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# Supporting gender empowerment

A Workshop for Social Entrepreneurs

UNIVERSITY OF  
WESTMINSTER 



# Overview of the Workshop

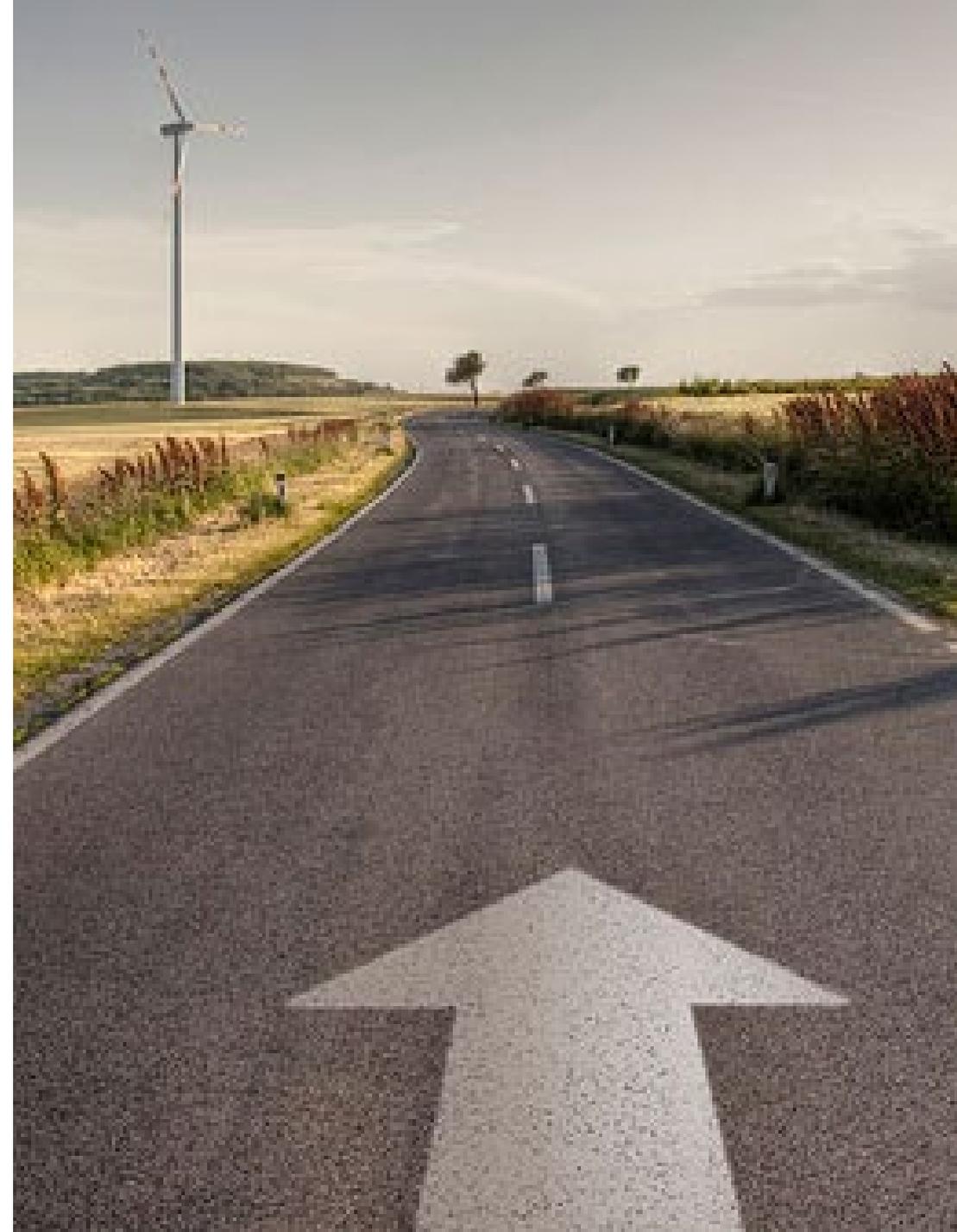
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- What is social impact?
- Importance of measuring social impact
- Some approaches to measuring social impact
- Theory of change
- Challenges of measuring social impact

# Social Impact definition

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- Positive changes that solve or/and address social injustice
- Effect on people and communities that happens as a result of an action
- “Making a difference”
- Net effect of an activity on a community
- How organizations, businesses or individuals' actions affect their communities

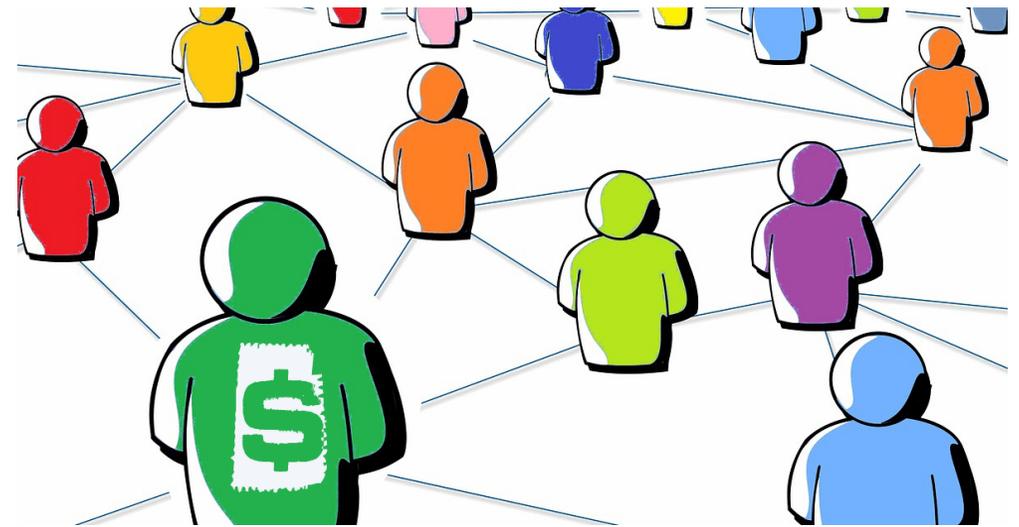


# Importance of measuring Social Impact

The demand for measuring social value comes from all sides:

- funders who want to direct their money to the most effective projects
- policy makers and government officials have to account for their spending decisions
- social organisations need to demonstrate their impact to funders, partners and beneficiaries.

Every organisation – no matter how small or new – can measure its social impact.



# Benefits of measuring Social Impact

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- Better placed to justify the **impact of any external funding received** and **defend** their role in providing services more effectively.
- Able to make a **stronger case for additional funding** and further investment in advance.
- **Focus efforts on what really makes a difference**. This helps an organisation to plan more strategically and allocate resources more effectively.
- **Continuous improvement** by regularly going through the process of social impact assessment.
- Develop **stronger communication** of the value of their work to the **people that really matter**.
- Helps to **ask, and find answers** to, the right questions.

# Some approaches to measuring social impact

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Theory of  
change (TOC)

Life cycle  
assessment  
(LCA)

Triple bottom  
line

Social  
performance  
scorecard

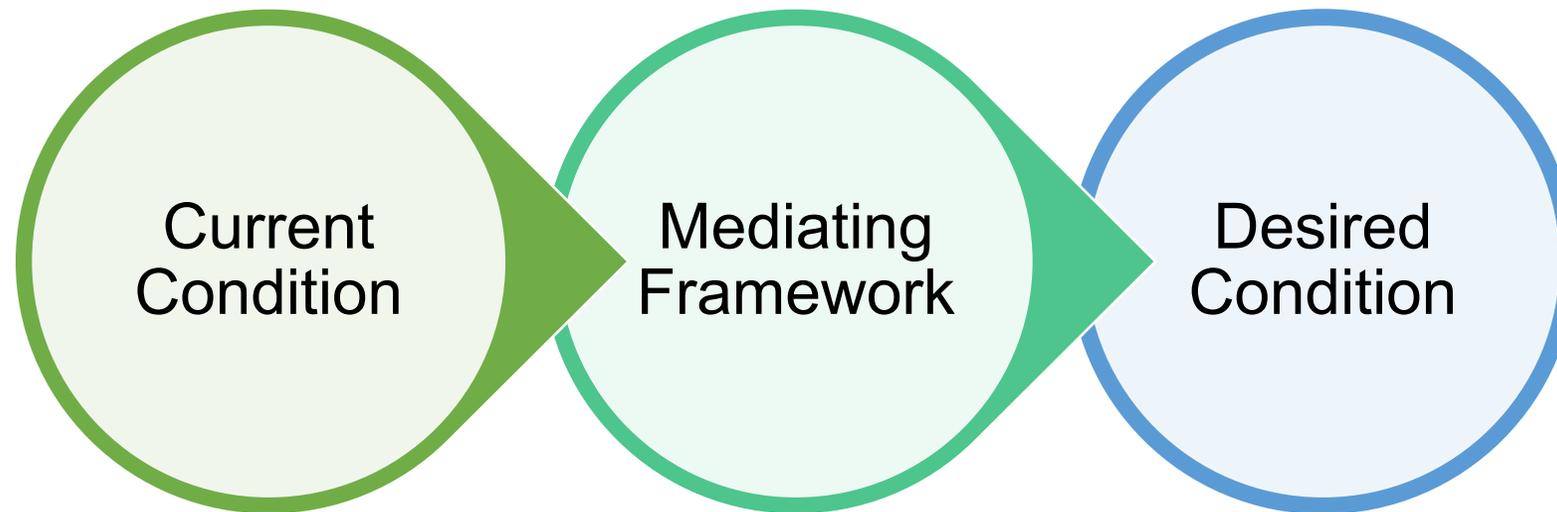
Cost Benefit  
Analysis (CBA)

Social  
Accounting and  
Audit

Social Return  
of Investment  
(SROI)

Basic Efficiency  
Resource  
(BER) Analysis

# Using Frameworks to measure progress and impact



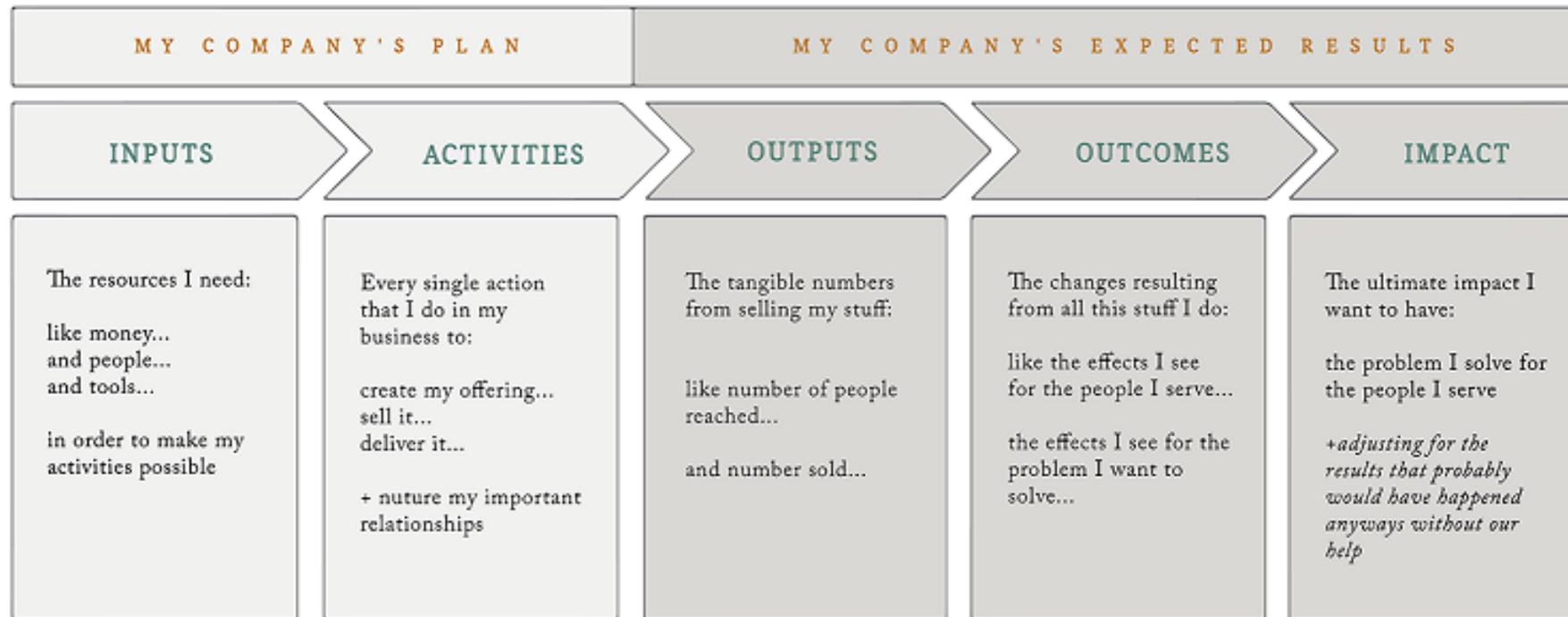
- Where are you now in terms of Gender Empowerment and Gender Equality?

- Design thinking
- Theory of Change
- Social Relations Approach

- What do you want to achieve in terms of Gender Empowerment and Gender Equality?

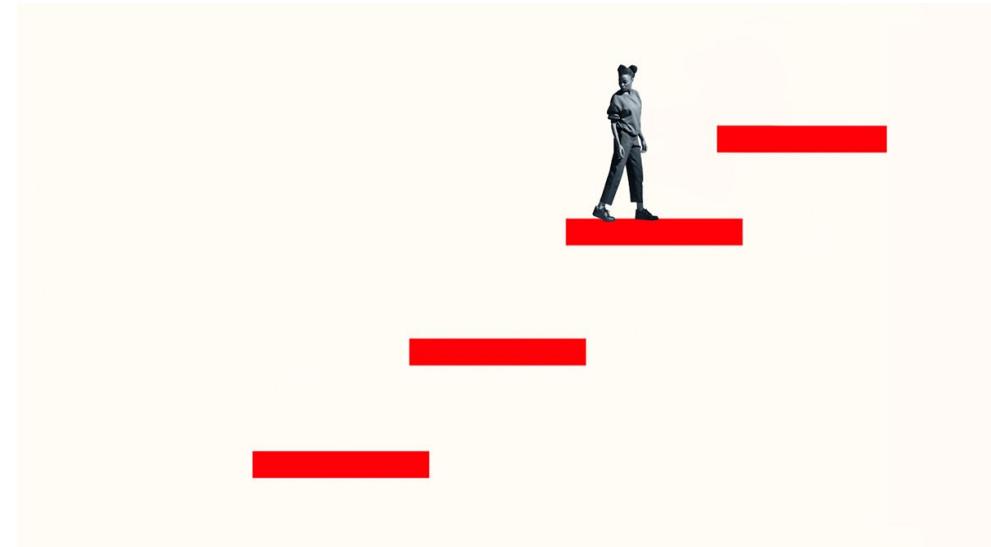
# Theory of Change (TOC)

The Theory of Change framework is sometimes known as the **Impact Value Chain** because it shows how impact flows through the company's resources and activities to get the results they are after.



# Why use a Theory of Change?

- A Theory of Change describes **why** a desired change is expected to happen in a particular context. It is a **'logic' model** – showing cause and effect – but **with the assumptions made explicit**.
- **Starting with the problem**, it allows 'stakeholders' to build a commonly understood **vision of the long-term goal(s)** of an initiative.
- Then working back from this it helps identify all the conditions (**outputs and outcomes**) that must be in place (and **how** these relate to each other causally) for the goal(s) to be reached.
- It **highlights the barriers** that need to be overcome and the **interventions that are likely to be most effective**.

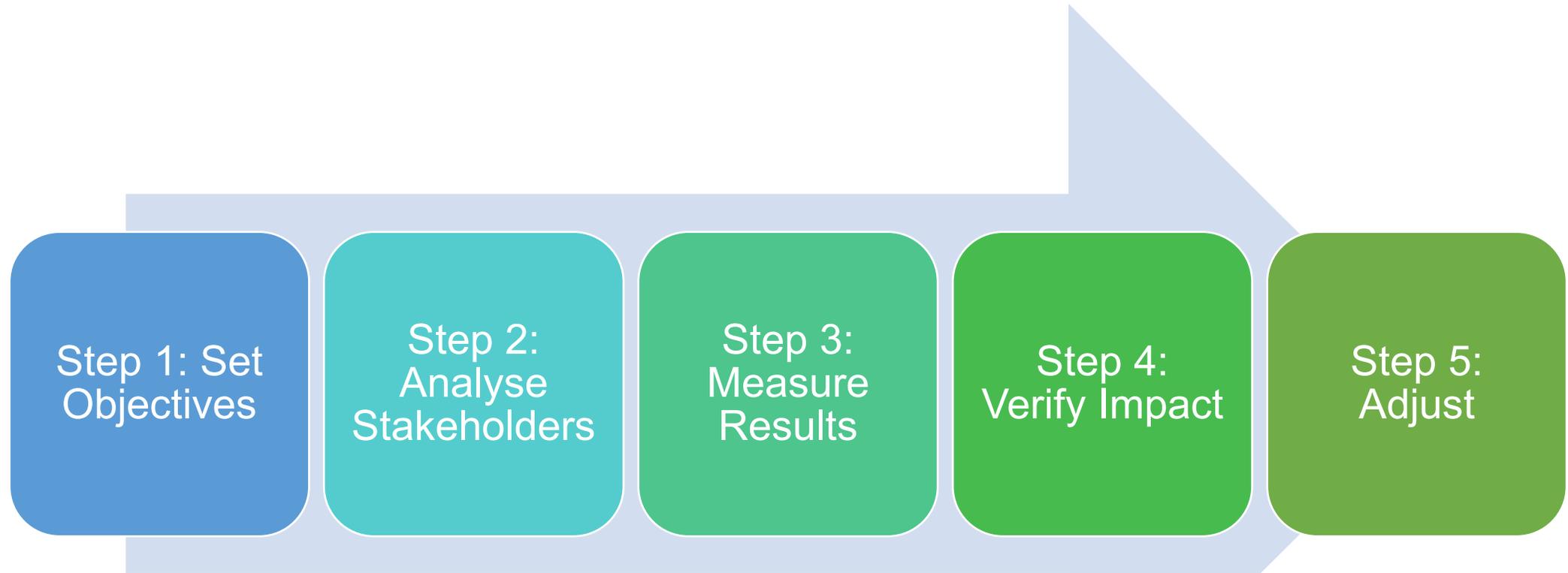


# Building a Theory of Change



# 5 steps for using the Theory of Change

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## **Bonus Step: Share!**

With all this great data, you can use it to share your story with your customers to build trust and loyalty for your work.

# OK, before we use ToC, let's revise the definitions again

## Gender equality

Everyone, irrespective of gender, has **equal rights, responsibilities and opportunities**

Everyone, irrespective of gender, has **equal power** and **equal opportunity** to achieve financial independence, education, personal development, economic participation and decision-making

## Gender empowerment

Women's empowerment has five components:

- women's sense of **self-worth**;
- their right to have and to **determine choices**;
- their right to have **access** to opportunities and resources;
- their right to have the **power to control** their own lives, both within and outside the home;
- their ability to **influence** the direction of social change to create a more just social and economic order, nationally and internationally.

# ‘Co-creation’ as empowerment

- Involves **working with all stakeholders** as ‘partners’, as equally as possible valuing and sharing different areas of expertise and knowledge, privileging none.
- Co-creation can generate **unexpected insights** and encourage ‘**buy-in**’
- Sharing power is a key element of co-creation – but you need to **overcome power imbalances** and ensure **access and inclusion**
- Engage stakeholders in **co-creation as early as possible**; be clear about roles and expectations.



# Theory of Change Diagram



# What should be the focus? Outputs? Outcomes?

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## Outputs

- **Activities** done by an organisation, usually listed in an action plan or set of objectives.

## Outcomes

- The **long term observed effects of the outputs** and are often the “**real changes**” that organisations are trying to make.

# Difference?

## Output

- An output tells you an activity has taken place
- A quantitative summary of an activity
- Actions or items that contribute to achieving an outcome
- Quantitative in nature (e.g. number of women helped)

## Outcomes

Outcomes are what you want to, or need to, achieve

- **Measurable** results that after you have finished your outputs / actions
- Change that occurs as a result of an action, **which can be measured**
- Outcomes can be **verified** through both quantitative and qualitative methods

# Activity

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What are these, outputs or outcomes?

CV checking service

20 mothers able to work full time

50 students getting support with their CV

Organise Creche services

# Activity

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What are these, outputs or outcomes?

20 happy children at  
birthday party

50 cupcakes

100 health checks conducted

BP / cholesterol health  
checks

# Activity

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What are these, outputs or outcomes?

Providing homeless people with food and shelter

Campaigns encouraging students to recycle

Homeless people no longer living on the street and now in employment

Students using recycling bins

## Activity 1

# Assumptions and Risks: collective exercise 15 minutes

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Assumptions are conditions that need to be in place to make ToC work.

If risks are not taken into account, this likely affects the success of your plan

1. [Outcome 1: Women Gain Employment]
2. [Outcome 2: Women develop a set of skills]
3. [Outcome 3: Reduced social isolation among women]

What might be some assumptions and risks, which affect our ToC?

E.g. women are emotionally ready; women will respond to outreach and engage with our project; employers will be supportive; appropriate skills will match available jobs; there are sufficient numbers of jobs; women can fall back on social networks; jobs will be permanent

# Developing Indicators to Measure Impact

Indicators must tell you:

If the outcome has been achieved



Qualitative and / or quantitative methods  
(objective and subjective indicators)

By how much

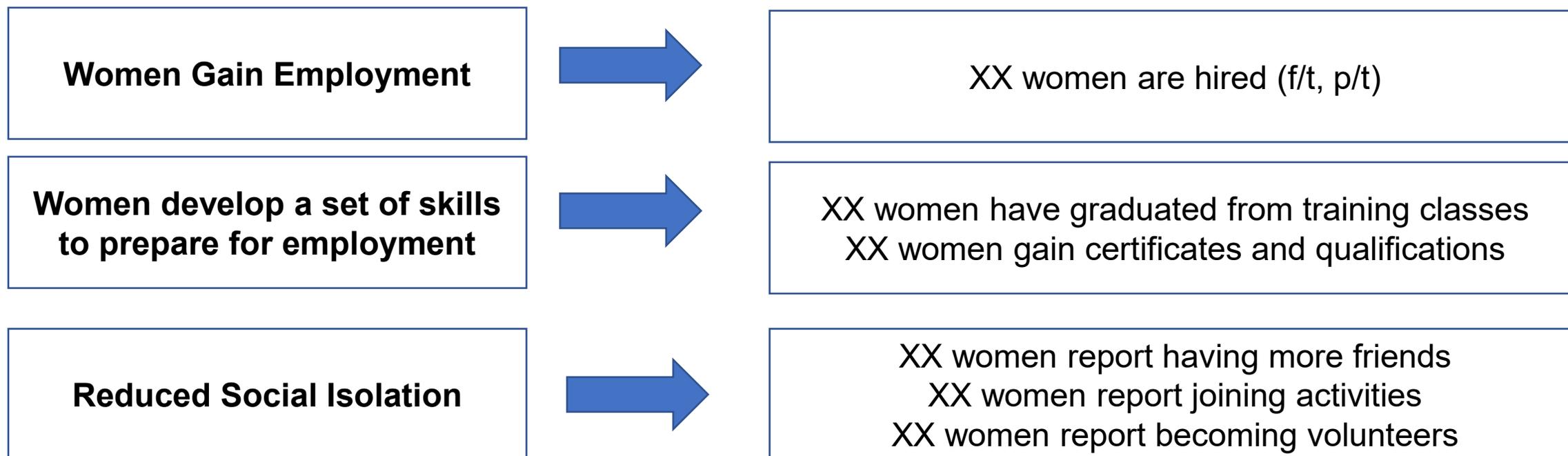


Qualitative and / or Quantitative methods  
(objective and subjective indicators)

# Developing Indicators to Measure Impact

How do you measure the implementation and effectiveness of your actions/interventions?

Collect data on each outcome (qualitative and / or quantitative)



# Who can you ask / collect data from?

1. The women (ask them how they know that change has happened for them)
2. Their families and friends
3. The organisation they are working for
4. People who have trained them



# Regularly Check: A lot of moving parts!

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1. Whether your activities are **feasible to implement**, are they achievable?
2. Do you have a **framework that is credible**, for the purposes of **planning**?
3. **Involve your key stakeholders**.— draw on your team and stakeholders for their perspectives, your ToC is a live document, ever-evolving and changing
4. ToC should be **developed consultatively with your stakeholders**
5. Do any of the **assumptions and risks suggest you need to add more outcomes and outputs**?
6. **Revisit** the ToC as many times as needed

Activity 2: Individual exercise then compare / share

# Outputs / Outcomes / Indicators for your ToC

20 minute exercise: think in 3s (3 outputs, 3 outcomes, 3 indicators)

## Outputs:

- Direct result of your action, and can be counted / verified

## Outcome:

- The change in women, because of what you have done

## Indicators:

- How you know change has occurred and that outcomes are met or being met

## Activity 3

# Produce your diagrams and narratives

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20 minutes exercise:

- A description of your long term goal
- A description of why / the **need and context** for the intervention
- A description of what **outcomes** you would like to achieve (and why)
- A description of **outputs** – what items and actions would bring about your intended outcomes?
- A description of **timelines** – when you think things will happen
- A description of **critical assumptions and risks**
- A description of how you will measure **outcomes** (qualitative / quantitative), and why
- A description of who you will collect evidence (qualitative / quantitative) to measure outcomes, and why

# **Social impact indicators – Gender empowerment**

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# SDG5 Achieve gender equality and empower all women and girls (Indicators)

## Goal 5. Achieve gender equality and empower all women and girls

5.1 End all forms of discrimination against all women and girls everywhere

5.1.1 Whether or not legal frameworks are in place to **promote, enforce and monitor equality and non-discrimination on the basis of sex**

5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

5.2.1 Proportion of **ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence** by a current or former intimate partner in the previous 12 months, by form of violence and by age

5.2.2 Proportion of women and girls aged 15 years and older **subjected to sexual violence by persons other than an intimate partner** in the previous 12 months, by age and place of occurrence

5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation

5.3.1 Proportion of women aged 20–24 years who **were married or in a union before age 15 and before age 18**

5.3.2 Proportion of girls and women aged 15–49 years who have undergone **female genital mutilation/cutting, by age**

5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate

5.4.1 **Proportion of time spent on unpaid domestic and care work, by sex, age and location**

5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

5.5.1 Proportion of **seats held by women in (a) national parliaments and (b) local governments**

5.5.2 Proportion of women in **managerial positions**

5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

5.6.1 Proportion of **women aged 15–49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care**

5.6.2 Number of countries with laws and regulations that guarantee full and equal access to women and men aged 15 years and older to sexual and reproductive health care, information and education

5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws

5.a.1 (a) Proportion of total **agricultural population with ownership or secure rights over agricultural land**, by sex; and (b) share of women among owners or rights-bearers of agricultural land, by type of tenure

5.a.2 Proportion of countries where the legal framework (including customary law) guarantees **women's equal rights to land ownership and/or control**

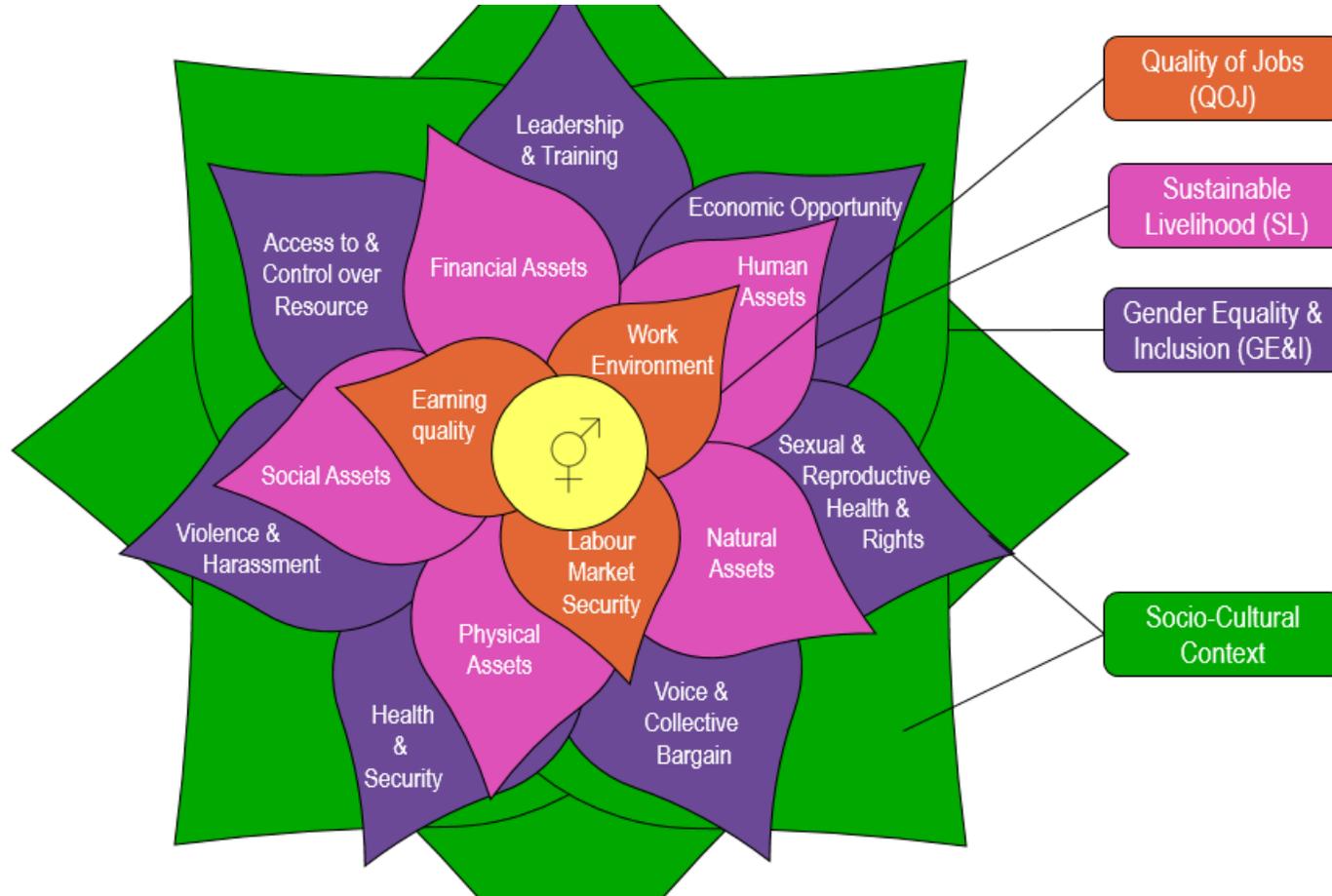
5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women

5.b.1 Proportion of individuals **who own a mobile telephone, by sex**

5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

5.c.1 Proportion of countries with systems **to track and make public allocations for gender equality and women's empowerment**

# Social Impact Assessment Framework for Circular Economy with a Gender-Inclusion Lens (SIAF-CE♀)



5 open-ended questions and 85 closed-end questions (4-point Likert scale)

# Social Impact Assessment Framework for Circular Economy with a Gender-Inclusion Lens (SIAF-CE♀)

DIMENSIONS	INDICATORS	ATTRIBUTES	DESCRIPTION
Quality of Jobs (QOJ)	Earning Quality	Gross income per month	Gross income per month, calculated at exact hours work
		Distribution of earnings with all workers (earning inequality)	N/A
	Labour Market Security	Risk of unemployment (risk and expected duration )	Perceived risk of losing the job because of contract or conditions
		Unemployment insurance (the coverage of the benefits and their generosity)	Perceived access to social welfare if employment is lost
	Work Environment	Time pressure at work	Job demands for working under stress, at high speed or tight deadlines
		Physical health factors	Exposure to chemicals, or tiring working positions and perceived level of support from colleagues
		Autonomy and learning opportunities	Skill training opportunities, opportunities for promotion or career advancement
		Workplace relationship	Perception of relationships with colleagues and supervisors and value of work
		Working very long hours	Exposure to unusual working schedules and flexibility at work

# Social Impact Assessment Framework for Circular Economy with a Gender-Inclusion Lens (SIAF-CE♀)

DIMENSIONS	INDICATORS	ATTRIBUTES	DESCRIPTION	
<b>Sustainable Livelihood (SL)</b>	Human Assets	Level of perceived health	Perception of health level	
		Ability to work and retained work	incidence of unemployment in the last two years	
		Level of education and or skills training of household members	The highest level of education obtained	
	Natural Assets	Access to natural Resources	Access and use of land, forest, water and clean air	
		Environmental Quality	Access to good waste and recycling services	Perceived level of cleanness and maintenance of community surrounding
			Access to good housing	Access to basic amenities in the household
	Physical Assets	Access to transportation services and proximity of food sources	Access to public transportation	
		Access to child/elderly care or recreation facilities	Access to childcare facilities or services	Access to recreational facilities and playgrounds
			Access to quality family time	Access to quality family time
	Social Assets	Support from family and friends	Perceived closeness with neighbourhood and community	
		Participation in community life	Use of programs offered in the community. Member of community or environmental or political group	
	Financial Assets	Income/savings	Capacity to pay all monthly expenses at ease	
		Money management (debts)	Capacity to save monthly	Level of debts (incapacity to save)
			Possession of goods	Ownership of assets on a household level

# Social Impact Assessment Framework for Circular Economy with a Gender-Inclusion Lens (SIAF-CE♀)

DIMENSIONS	INDICATORS	ATTRIBUTES	DESCRIPTION
Gender Equality & Inclusion (GE&I)	Economic Opportunity	Access to equitable, safe and reliable employment	Perception of women having equal access to job opportunities, internal promotion and salary than men
	Access to & Control over Resource	Access to resource	Access to economic and financial assets
		Control over resources	Control and decision over own earnings
	Leadership & Training	Access to training & development of leadership skills	Perception of women having equal access to training and leadership opportunities promoted by management
	Voice & Collective Bargain	Voice & Collective bargain	Level of participation in Unions or workers committee
	Violence & Harassment	Procedure knowledge	Awareness of policy and procedure for addressing violence and harassment in the workplace
		Risk of Violence	Perceived level of safety in the different physical spaces of workplace
		Norms & Culture	Level of acceptance of victims of violence and harassment
	Health & Security	Access to healthcare	Access to health systems and protective gear
		Risk of accidents	Prevention and treatment of accidents and injuries
Sexual & Reproductive Health & Rights	Sexual & Reproductive Health & Rights	Sharing responsibility for childcare and housework	

# Useful Resources

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- sopact ([here](#))
- Centre for Theory of Change ([here](#))
- UNICEF- Theory of Change ([here](#))
- SDG5 targets and indicators ([here](#))
- Social Impact Assessment Framework for Circular Economy with a Gender-Inclusion Lens (SIAF-CE♂) ([here](#))
- BetterEvaluations - Impact evaluation ([here](#))
- Key Evaluation Questions ([here](#))
- UNICEF – Evaluative criteria ([here](#))
- Co-production Network for Wales - Measuring what matters ([here](#))

# Discussion and Questions

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# Thank you



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