



Enabling Social Innovation

Workshop 8: Impact Measurement



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**Enabling Social
Innovation**

Impact Management Workshop

Moderator: Heidi Hautala

Speakers: Katja Anoschkin



#Innovation4Inclusion



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Katja Anoschkin

Development

Manager

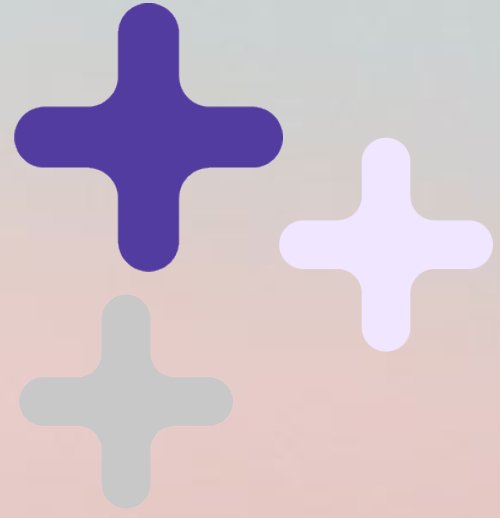
ARVO

The Finnish Association of Social Enterprises ARVO

We are the alliance and network of social enterprises in Finland.

www.arvoliitto.fi

@arvoliitto



Social Enterprise is a business model designed to solve the biggest problems of our time.

SUSTAINABLE DEVELOPMENT GOALS



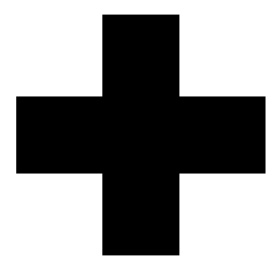
WHAT IS IMPACT

Impact is a **positive measurable change** in an important social or ecological problem. Solving this problem will create **value** to people, planet and the society.

The change need to be caused by your organization

Change do not move the problem elsewhere or cause new problems elsewhere.

When you want to **maximize** your impact, the **change need to be intentional**



When measuring IMPACT, we are interested in changes in people's well-being, services and resources are just tools.

What is impact?

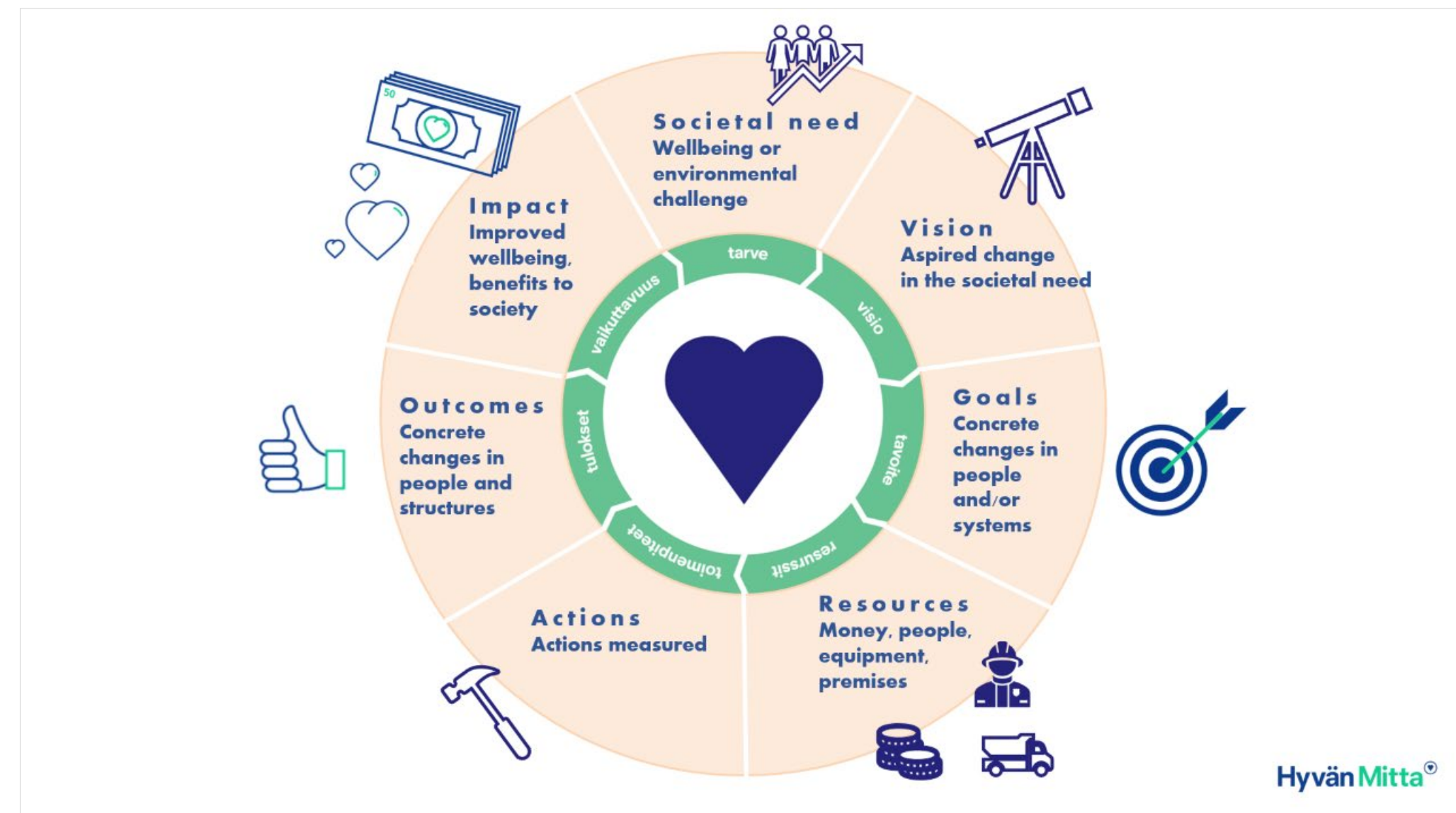
For example, employment:

- Employment of the **long-term unemployed** and an increase in the individual's **experience of well-being/inclusion** and a decrease in **societal costs**.
- **Completion of secondary education**, which reduces the risk of exclusion.
- **Faster employment** of immigrants and reduction of the costs caused by prolonged unemployment.

Impact management and measurement starts with defining your **impact chain**

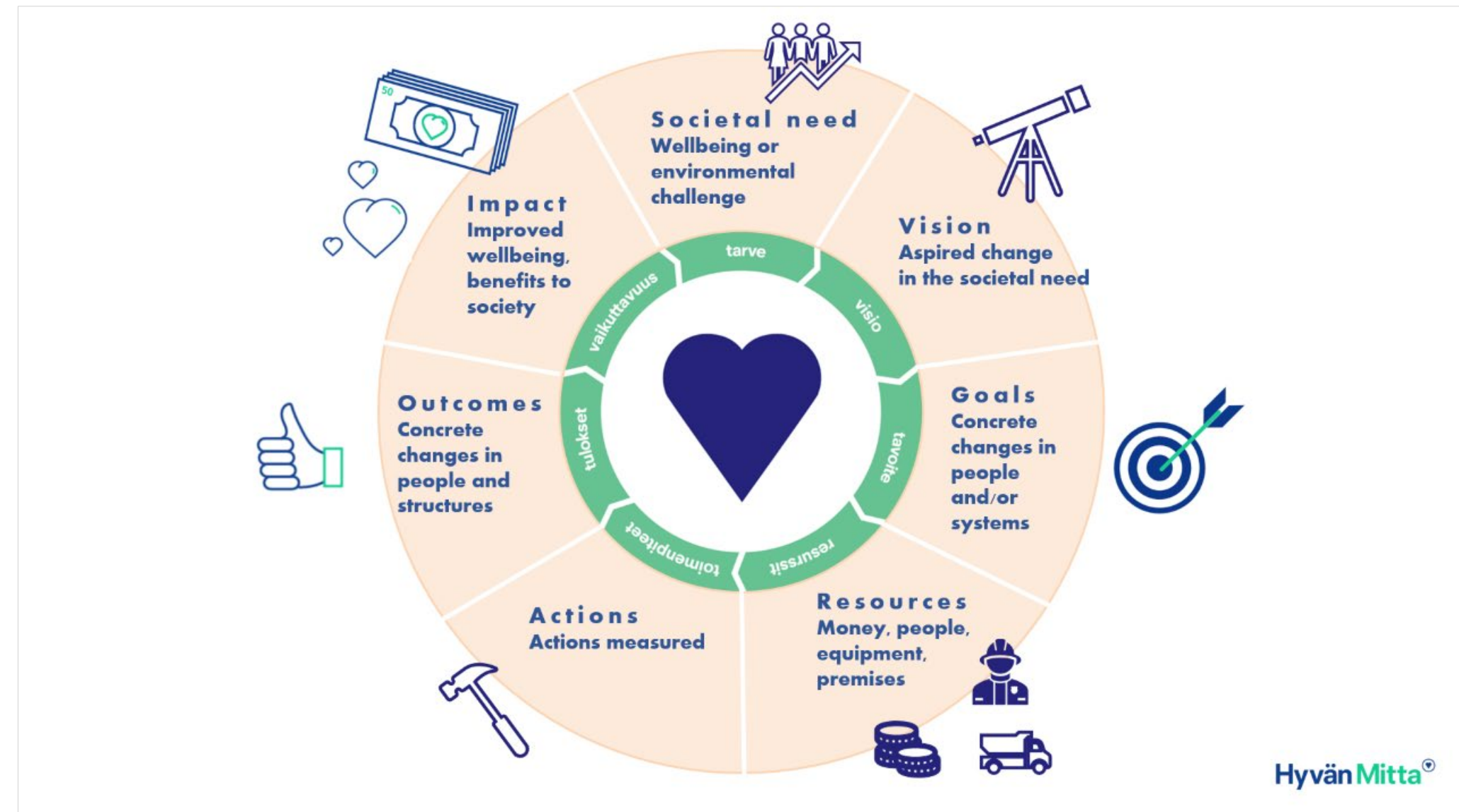
Impact chain is an impact management tool

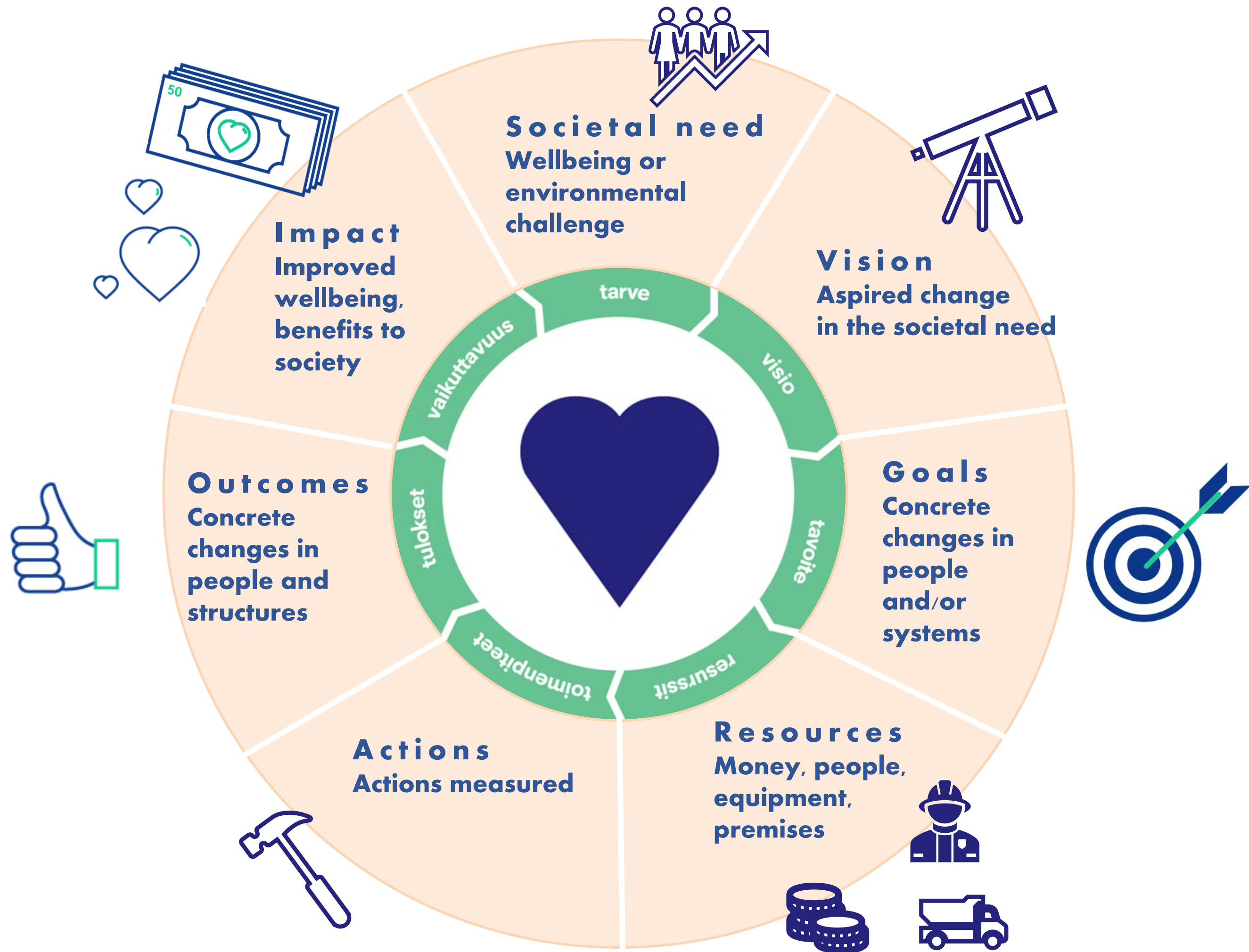
1. Impact Modelling
2. Impact measurement and evaluation
3. Impact communication

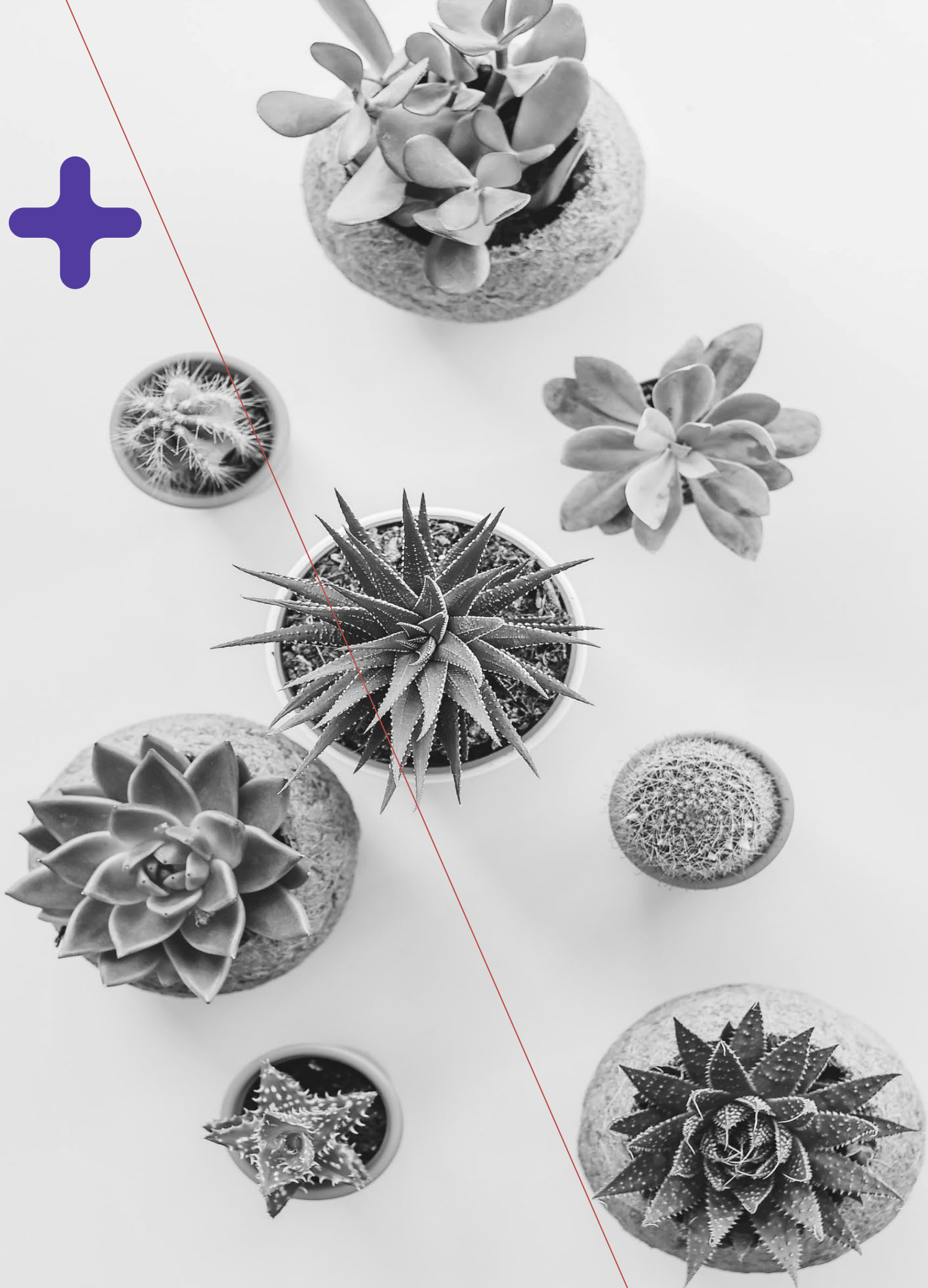
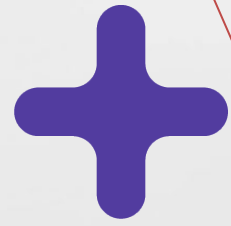


Impact chain as a tool

- Answers how impact is created thru your activities?
- First step to understand the causal links between your activities, outcome and impact.
- Helps you to communicate your impact to potential impact investors and other stakeholders





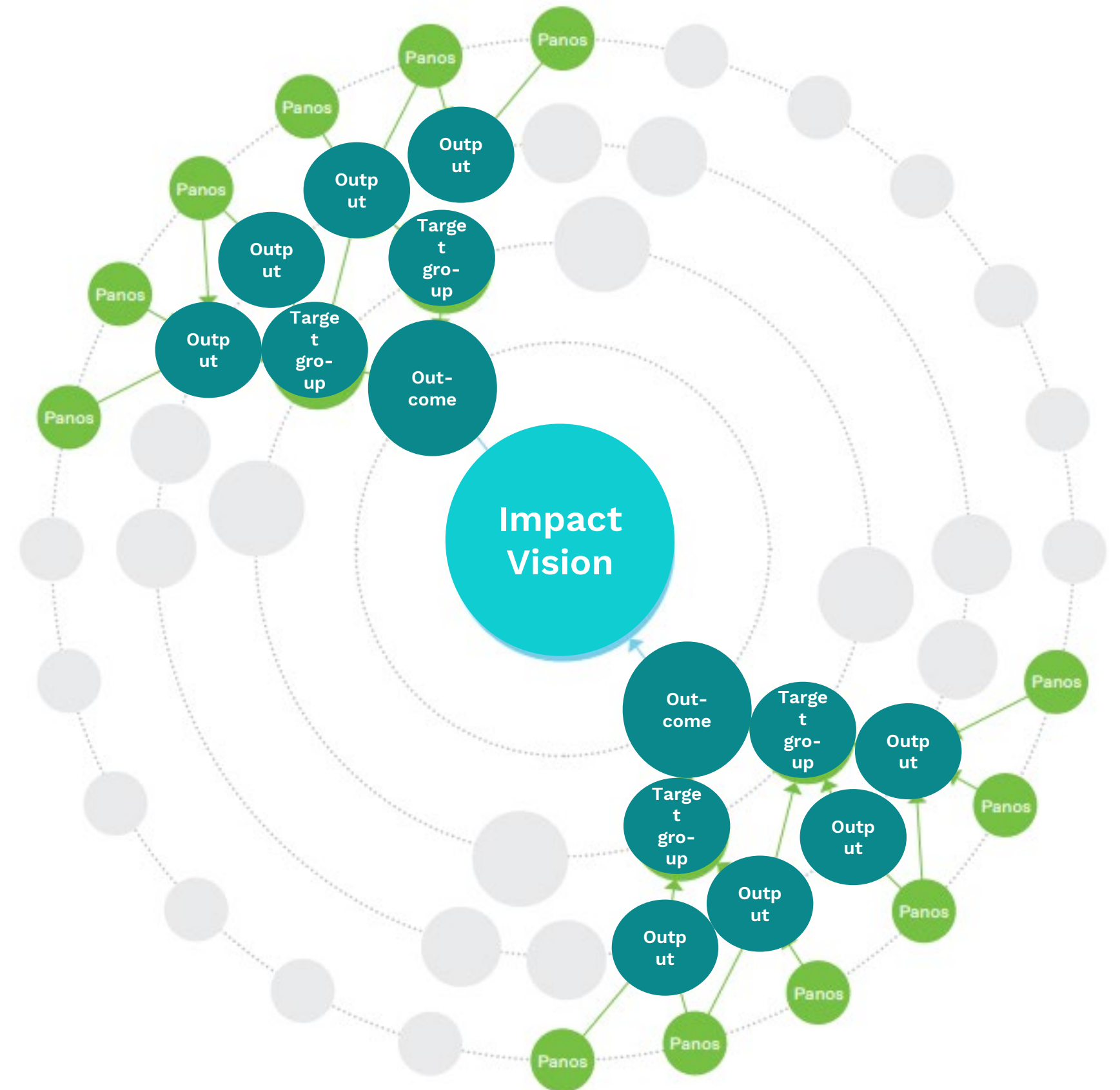


From the impact of one organization to collective impact!

- Extensive social change is rarely brought about by the power of just one actor and measure.
- More activities aimed at collective impact are needed

Build and manage Impact Ecosystems

Complex social problems do not require complex solutions, but joint action, common impact modeling, jointly agreed metrics and network management



1. Societal need



- What is the problem you are trying to solve?
- What is the target group?
- What are the consequences for people and planet if nothing is done?
- What are the root causes?

Case: Social Exclusion

There are 2916 socially excluded (NEET) 15-29 year olds in Turku region*

Source: Turku 2018 Toimenpidesuunnitelma aineisto. Määttätiö calculation.

Vision



- What kind of change do you want to achieve in the long term?
- What does the situation look like when the need has been met?

**Zero Socially Excluded
Youth in Finland**

What is your impact vision?

Zero

(HOW MUCH?)

Socially excluded

(WHAT?)

youth in Finland

(WHO?)

By the year 2050

(IN WHAT TIME?)

What is your impact vision?

- Zero socially excluded youth in Finland
- Zero days unemployed
- 30% **Faster** employment for immigrants, faster access to mental health services for all.
- 50% **less** food waste, 50%, Smallest carbon footprint in the industry
- Healthy food belongs to **everyone**
- **Access to** affordable housing for everyone
- **No one** is left alone

3. Outcome goals

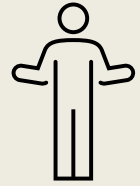
- What concrete (short term) changes must be made in people's lives, behaviors, skills, or experience, **in order to achieve the vision?**
- What kind of structural changes in the service ecosystem should be brought about?
- For which target groups and in what time frame? (Target group segmentation)



Example: systemic approach

- Every young person in the area gets a summer job or an internship
- Serious cases of bullying are halved within two years
- The perceived sense of security of the residents of the area has increased significantly.

Target group (NEET)



Persons with a probable opportunity to move to the open labor market

Goals

A suitable degree, work experience or a job
Strengthening of well-being and agency

Metric

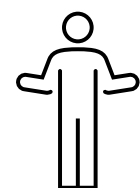
- Advancement to training, education or work
- Completion of studies
- Perceived positive changes in resources, faith in the future and psychological well-being with the Outcomestar[®] assessment tool



Persons whose resources or abilities do not allow transition to open work or study yet

Opportunities to move towards employment are improving

- Perceived positive changes in resources, faith in the future and psychological well-being with the Outcomestar[®] assessment tool



There are still no likely opportunities to move forward towards the open labor market or study

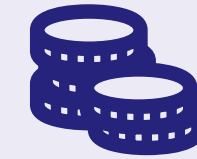
Improvement of functional capacity, agency and well-being

Decrease in the use of other services

- Perceived positive changes in resources, faith in the future and psychological well-being with the Outcomestar[®] assessment tool
- Use of other (heavy) social services and costs

4 – 5. Resources and activities

- What is your solution ?
- What know -how, euros, partnerships are needed ?
- What concrete activities are done and for which target groups in order to achieve the goals.



Example

1. Let's develop cooperation between home and school
2. Expanding the family center operating model
3. Let's send 10 psychiatric nurses to middle schools and 2nd grade

And so on.

6.Outcomes



- What measurable changes **have been achieved** ?
- Find out the starting situation and measure the change
- How are you going to measure outcomes?

Example

- There are 20% fewer cases of bullying than half a year ago
- 75% of the residents of the area feel that the area is safe
- 90% of the region's young people have gotten a summer job

7. Impact

- To what extent have changes been brought about in the social challenge and what kind of benefits have resulted?



Example

- Those who have completed only primary school cause additional costs of up to 370,000 euros on average during their lifetime compared to those who have acquired an education. The amount is a minimum estimate. (THL&Sitra)
- The number of people who dropped out of secondary education decreased



Measures of good

- **Process metrics:** that guide the operation tell about the scope, quality and resources of the operation.
- **Outcome metrics:** tell about the realization of concrete change goals in different time intervals. (short term)
- **Impact metrics:** Impact metrics are used to monitor the changes at the societal or population level , often from an economic perspective. (long term)

Need

1

Vision

2

Goals

3

Resource

4

Activities/
output

5

Outcome

6

Impact

7

There are 2,916 15-29-year-olds left behind in Turku*

Hobbies, functional everyday life (parenting support), etc. protect against exclusion.

Risk factors; school bullying, mental health support

Zero Excluded youth

- Every young person in the area gets a summer job or an internship
- Serious cases of bullying are halved within two years

€, partnership and more efficient use of resources.

1. Cooperation between home and school, especially with regard to foreign languages
2. Expanding the family center operating model
3. Let's send 10 psychiatric nurses to middle schools and 2nd grade

There are 20% fewer bullying cases than half a year earlier

90% of the region's secondary school youth have gotten a summer job

The number of people who dropped out of secondary education decreased

The following benefits are estimated to be xx€ over the next 10 years

Baseline information

Baseline information

Baseline information

Process metrics

Outcome metrics

Impact metrics

Discussion

Q 1

What have been the **challenges** you have faced with **impact measurement** or impact management in general

Q 2

What **good practices** do you have **in your organization** regarding impact management and measurement?

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NEXT ON THE AGENDA

- Lunch (1.00 – 2.30 pm)
- Panel ‘Open Discussion: Commitments, Inspiration and, Next Steps’ (2.30 – 3.00 pm)
- Closing remarks (3.30 – 4.00 pm)

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