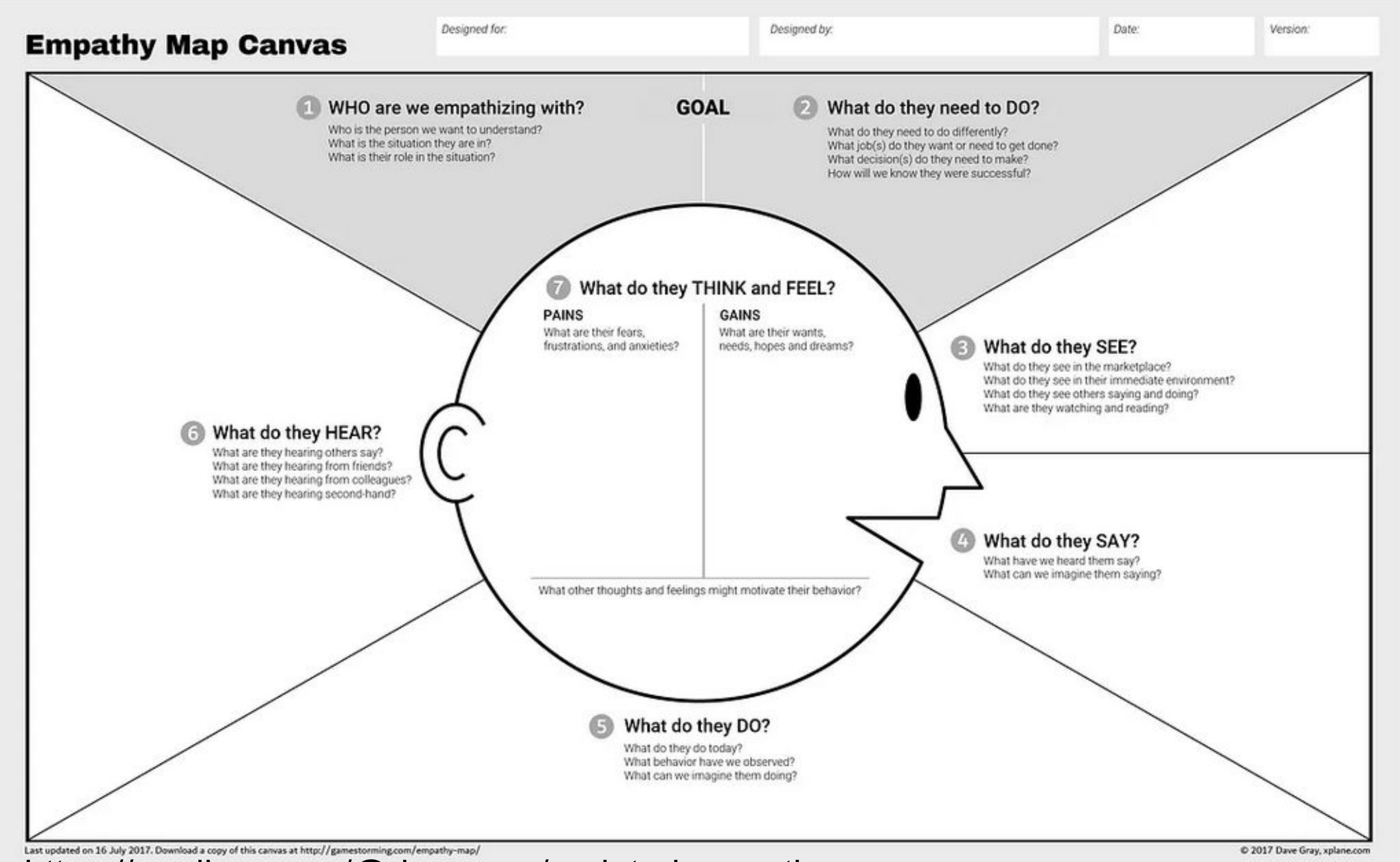
Excercise: Using an Empathy Map to Understand Stakeholders

Case study:



https://medium.com/@davegray/updated-empathy-map-canvas

Excercise: Using an Empathy Map to Understand Stakeholders

Case study:

1. Please read the project description provided on slide 93.
2. You can be divided into groups (you can also work induvidually). Each group will work with one stakeholder (or you may choose one yourselves).
3. Your task is to complete an Empathy Map from the perspective of that stakeholder, based on the case study.
4. After 20–30 minutes, each group will present their findings to the others.
5. This excercise can conclude with a discussion:
   - How can the insights from your Empathy Maps help improve the Social Impact Assessment?
   - How might indicators, data collection methods, or communication with stakeholders be adjusted based on what you discovered?

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Principles of Good Reporting

- A good report should be prepared:
- **With a focus on what's relevant to its audience**
- **In a way that is understandable**, meaning it is:
  - free of unnecessary jargon, buzzwords, and vague language
  - written in clear and concise sentences
  - correctly spelled and punctuated, avoiding repetition
- **With conceptual clarity**
- **With a coherent and logical narrative**
- **With insightful interpretative commentary**, particularly in data-heavy sections

Kara, H. (2020). *Creative research methods: A practical guide* (2nd ed.). Bristol University Press.

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Social Reporting Standard (SRS)

The **Social Reporting Standard (SRS)**, developed by prof. Barbara Scheck, is a framework designed to help social organizations systematically plan, measure, and report their social impact.

It provides a clear structure for presenting information about an organization’s goals, activities, outputs, outcomes, and long-term impact. The standard aims to improve transparency, accountability, and comparability in the social sector, making it easier for stakeholders and funders to understand an organization’s results and effectiveness.

Scheck, B. (2021). *Social Reporting Standard (SRS): Making social impact visible*. In *Theories of Change, Change Leadership Tools, Models and Applications for Investing in Sustainable Development.*

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Social Reporting Standard (SRS)

1. Organizational Profile
Basic information about the organization: mission, vision, legal form, governance structure, team, and stakeholders.
2. Social Problem and Context
Description of the social issue being addressed, including target groups and the broader societal context.
3. Objectives and Strategy
Clear presentation of goals (short-, medium-, and long-term) and the strategy for achieving them.
4. Activities and Outputs
Description of main activities carried out and measurable outputs (e.g., number of workshops, participants, services delivered).
5. Outcomes and Impact
Explanation of the changes achieved (outcomes) and the long-term effects (impact) on beneficiaries or society. This section often includes indicators and evidence.
6. Resources and Finances
Information about funding sources, financial structure, and allocation of resources.
7. Monitoring and Evaluation
Description of how results are measured, monitored, and evaluated (data collection methods, indicators, learning processes).
8. Future Plans and Development
Planned improvements, scaling strategies, and future objectives.

Scheck, B. (2021). *Social Reporting Standard (SRS): Making social impact visible*. In *Theories of Change, Change Leadership Tools, Models and Applications for Investing in Sustainable*) *Development* .

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Freytag’s Pyramid: A Classic Narrative Framework

As early as the 19th century, **Gustav Freytag** developed what is now known as **Freytag’s Pyramid** - a classic framework that divides a narrative into five key parts illustrating the rise and fall of tension in a story:

1. **Exposition** – introduces the setting, characters, and the central problem.
2. **Rising Action** – builds tension as attempts are made to address the problem.
3. **Climax** – the turning point where the outcome begins to take shape.
4. **Falling Action** – the conflict starts to unravel and consequences unfold.
5. **Denouement** – resolution is reached, and a sense of closure is established.

Pollock, T. G. (2021). How to use storytelling in your academic writing. Edward Elgar Publishing.

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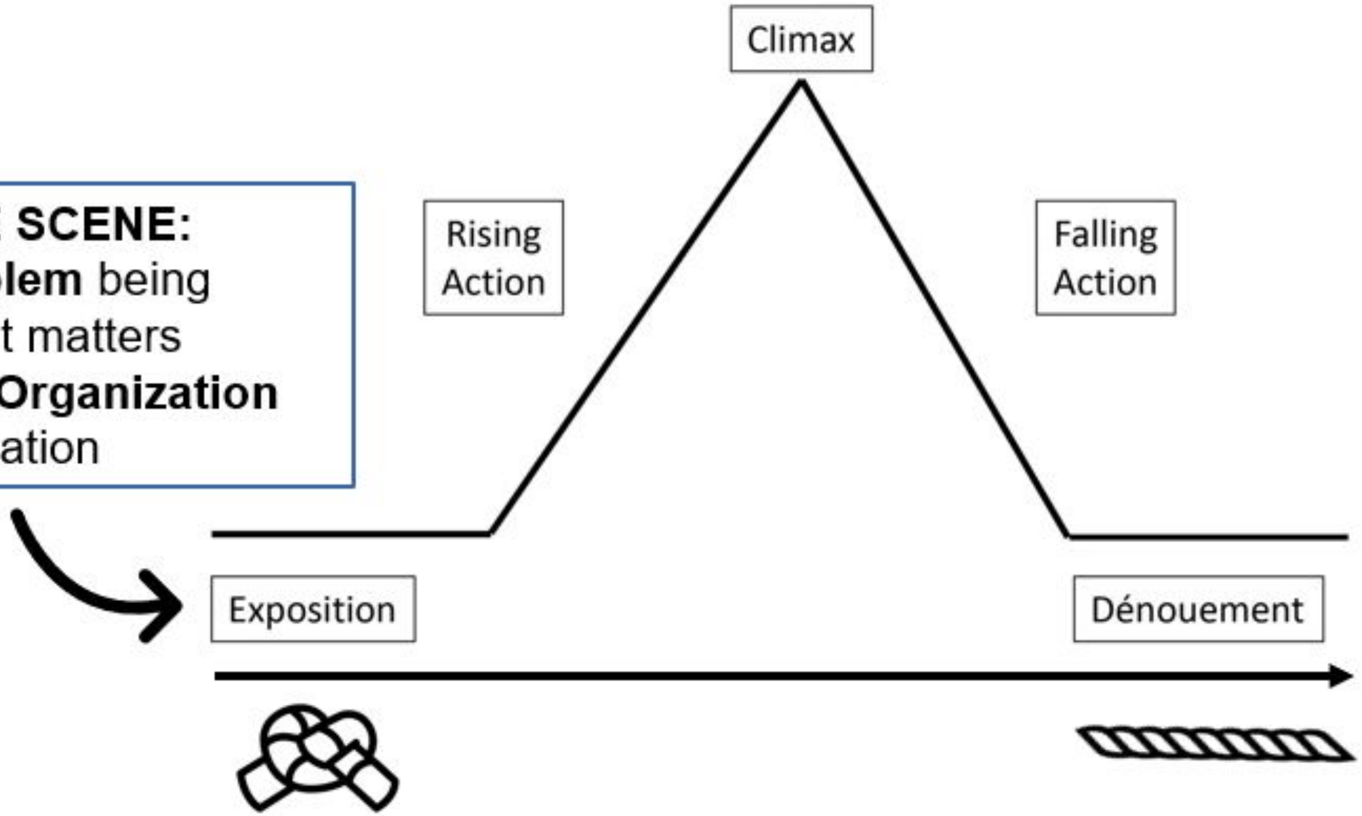
To demonstrate how this applies in practice, particularly in **impact reporting,** we use Freytag’s Pyramid to describe the **structure of an impact report**.

1. SETTING THE SCENE:
- Define the **Problem** being tackled and why it matters
- Introduce **your Organization** and **Target** population



Pollock, T. G. (2021). How to use storytelling in your academic writing. Edward Elgar Publishing.

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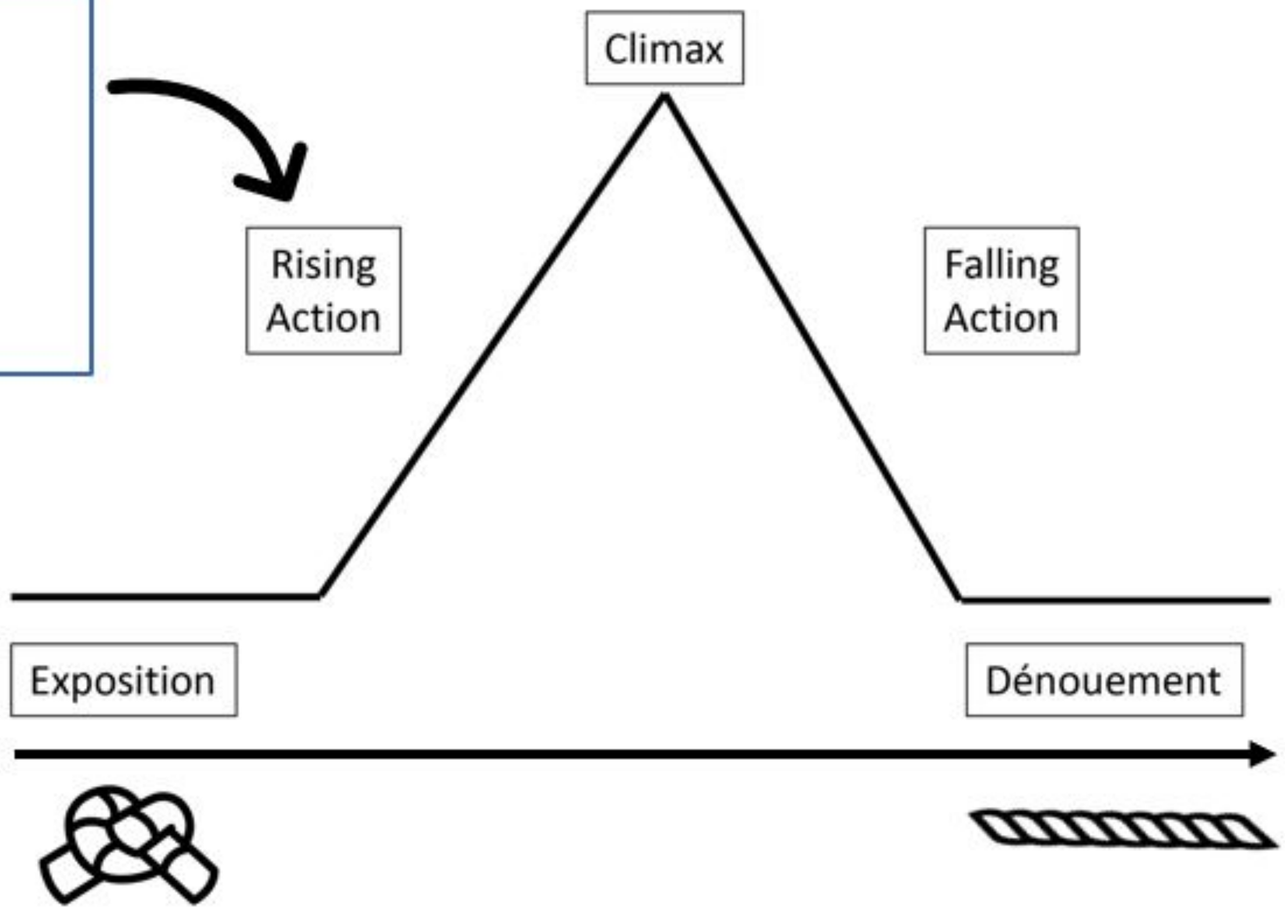
2. THE PROGRAM:
- Describe the **Activities** implemented, and key **Inputs** used (resources, partnerships, funding)
- Highlight **Outputs**



Pollock, T. G. (2021). How to use storytelling in your academic writing. Edward Elgar Publishing.

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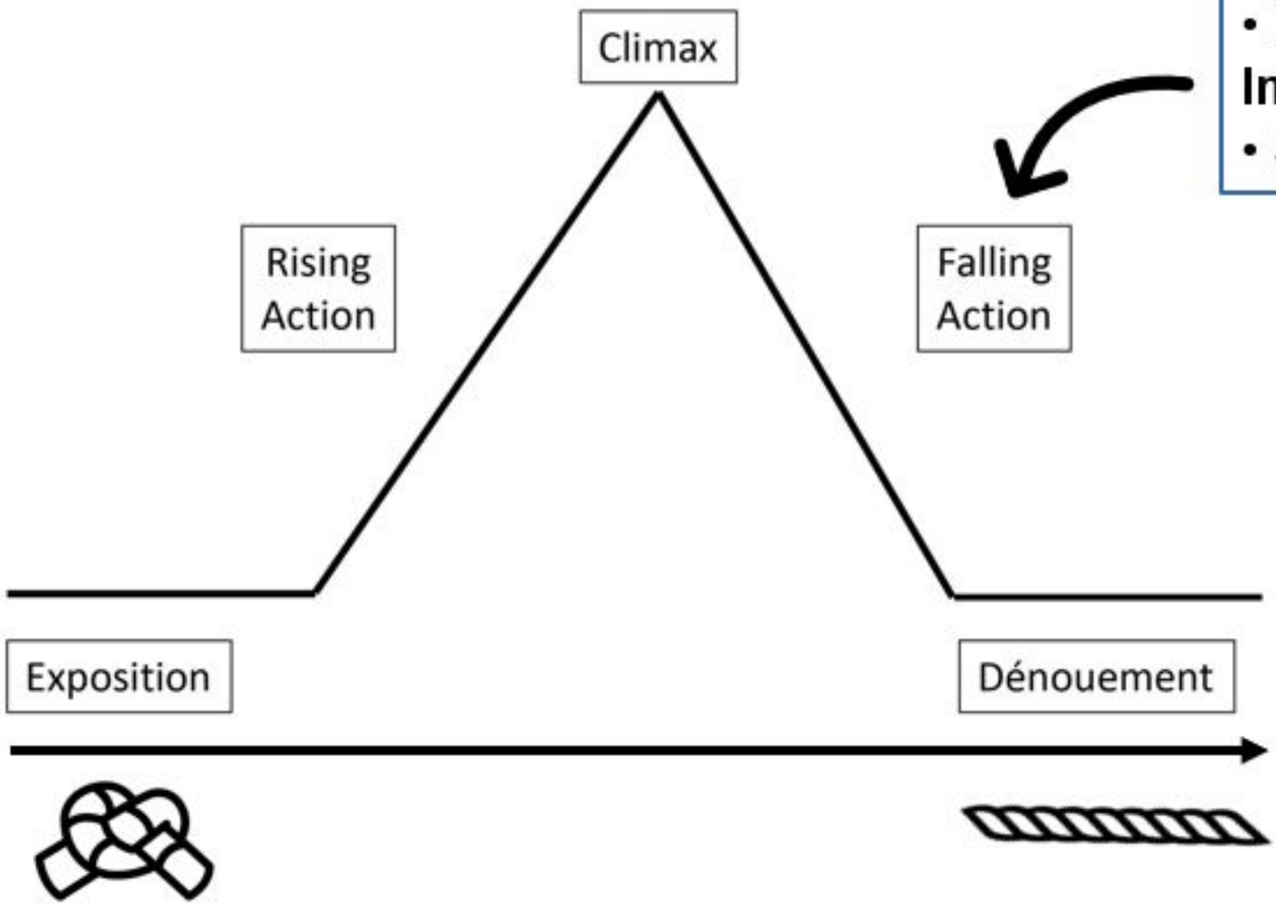
3. **EFFECTS:**
- Present **Outcomes** and **Impact**
- Share data to support them



Pollock, T. G. (2021). How to use storytelling in your academic writing. Edward Elgar Publishing.

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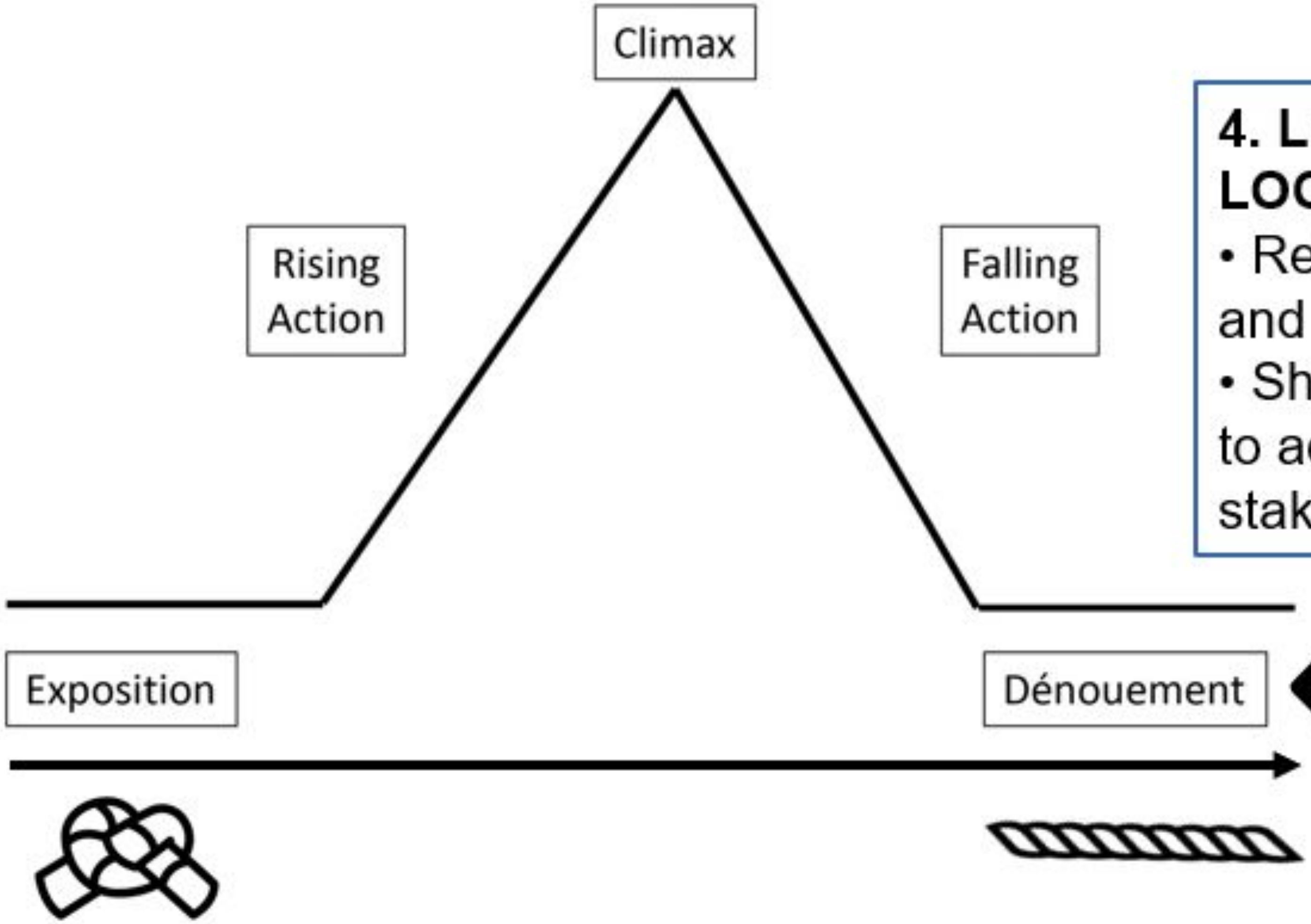

4. LEARNING AND LOOKING AHEAD:

- Reflect on lessons learned and program adaptations
- Share next steps or a call to action for partners and stakeholders

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In social impact reports, it is valuable to include **visual representations of information**, such as graphs, tables, figures and photos, to make data more accessible and engaging.

Visual elements help **highlight key insights**, support transparency, and make complex findings easier for diverse audiences to understand.

On the next slides you can see some **good exampleas of visual representation of information.**

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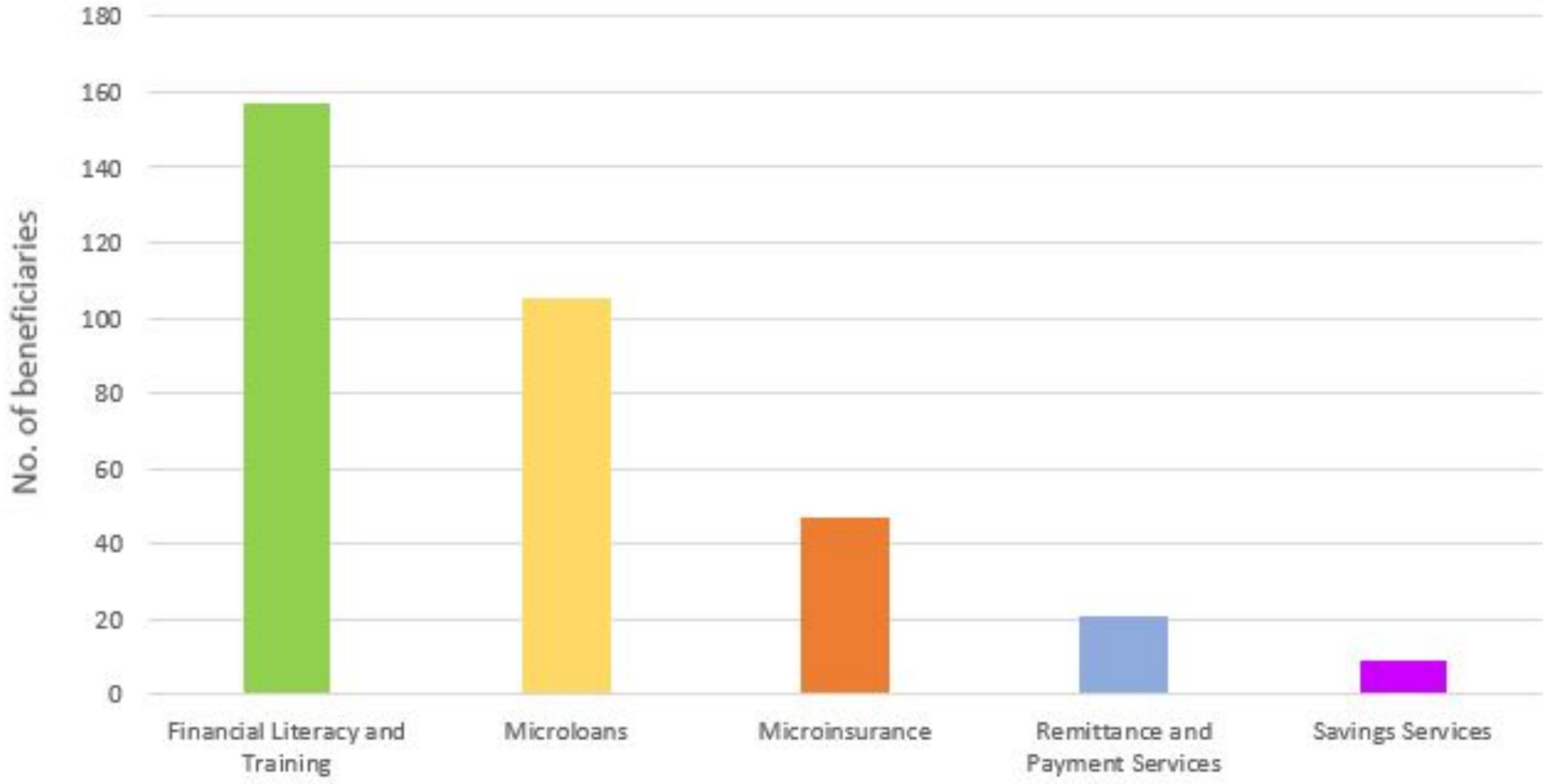
Figures: Column chart



Kara, H. (2020). *Creative research methods: A practical guide* (2nd ed.). Bristol University Press.

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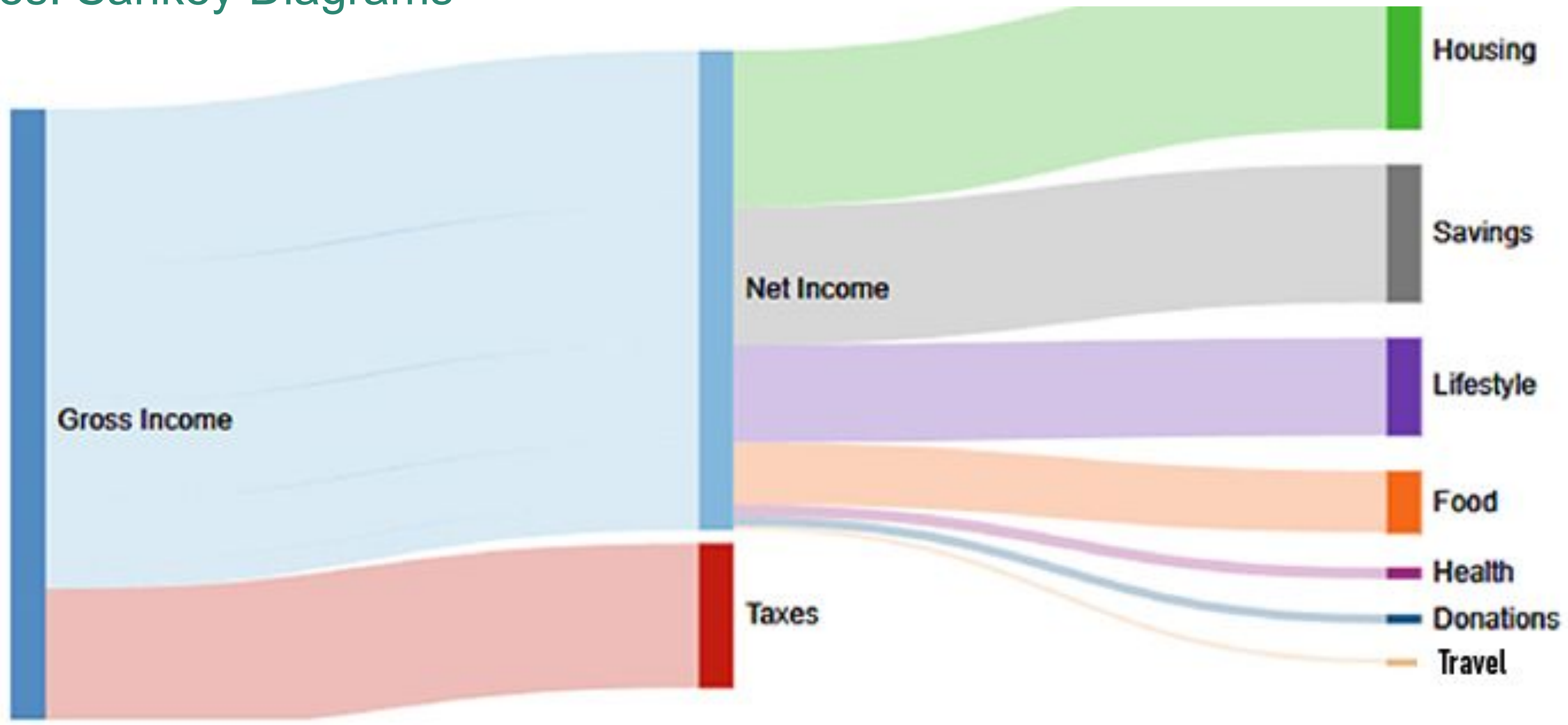
Figures: Sankey Diagrams



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https://blog.visual-paradigm.com/sankey-diagram-how-to-edit-the-weight-of-links/

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Reporting Social Impact

Figures: Maps

iGravity Investment Solutions. (2023). Financial and impact performance report.

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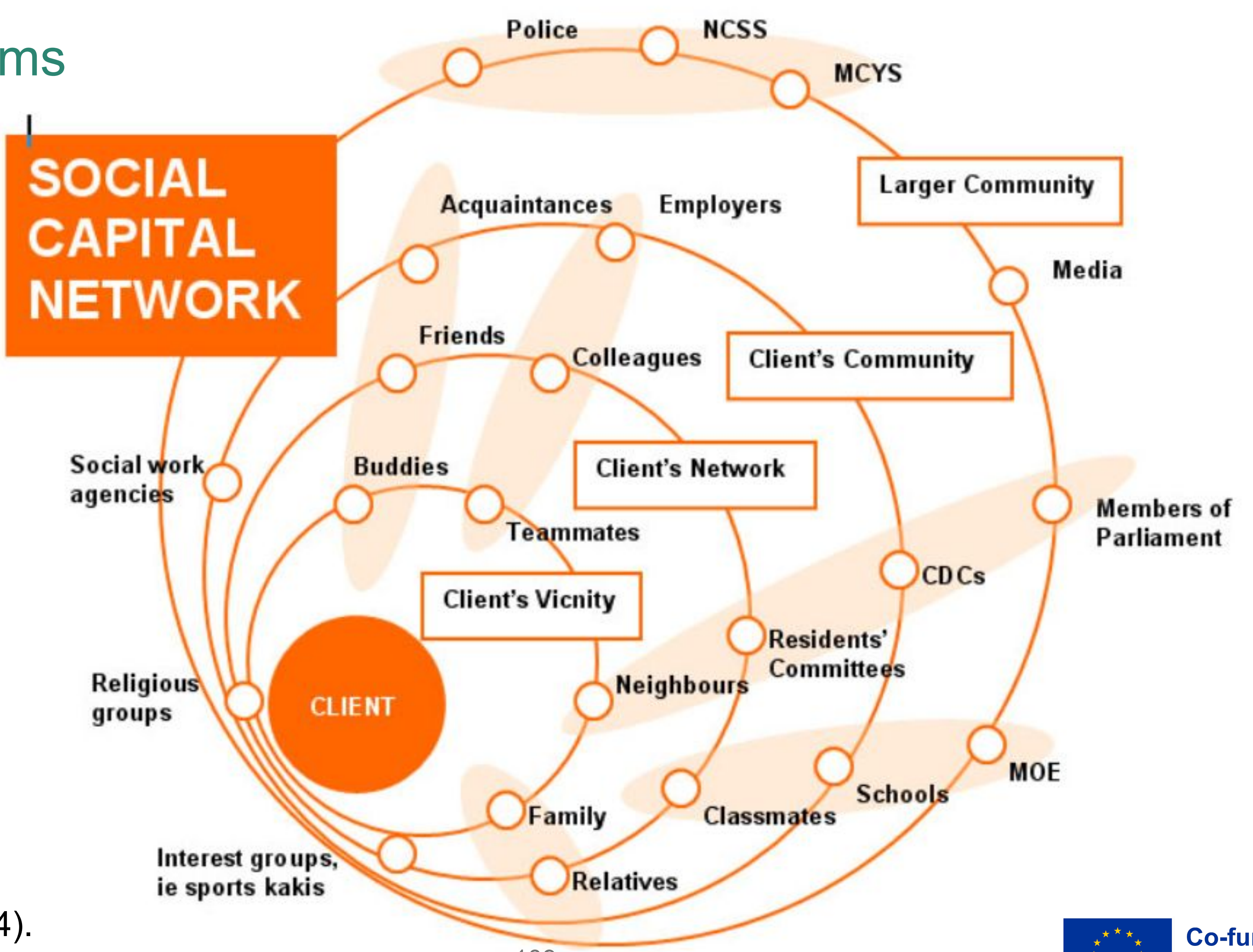
Figures: Network Diagrams



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Ethics in Social Impact Reporting

When reporting your organization's impact, you hold responsibilities **towards two key groups**:

1. Your Audience(s)

- Communicate clearly and accurately to help them understand your impact easily.
- Use **multi-modal reporting** (text, visuals, data, stories) to enhance transparency and inclusivity.
- Reflect on what you want your audience to **learn and take away** from your impact data.

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Ethics in Social Impact Reporting

When reporting your organization's impact, you hold responsibilities **towards two key groups**:

2. Your Participants

- Ensure **fairness and respect** not only during data collection but also in reporting.
- Safeguard **anonymity and confidentiality** of individuals and communities.
- Consider **accessibility -** make sure findings are understandable and available to all relevant stakeholders.

Ethical reporting means being accountable to both your audiences and the people whose stories you tell.

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Software Support

UpMetrics	Proof	sopact
→ User-friendly platform built around the DeCAL methodology guiding organizations from impact framework creation to data visualization and reporting	→ Impact Intelligence Platform combining ESG and impact measurement, producing professional impact and ESG reports	→ Focuses on clean, centralized data pipelines, real-time dashboards, and analytics automation to replace fragmented Excel or CRM setups
Best for SMEs and NGOs needing structured guidance, simplicity, **quick adoption** and **storytelling-focused visuals**	Best for organizations that need **ESG alignment and regulatory compliance** alongside impact reporting	Best for **larger or scaling social impact organizations** seeking advanced data integrity and analytical capabilities

Parola, G. (2025). Reporting and writing for/about social impact [PowerPoint slides].

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Dissemination of Impact Data

Most impact data is shared primarily through **written communication**, such as impact reports and summaries of key findings, as well as through **oral presentations**.

It is essential to **consider the characteristics and needs of your audience(s)** and to select dissemination modes that will communicate your message most effectively.

- When addressing **multiple audiences**, a **multi-modal dissemination strategy** may be required, with content tailored to each communication format.

- In some cases, **messages may be co-created** with audiences to enhance relevance, engagement, and mutual understanding.

Kara, H. (2020). *Creative research methods: A practical guide* (2nd ed.). Bristol University Press.

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There are many ways of dissemination…

Written Word, Oral Communication

- Blogs
- E-newsletters
- Podcasts and webinars

Kara, H. (2020). *Creative research methods: A practical guide* (2nd ed.). Bristol University Press.

Disseminating Social Impact

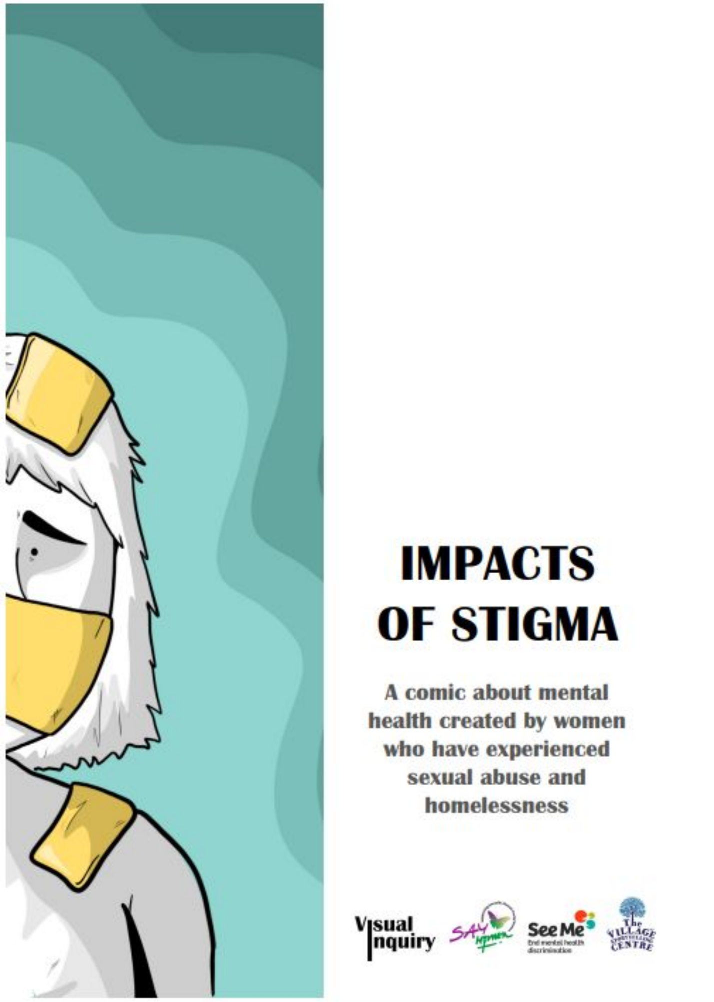
There are many ways of dissemination…

Creative Approaches:
Infographics

Animations

Videos

Comics



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A comic about mental health created by women who have experienced sexual abuse and homelessness. University of Glasgow. https://doi.org/10.36399/gla.pubs.325780

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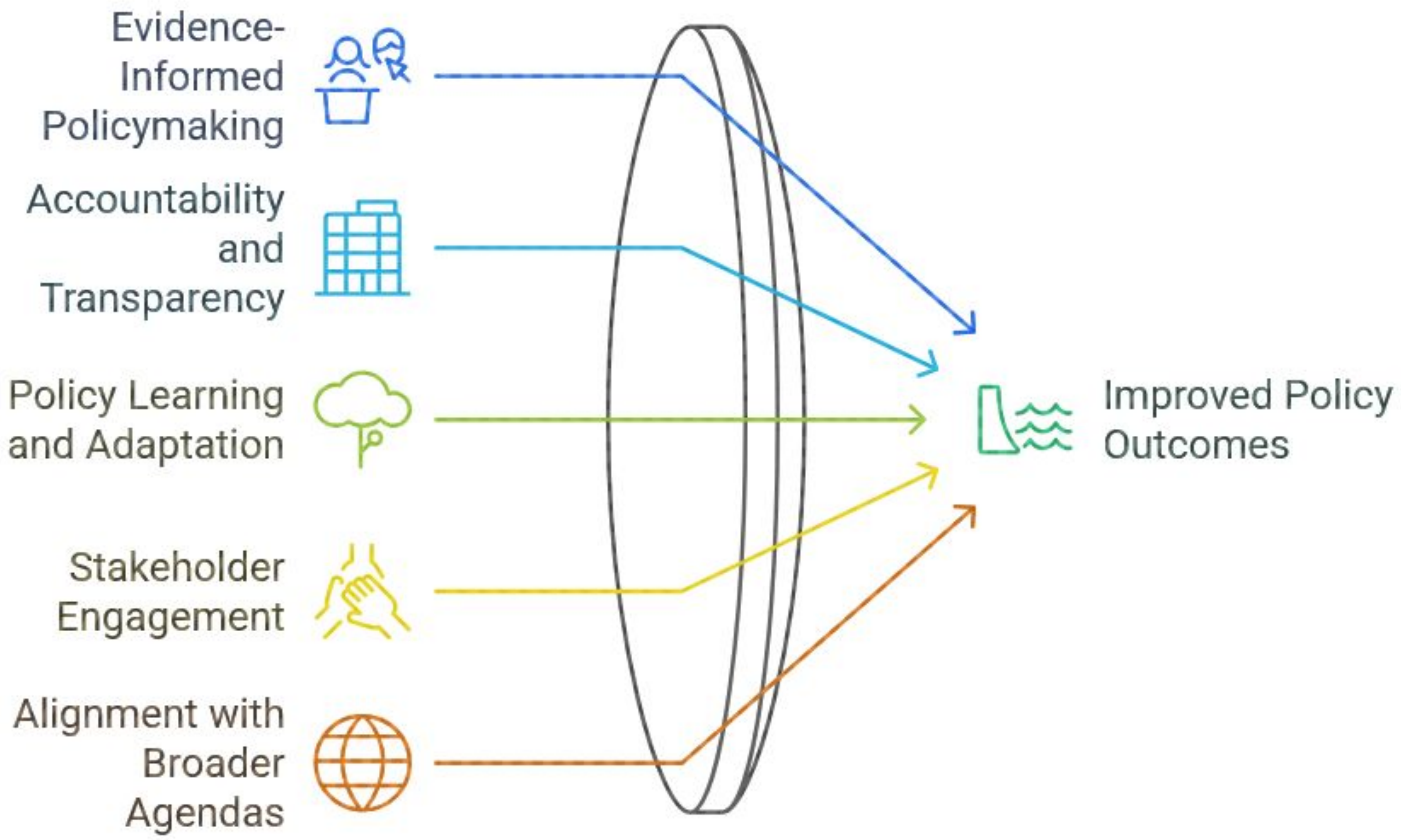
Linking Social Impact Assessment to Policy

Social Impact Assessment refers to the process of analysing, predicting, mitigating, monitoring, managing and evaluating the intended and unintended social consequences, both positive and negative, of planned interventions (policies, programmes, plans, projects) and the resulting social change processes.

When effectively integrated into the **policy cycle**, it can strengthen policy design, implementation, and evaluation in several ways:



Taylor, C. N., Mackay, M., & Perkins, H. C. (2021). Social impact assessment and (realist) evaluation: meeting of the methods. *Impact Assessment and Project Appraisal*, *39*(3), 244-253.

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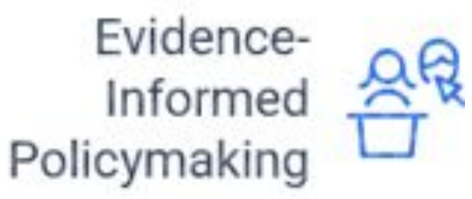
Linking Social Impact Assessment to Policy

1. Evidence-Informed Policymaking:

Findings from Social Impact Assesment help policymakers understand real-world social outcomes, enabling them to design policies that are responsive to community needs and minimize unintended negative effects.



2. Accountability and Transparency:

Social Impact Assesment introduces mechanisms for monitoring and reporting on the social consequences of policy decisions, ensuring that governments and institutions remain accountable to stakeholders.

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3. Policy Learning and Adaptation:

By identifying what works and what doesn’t, Social Impact Assesment supports adaptive governance, helping policymakers refine or redesign interventions based on evidence.

4. Stakeholder Engagement:

The participatory nature of Social Impact Assesment brings citizens social enterprises, and marginalized group into the policymaking process, leading to more inclusive and legitimate policies.

5. Alignment with Broader Agendas:

Social Impact Assesment contributes to aligning national or local policies with wider frameworks such as the **UN Sustainable Development Goals (SDGs)** or **EU social inclusion strategies**.

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Additional Resources

Parola, G. European Microfinance Network. (2025, August 4). *SIFTA Webinar on Reporting and Writing about social impact* [Video]. YouTube. https://www.youtube.com/watch?v=xne9LG3JJ7Q

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Social Impact Assessment: Additional Resources and Assessment

LU5

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Learning objectives

- Understand and evaluate a variety of additional resources and reference materials available for Social Impact Assessment.
- Conduct self-assessment to evaluate personal understanding and application of Social Impact Assessment concepts, methods, and resources.

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Videos

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Co-funded by the European Union

Videos

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Co-funded by the European Union

Videos

European Microfinance Network. (2024). *SIFTA Webinar | Impact Measurement & Management* [Video]. YouTube. https://www.youtube.com/watch?v=s58IvtJJuqg

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Self-Assessment Test – Social Impact Assessment Module

Instructions for the Self-Assessment Test

- The test consists of **16 multiple-choice questions**.
- Each question has **four possible answers (a, b, c, d)**.
- Only **one answer is correct** for each question.
- This is a **self-assessment test**, so it is intended to help you check and refresh your knowledge.
- You can review your answers using the **answer key** after completing the test.

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Self-Assessment Test – Social Impact Assessment Module

LU1 – Introduction to Social Impact Assessment

1. What best defines *social impact* in the context of Social Impact Assessment?

a) Any activity carried out by a social organisation
b) A significant, positive change addressing a pressing social challenge through deliberate actions
c) Short-term project outputs only
d) Financial returns generated by social projects

2. Why is Social Impact Assessment necessary beyond good intentions?

a) To comply only with donor requirements
b) To replace qualitative judgments
c) To identify, measure, and manage intended and unintended social consequences
d) To reduce stakeholder involvement

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Self-Assessment Test – Social Impact Assessment Module

LU1 – Introduction to Social Impact Assessment

3. Which of the following is a core principle of Social Impact Assessment?

a) Focus exclusively on economic outcomes
b) Avoid stakeholder participation to save time
c) Integrate equity, participation, and ethical considerations
d) Measure outputs only

4. What role do stakeholders play in Social Impact Assessment?

a) They are passive recipients of project outcomes
b) They are involved only at the reporting stage
c) They contribute to understanding impacts, assumptions, and context
d) They are relevant only for communication purpose

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Self-Assessment Test – Social Impact Assessment Module

LU2 – Data Collection, Indicators and Tools

5. Which statement best describes good impact data?
a) Data that is extensive and complex
b) Data that is useful, reliable, and actionable
c) Data collected only through surveys
d) Data collected regardless of cost or feasibility

6. Which factor should guide the choice of data collection methods?
a) Preference of the evaluator only
b) Availability of advanced software
c) Time, budget, cultural context, and ethics
d) Quantity of questions included

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Self-Assessment Test – Social Impact Assessment Module

LU2 – Data Collection, Indicators and Tools

7. What is the main difference between standard and custom indicators?

a) Standard indicators are qualitative only
b) Custom indicators replace all standard indicators
c) Custom indicators are adapted when standard indicators do not fully capture context
d) There is no difference

8. Why are ethical considerations important in data collection?

a) To increase the number of respondents
b) To ensure *do no harm*, confidentiality, informed consent, and respect for participants
c) To simplify data analysis
d) To reduce the need for indicators

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Self-Assessment Test – Social Impact Assessment Module

LU3 – Data Analysis and Interpretation

9.What is the main purpose of a Theory of Change?

a) To report results to funders
b) To map how activities lead to outputs, outcomes, and long-term impact
c) To collect baseline data
d) To replace data analysis

10. What best describes a Theory of Change (ToC)?

a) A linear framework focusing only on inputs, outputs, outcomes, and impact
b) A monitoring tool used exclusively to measure indicators after implementation
c) A comprehensive framework that explains how and why change is expected to happen, including assumptions, context, target groups, and causal pathways

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Self-Assessment Test – Social Impact Assessment Module

LU3 – Data Analysis and Interpretation

11. Why is it important to identify assumptions in a Theory of Change?

a) Assumptions are not relevant for impact assessment
b) They explain why funding is needed
c) They reveal risks and conditions required for change to happen
d) They replace indicators

12. What does good data interpretation require?

a) Reporting numbers only
b) Ignoring unintended effects
c) Understanding context, significance, and drivers of change
d) Focusing exclusively on positive outcomes

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Self-Assessment Test – Social Impact Assessment Module

LU4 – Communication, Reporting and Linking to Policy

13. What is the key difference between reporting and dissemination?
 a) Reporting is informal, dissemination is formal
 b) Reporting presents structured evidence, dissemination shares key messages
 c) Dissemination replaces reporting
 d) There is no difference

14. Why is it important to tailor impact communication to different audiences?
 a) Audiences have different needs, expectations, and decision-making roles
 b) It reduces the need for data accuracy
 c) It limits stakeholder engagement
 d) It avoids ethical responsibilities

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Self-Assessment Test – Social Impact Assessment Module

LU4 – Communication, Reporting and Linking to Policy

15. How does storytelling support social impact reporting?
a) By replacing data with opinions
b) By making reports longer
c) By helping audiences understand and engage with impact evidence
d) By focusing only on emotions

16. How can Social Impact Assessment support policymaking?
a) By eliminating political decision-making
b) By providing evidence on what works and what does not
c) By focusing only on compliance
d) By limiting citizen participation

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Self-Assessment – Answer Key

LU1 – Introduction to Social Impact Assessment

1.b) A significant, positive change addressing a pressing social challenge through deliberate actions
2.c) To identify, measure, and manage intended and unintended social consequences
3.c) Integrate equity, participation, and ethical considerations
4.c) They contribute to understanding impacts, assumptions, and context

LU2 – Data Collection, Indicators and Tools

5.b) Data that is useful, reliable, and actionable
6.c) Time, budget, cultural context, and ethics
7.c) Custom indicators are adapted when standard indicators do not fully capture context
8.b) To ensure *do no harm*, confidentiality, informed consent, and respect for participants

LU3 – Data Analysis and Interpretation

9.b) To map how activities lead to outputs, outcomes, and long-term impact
10.c) A comprehensive framework that explains how and why change is expected to happen, including assumptions, context, target groups, and causal pathways
11.c) They reveal risks and conditions required for change to happen
12.c) Understanding context, significance, and drivers of change

LU4 – Communication, Reporting and Linking to Policy

13.b) Reporting presents structured evidence, dissemination shares key messages
14.a) Audiences have different needs, expectations, and decision-making roles
15.c) By helping audiences understand and engage with impact evidence
16.b) By providing evidence on what works and what does not

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Thank you

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