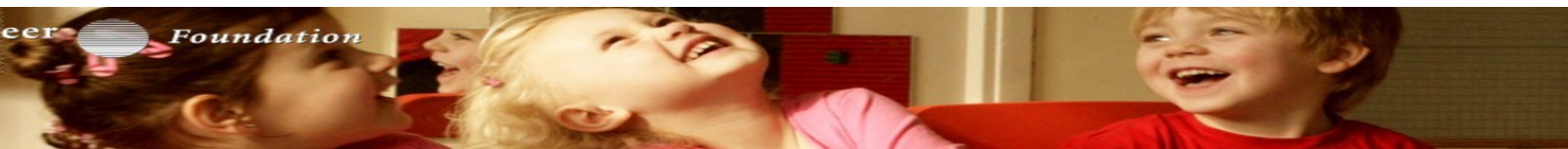


Evaluation and Philanthropy

Lessons from the Third Sector

Lisa Jordan

Executive Director
Bernard van Leer Foundation





Mission Statement

Our mission is to improve opportunities for children up to age 8 who are growing up in socially and economically difficult circumstances. We see this both as a valuable end in itself and as a long-term means to promoting more cohesive, considerate and creative societies with equal opportunities and rights for all.





Strategic Goals 2010-2015

- ❖ Taking quality **early learning** to scale
- ❖ Improving young children's **physical environments**
- ❖ **Reducing violence** in young children's lives



AGEND A

- ❖ The Bernard van Leer Foundation
- ❖ **Our Impact Assessment**
- ❖ Common myths about evaluation
- ❖ Lessons from the third sector

Philanthropic Tools for Greater Impact

1. **Knowledge Development**
 - research, documentation, evaluation
2. **Service product development and delivery**
 - investments, grants
3. **Capacity Enhancement and Skills Development**
 - training, technical assistance
4. **Behaviour Change Programmes**
 - campaigns, awareness
5. **Policy Development & Implementation**
 - community organising, legal empowerment, lobby
6. **Enabling Systems & Infrastructure**
 - networks, markets

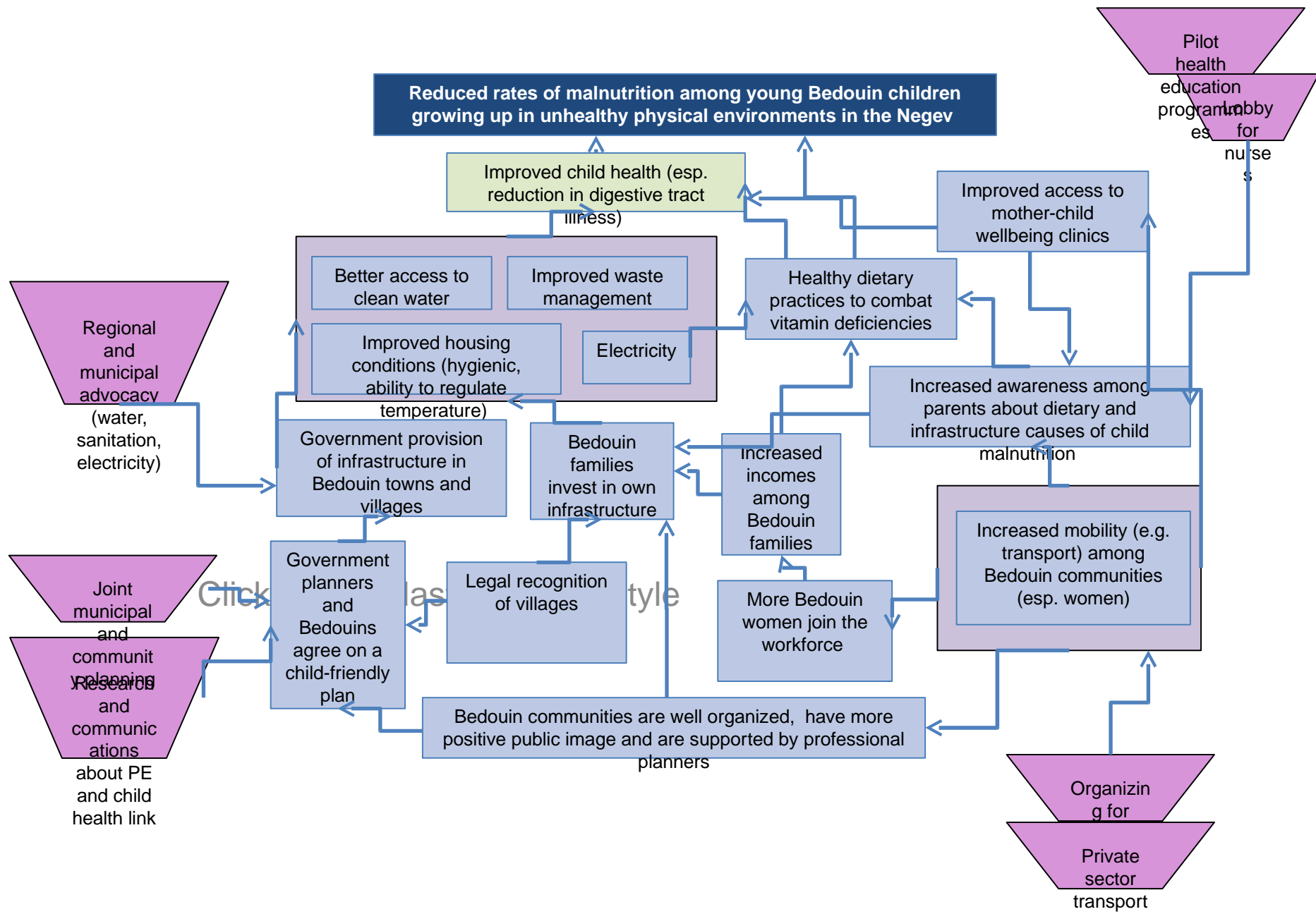


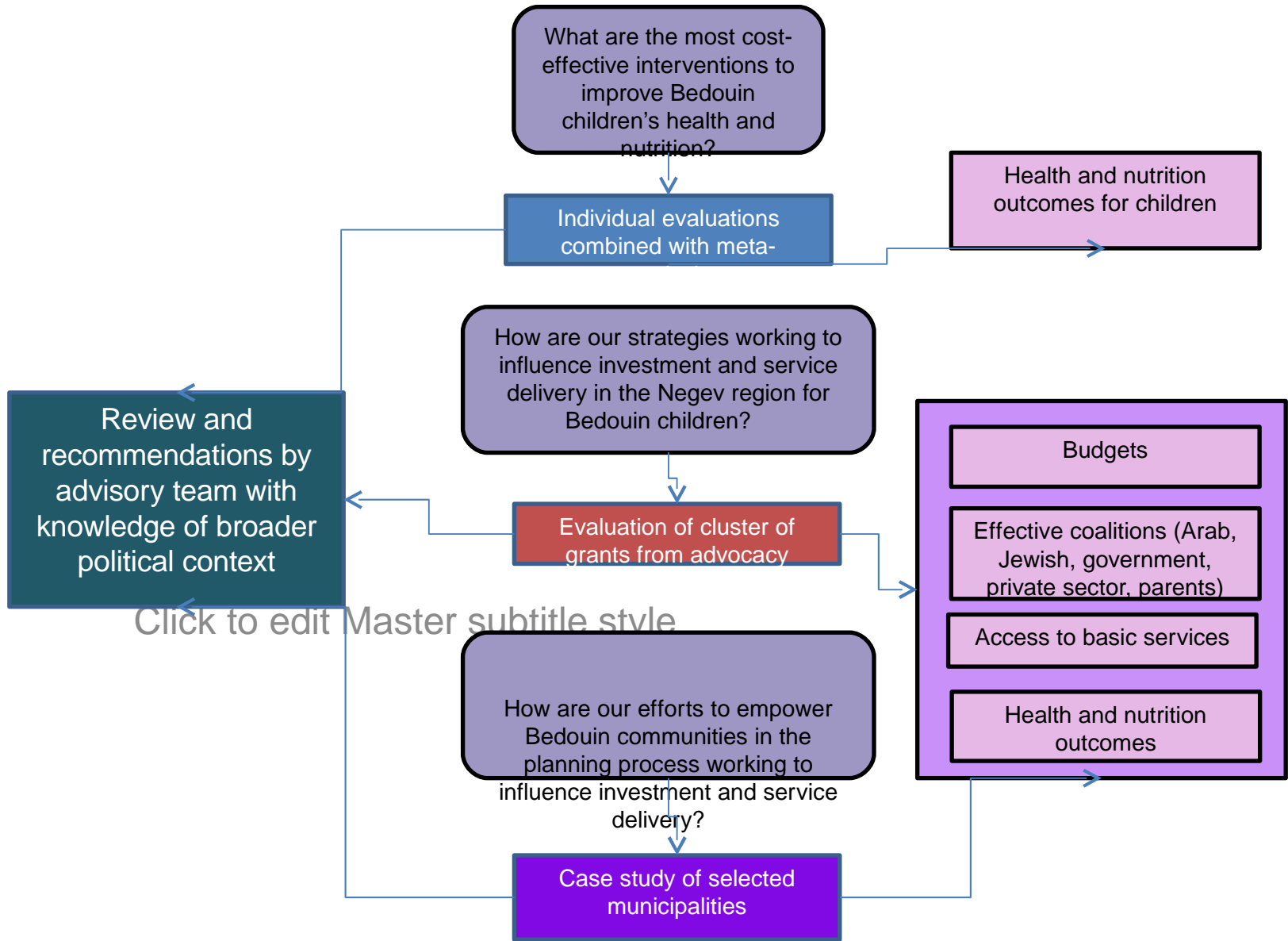
ISRAEL

Universal access to quality pre-school among 3 to 6 year old children.	Reduced incidence of depression, anxiety and aggression among young Jewish and Arab children exposed to political violence.	Reduced rates of malnutrition among young Bedouin children growing up in unhealthy physical environments in the Negev.
The National Ministry of Education, local municipalities and members of the business sector have increased their financial investments in preschools for children	Parents and children experience reduced levels of stress from exposure to political violence	Improved knowledge about dietary and infrastructure causes of child illness and malnutrition
The ratio of pre-school to supervisor has decreased	The Israeli government has an appropriate public system for prevention and treatment of depression, anxiety and aggression among young children	Increased access to clean water, improved waste management and electricity
supervisors are better equipped to improve pre-school quality		Improved access to transport among Bedouin communities, especially women and children
The quality of teaching and learning in pre-schools has improved		

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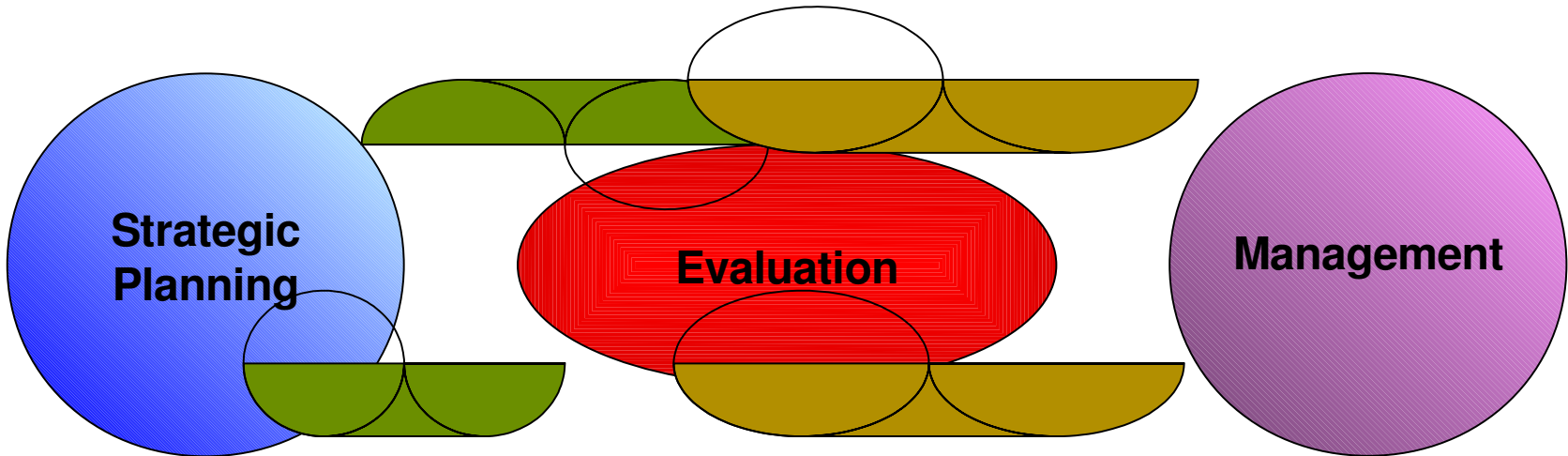


Main goals of the philanthropic activity

<p>Test and validate innovative policies</p>	<p>The Foundation cannot solve directly any social problems. Its mission aims therefore at testing (especially with <i>projects directly managed</i>) innovative solutions to social problems and at disseminating successful solutions (“what works”).</p>
<p>Reward best practices</p>	<p>Solutions to certain problems are well known and organisations implementing related initiatives are numerous: in such cases the Foundation selects and funds the best projects through specific <i>calls for proposals</i>.</p>
<p>Support worthy institutions</p>	<p>Aimed at supporting (with <i>institutional grants</i>) deserving nonprofit organisations (operating in the sectors of Arts & Culture, Environment, Scientific Research, Social Services) prevalingly based in Lombardy (Cariplo Foundation’s traditional intervention territory)</p>

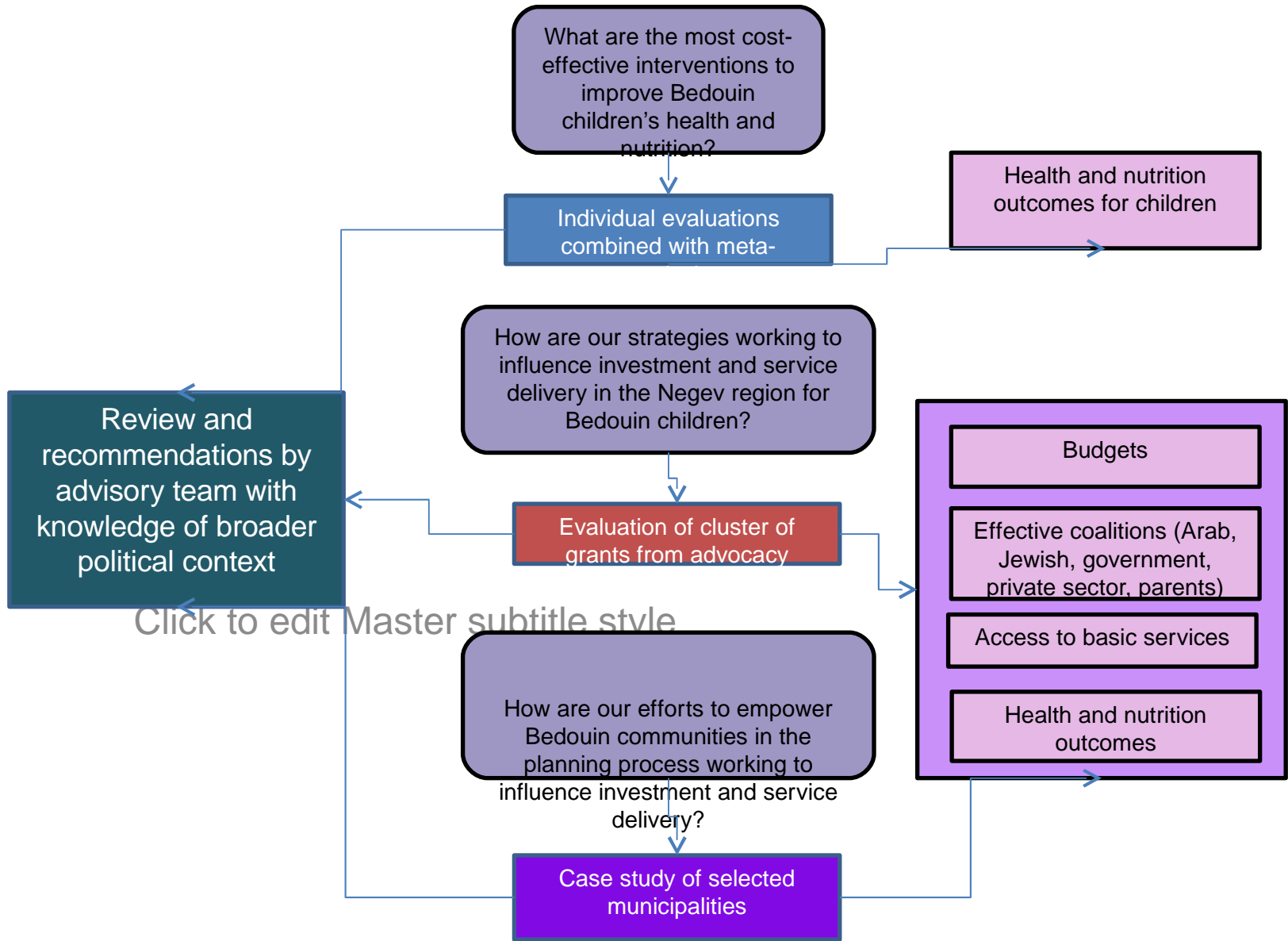
Overview: evaluation task

Evaluation works between Strategic Planning and Management, providing the whole structure of the foundation with guidance and lessons learned from philanthropic activities.



Main purposes of evaluation

Test and validate innovative policies			
Reward best practices			
Support worthy institutions			
	Accountability	Critical analysis/ Learning	Knowledge sharing



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Tools: FIT FOR PURPOSE

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Knowledge to build on.

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- The Economic Crisis
- Foundations for Education Excellence
- Funding for the Arts
- Funding for Education
- Global Issue - Access to Water
- Global Issue - Climate Change
- Global Issue - Education
- Global Issue - Food Security
- Global Issue - Health Care
- Global Issue -

Tools and Resources for Assessing Social Impact

Welcome to the Foundation Center's social impact assessment page! Read the latest news, connect with peers, and explore our database of tools and resources.

Browse or **search** the TRASI database for approaches to impact assessment, guidelines for creating and conducting an assessment, and ready-to-use tools for measuring social change. TRASI is a project of the Foundation Center, developed in partnership with McKinsey & Co. and with input from experts in the field, to address the growing interest in measuring impact.

Read about McKinsey & Co.'s **Learning for Social Impact Initiative**.

Get Information on Over 150 Assessment Tools and Resources

Tools and Resources for Assessing Social Impact

Search:

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TRASI

Menu

Listen

Philanthropy Chat: Courtney Bourns Discusses Evaluation in Philanthropy: Perspectives from the Field
January 14, 2010

<http://trasi.foundationcenter.org>

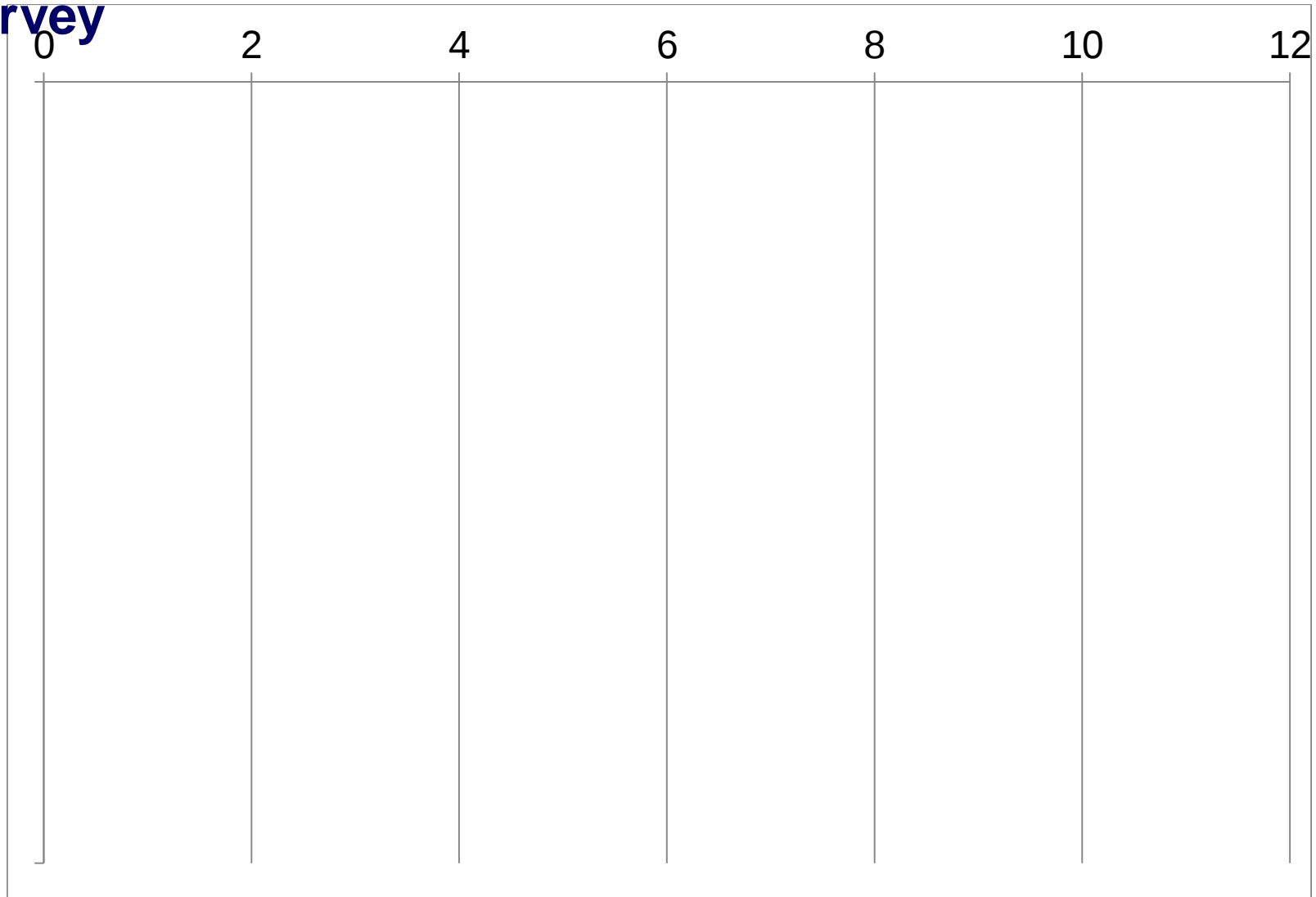


AGEND A

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EFC Membership Survey



Of the three techniques listed, which one do you think was most common?

1. Log frames
2. Participatory Action Research
3. Outcomes Mapping

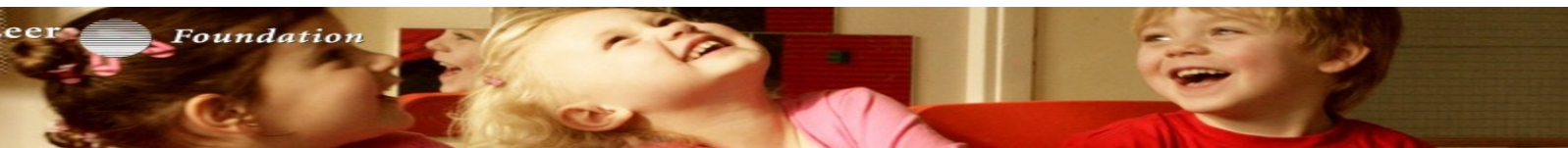


Answer: Outcomes Mapping

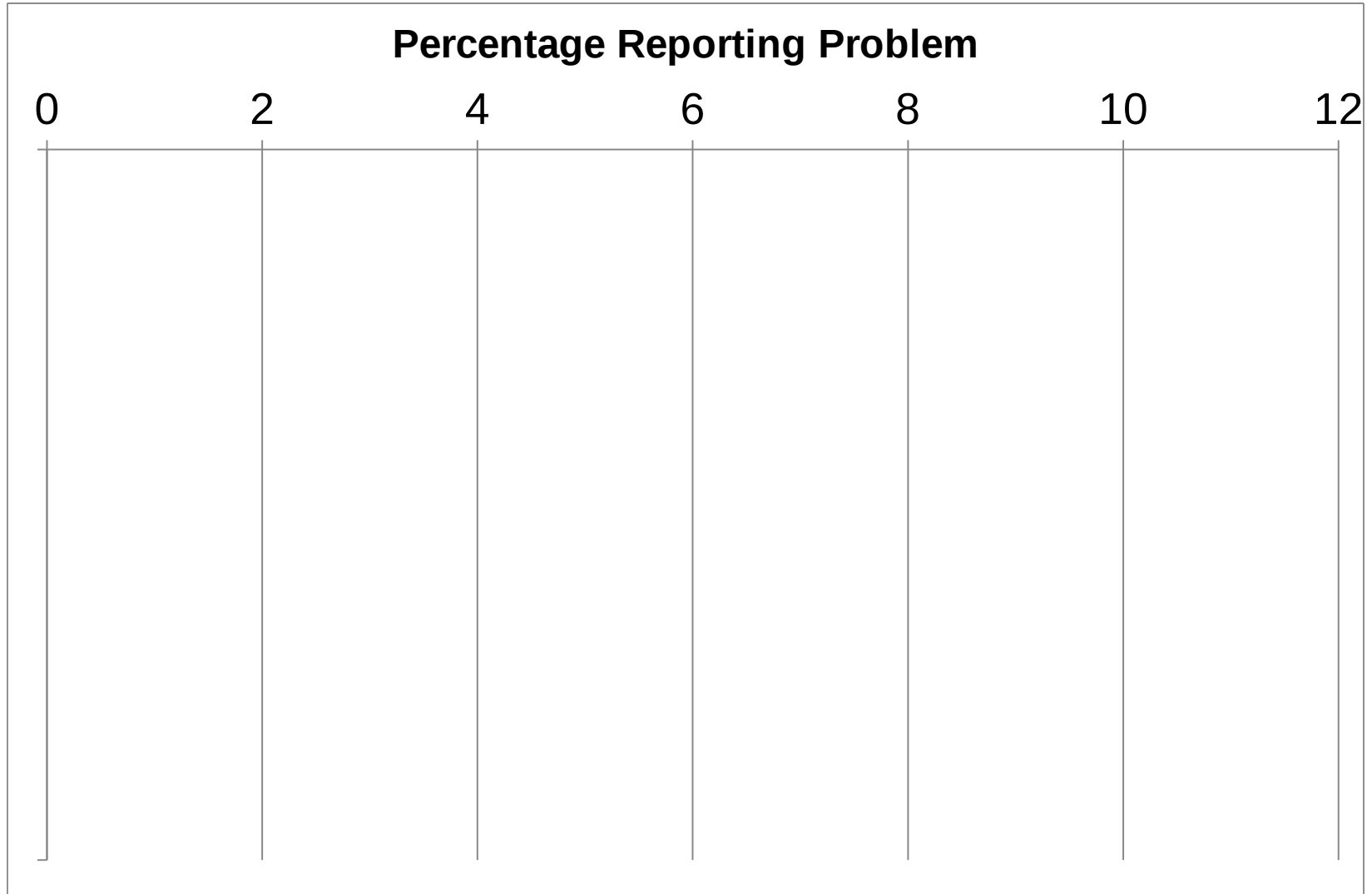


Which problem do you think was most commonly reported?

1. Defining & agreeing on the purpose of the evaluation
2. Finding capable evaluators
3. Making decisions based on evaluation results



Making decisions

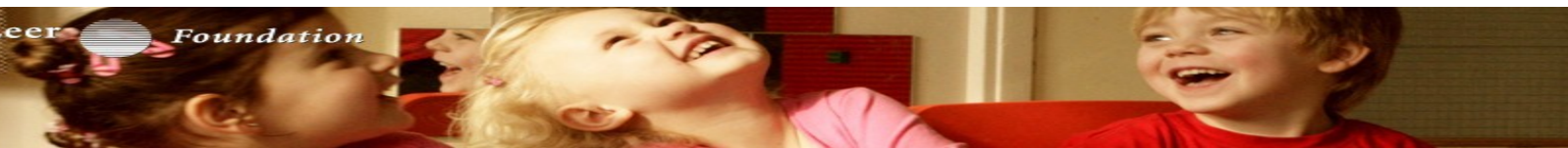


What % of foundations share their results with the general public?

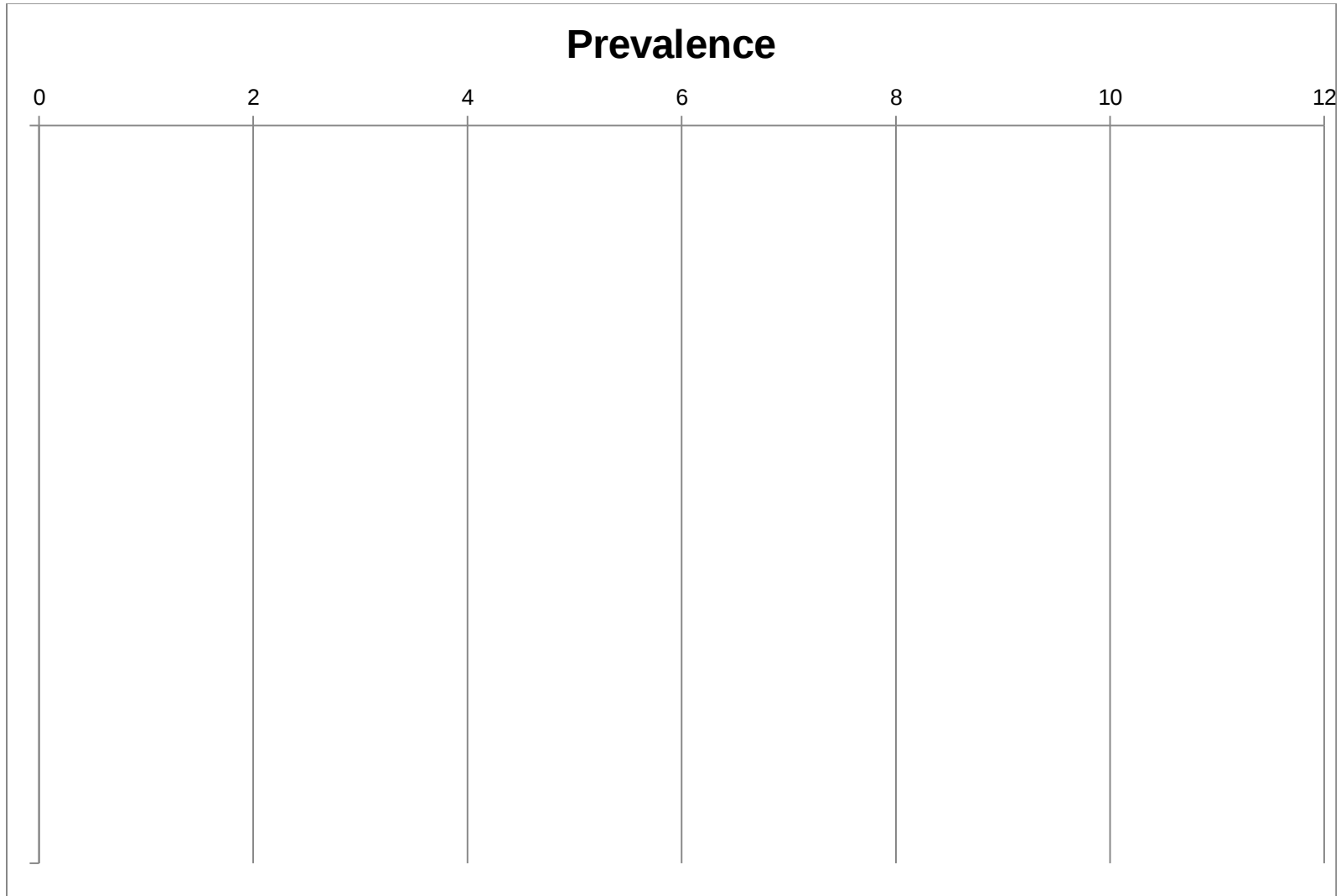
1. 20%

2. 40%

3. 60%



Answer (1) : 20%



Myth 1: Evaluation is for donors

WHAT ARE YOU
DOING UP
THERE?

EVALUATING THE
IMPACT OF OUR CLEAN
WATER PROGRAMME.

DID YOU
NOTICE THE
FLOODING IT
CAUSED?

SORRY, THAT'S NOT
IN MY
QUESTIONNAIRE.



~~Myth 1: Evaluation is for donors~~



Evaluation & Accountability

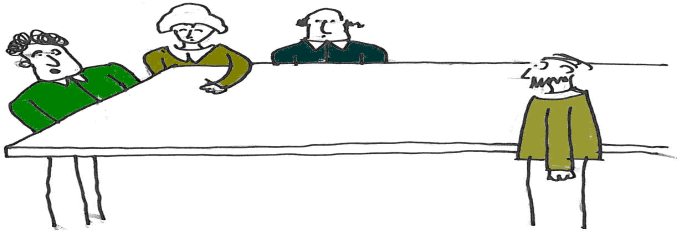
Evaluation at the heart of accountability. A fully accountable philanthropy would do better at grounding its work in rigorous practice knowledge; explaining not only funding strategies but the premises behind them; acknowledging institutional values and biases; and admitting what we don't know. A fully accountable philanthropy would offer more than surface data disconnected from the reality of issues and organizations that foundations support and from the purposes and values that frame their decisions. We owe it to our constituencies to be this clear-minded about where we are headed and why. Without probing clarity and open inquiry, foundation attempts at accountability will be merely symbolic.



Myth 2: Scientific methods are too rigid to understand my reality

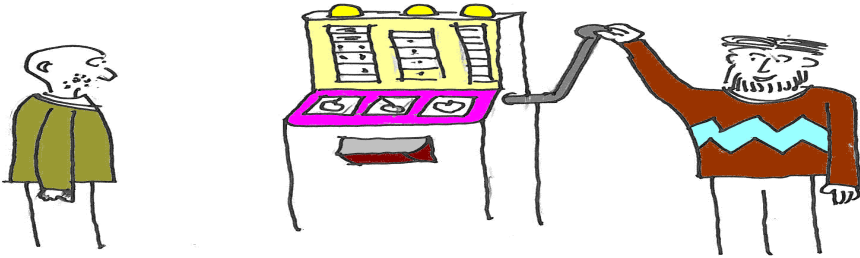
OUR PROGRAMS ARE TOO COMPLICATED TO EVALUATE!

YOU MEAN 9000 YEARS OF SCIENTIFIC PROGRESS IS NOT SUFFICIENT TO MAKE SENSE OF YOUR PROGRAMS?



Myth 2: Scientific methods are too rigid to understand my reality

*WE DECIDE IT IS A
SUCCESSFUL PROGRAM
IF THREE CHERRIES
SHOW UP*



~~Myth 2: Scientific methods are too rigid to understand my reality~~



Community-Driven Reconstruction: led by the International Rescue Committee with support from Fearon, Macartan and Weinstein

The challenge: Attribution of improvements in “community cohesion” and “democratic practice”
The solution: Randomization at village level, standard surveys + tools from behavioral economics





**Community
cohesion**



**Social
inclusion**



**Democratic
practice and
values**



**Material
wellbeing**



But, let's use RIGOR WITHIN REASON

I'M HERE TO EVALUATE HOW TRANSPORTATION IMPACTS CHILDREN'S EDUCATION.

I PROPOSE TO RANDOMIZE YOUR FAMILY AND NAME YOUR KIDS WITH ACRONYMS

I HOPE THE BUS ARRIVES TODAY. I DON'T WANT TO MISS SCHOOL AGAIN!

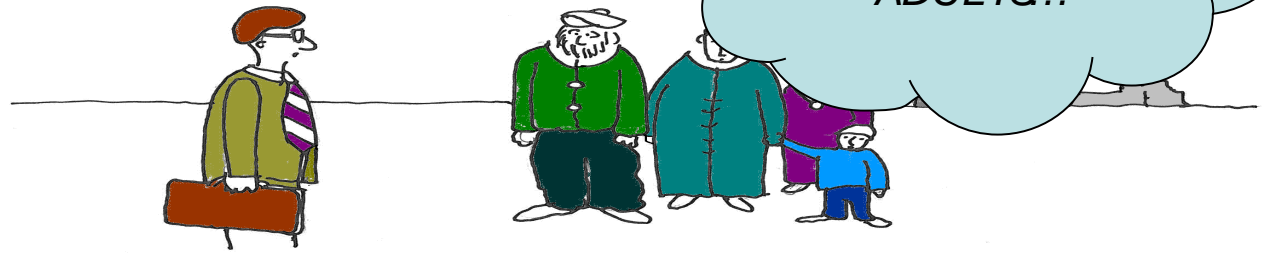


Myth 3: Evaluation is too expensive – we should just spend the money on the kids

I AM NOT GOING TO WASTE MONEY. THE CHILDREN NEED ALL THE RESOURCES THEY CAN GET!

I SUPPOSE THEY KNOW WHAT TO DO, THEY ARE PROFESSIONALS..

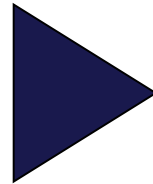
I SUPPOSE THEY KNOW WHAT TO DO, THEY ARE ADULTS..



~~Myth 3: Evaluation is too expensive – we should just spend the money on the kids~~

Review of 140 community-based child protection evaluations

- rarely measured kids' outcomes
- 84% had only ex-post measures
- only 3% had comparison groups and pre- and post-measures



DIMINISHED RETURNS?

WASTED MONEY?

HARM DONE?

INTEGRITY?



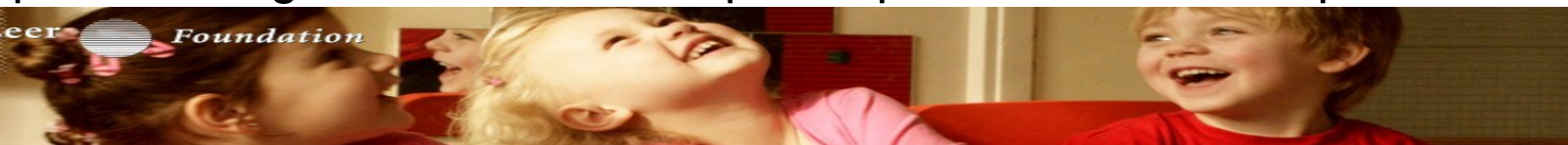
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The Barry Knight Mantra

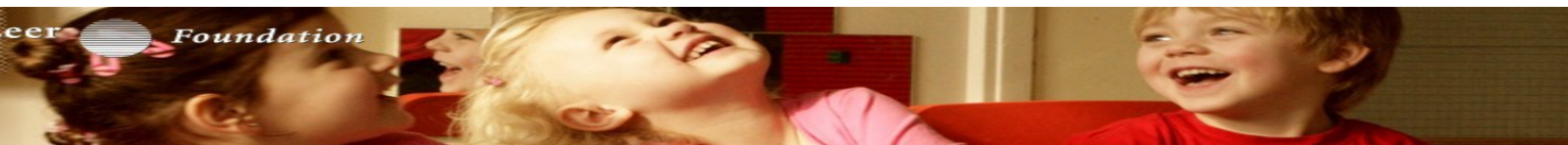
www.centris.org.uk

1. **Owned** – People who use the evaluation feel that the system is theirs, rather than being imposed on them. The system is integrated with their day-to-day work.
2. **Useful** – Results are relevant, and can be applied in day-to-day work to promote learning.
3. **Robust** – Results are valid and reliable. The system needs to be sensitive to the complexity of what is likely to be involved in shifting the deep-seated issues being worked on.
4. **Simple** – The system works smoothly and easily without the need to have high technical knowledge. Note, however, that simple does not mean simplistic. Things should be as simple as possible but no simpler.



The Pareto Principle

- *At least 80 percent of the assessment should be driven by you and your learning needs*
- *Mastering 20 percent of the jargon will get you 80 percent of the results you need*
- *The first 20 percent of the cost/ time/ energy spent on impact assessment yields 80 percent of the learning*





Theoretical calculation of efficiency savings for UNICEF Child Protection alone

UNICEF child protection budget for 5 years	Investment potential lost as a result of a weak evidence	Cost of 42 RCTs (one per country with low HDI)	Efficiency savings over 5 years	Efficiency savings over 10 years
1.7 billion	1%	21 million	- 4 million	+ 13 million
	10%		+ 149 million	+ 319 million
	25%		+ 404 million	+ 829 million
	50%		+ 829 million	+ 1.68 billion
	75%		+ 1.25 billion	+ 2.53 billion

Note: efficiency savings would only be felt after evaluation results began to feed programming.