

The Power of Data in Decision Making and Leadership

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June 2023



**Our vision: to help create a world
where investment works for
communities so people can live the
lives they choose**



A photograph of a man and a woman in conversation at what appears to be a conference or meeting. The man, in the center, has short brown hair, wears glasses, a blue and white checkered shirt, and a dark blue sweater. He is looking towards the woman on his right. The woman has dark hair, wears glasses, and a yellow top. They are both wearing lanyards with badges. In the background, other people are blurred, suggesting a busy event space. A dark blue speech bubble with white text is overlaid on the left side of the image.

Adult and Community Education (ACE) is a process whereby adults choose to engage in a range of educational activities within the community. The practice **fosters individual and group learning which promotes empowerment, equity, active citizenship, critical and social awareness and sustainable development**. ACE occurs alongside the formal education system and is therefore accessible to all. It promotes a culture of lifelong learning. It happens in a wide range of contexts in both structured and spontaneous forms, all of which have their own value.

Challenges

Funding was a key challenge for over two thirds of providers.

Other key challenges were sustainability (39%), recruiting quality teachers (35%), up-skilling and developing tutors (24%), measuring value (21%), and capability (17%).



Source: ACE Sector Environmental Scan (2021)

Main source of ACE funding

A third of providers received all or mainly government funding.



Source: ACE Sector Environmental Scan (2021)

How can you know the good you do?

Impact is uncertain and hard to quantify.

Social Value is one lens through which to consider and measure impact.

How ImpactLab defines Social Value

How ImpactLab estimates social value

Social value is the estimated social impact in dollar terms that a programme achieves for participants over their lifetime.

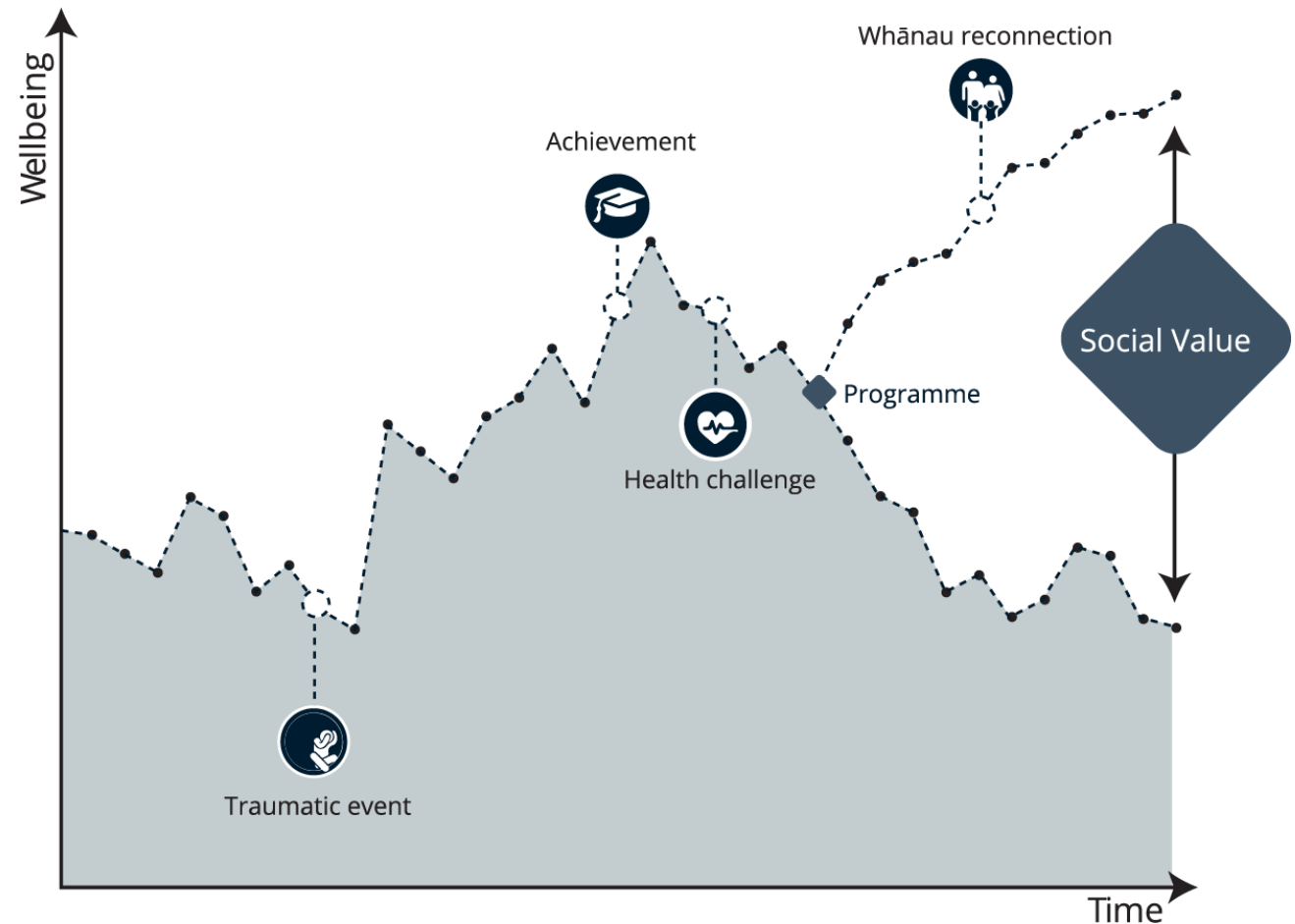
Throughout our lives, different events occur that impact our overall wellbeing journey. ImpactLab measures the impact on an individual's wellbeing across multiple domains when they're supported by a programme to make positive changes in their life.

We measure this impact in terms of both positive benefits (such as increased income) and avoided costs to government.

To calculate social value, we combine these impact values with

- Evidence from global literature about how effective a programme can be.
- The size of the opportunity for the people an organisation serves to achieve more positive outcomes.
- The number of people supported.

By combining these inputs, the social value calculation helps us understand how a programme or intervention helps change lives for the better. We combine the social value with cost information to calculate a programme's social return on investment.



Key questions to measure social value

Who?

Who do you serve, and what is the opportunity to make a difference for those people?



Opportunity

What change?

What positive long-term changes in peoples' lives does this help to create?



Impact

To what extent?

How effective do we expect it to be at creating those changes?



Effectiveness

At what scale?

How many people do you reach, and how many engage long enough to meaningfully benefit?



Population

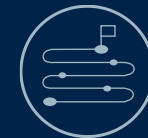


Social value



Cost

Social Return on Investment





GoodMeasure

by ImpactLab

Period in Scope:
01/01/2021-31/12/2021

Scope for this GoodMeasure

Programme streams	Description
CWEA	CWEA provides affordable and accessible ACE courses for adults throughout Ōtago Christchurch.
Eastbay REAP	Eastbay REAP provides ACE courses to learners in the rural communities of Eastern Bay of Plenty that are tailor-made to fit the community's unique needs and goals and aims to build adult learners' confidence and functional life skills, so they are able to make gains to participate in meaningful vocations and/or higher levels of educational attainment.
Te Ataarangi Trust's HTR	Te Ataarangi Trust's HTR supports emerging or beginning learners of te reo Māori who have children enrolled in kura kaupapa Māori or kōhanga reo to increase their capability in te reo so that they can better participate in their child/children's education in immersion education.
WHS & CEC	WHS & CEC provides adult learners in Te Whanganui-a-Tara Wellington with a wide range of ACE courses to learn new skills and knowledge, broaden their horizons, and engage with their community. <i>*Due to a lack of data, only courses funded by TEC are in scope for this GoodMeasure.</i>

Note

For this GoodMeasure, ACE Aotearoa have selected four ACE providers—CWEA, Eastbay REAP, Te Ataarangi HTR, and WHS & CEC—to be measured collectively.

Period in Scope:

01/01/2021-31/12/2021

Total social value

\$4,120,669

Social Value: Estimated lifetime social value that this programme generated for participants during the measurement period

Social value per participant

\$1,299

Social Value per person: When we divide your social value through the number of people successfully completing, we can derive a Social Value Per Person

SROI

\$1 : \$2.70

SROI: When we divide your social value by your operational costs the result is your SROI - the measurable social value as a proportion of programme costs



Period in Scope:
01/01/2021-31/12/2021

Costs

Total investment	\$1,546,837
Direct costs	79%
Indirect costs	21%
Total cost per participant starting	\$396

Breakdown of Social Value through each lever: inputs and insights





Population

How many people do
you reach, and how
many engage long
enough to meaningfully
benefit?

Period in Scope:
01/01/2021-31/12/2021



Population

High-level overview of participants in scope

	All ACE courses offered by CWEA	All ACE courses offered by Eastbay REAP	Hāpai te Reo offered by Te Ataarangi	All ACE courses funded by TEC offered by WHS & CEC
				<i>*Due to data availability, only courses funded by TEC have are considered to be in scope for this GoodMeasure</i>
Total starting	1087	1322	106	1391
Total engaging	849	1088	101	1135
Engagement or completion rate	78%	82%	95%	82%

Engagement definition: Starting and engaged definitions have been provided by each ACE programme provider in the impact survey

Note: social value is only counted per minimum engaging participant



Collect data against the individual and not at the aggregate level

- How much did person X engage with the course (e.g., attended 50% of sessions or attended 20 hours of course)
 - If too challenging to do for all, can take a randomised sample of individuals to understand engagement in a deeper way
- Which courses did person X engage in (difference between the person that does just one course or repeatedly engages)

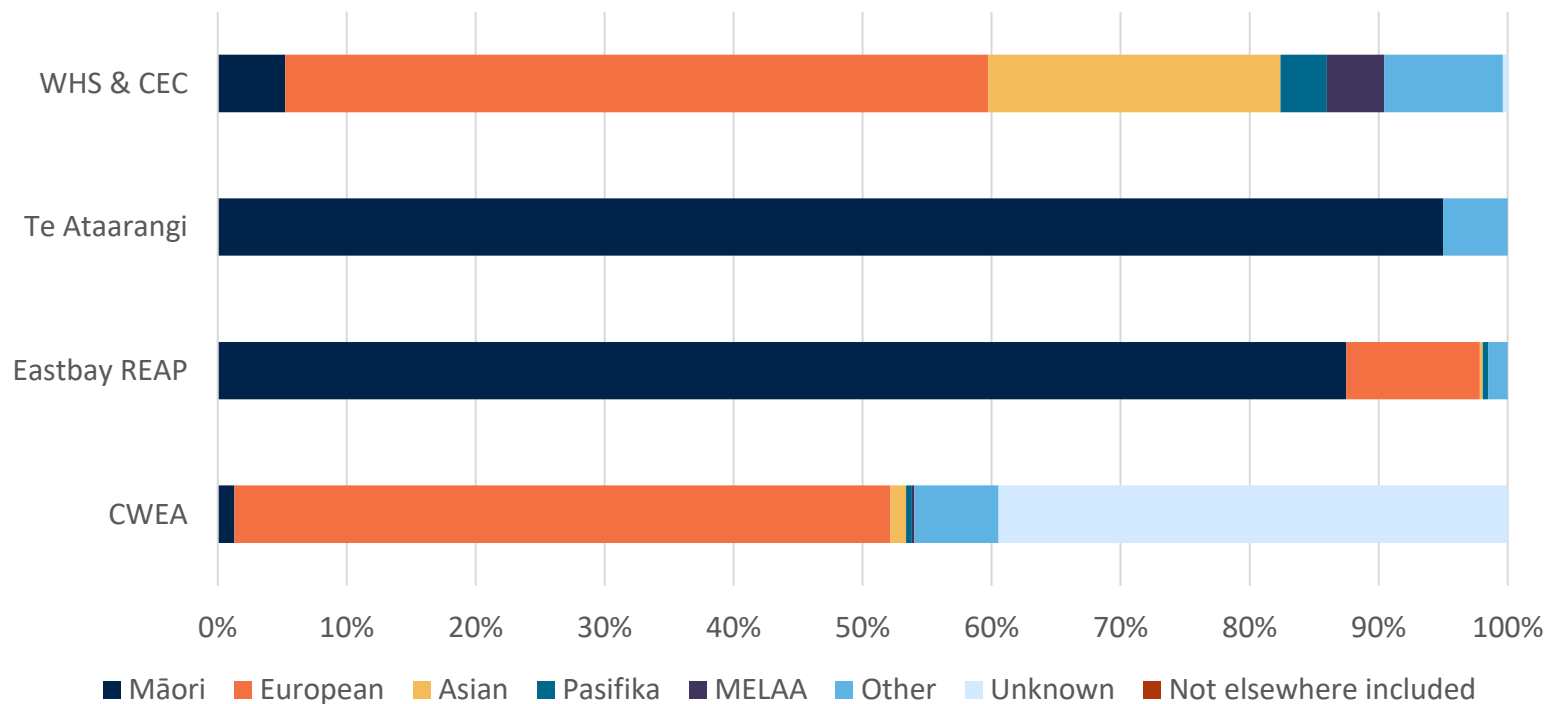


Opportunity

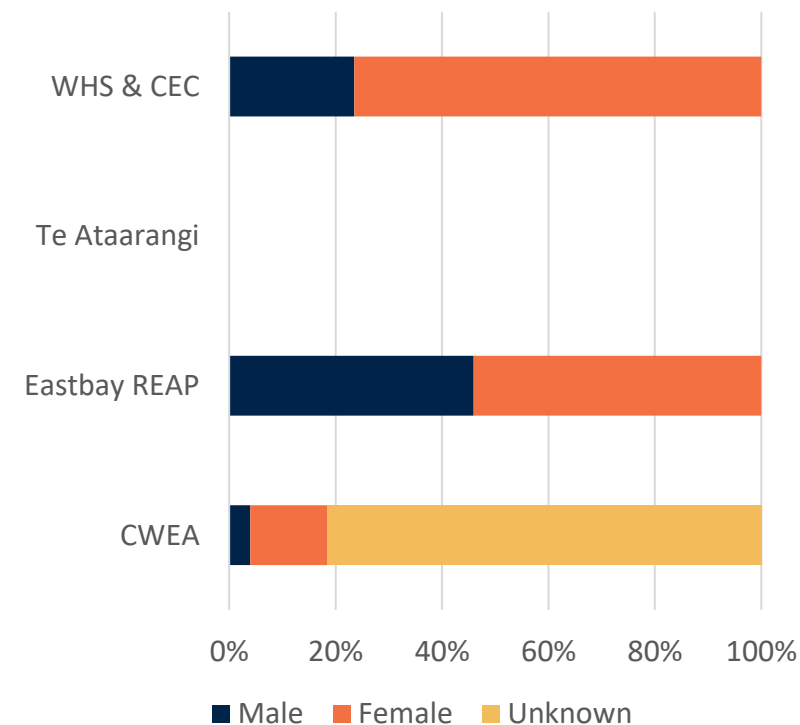
Who do you serve, and
what is the opportunity
to make a difference for
those people?



Ethnicity Breakdown

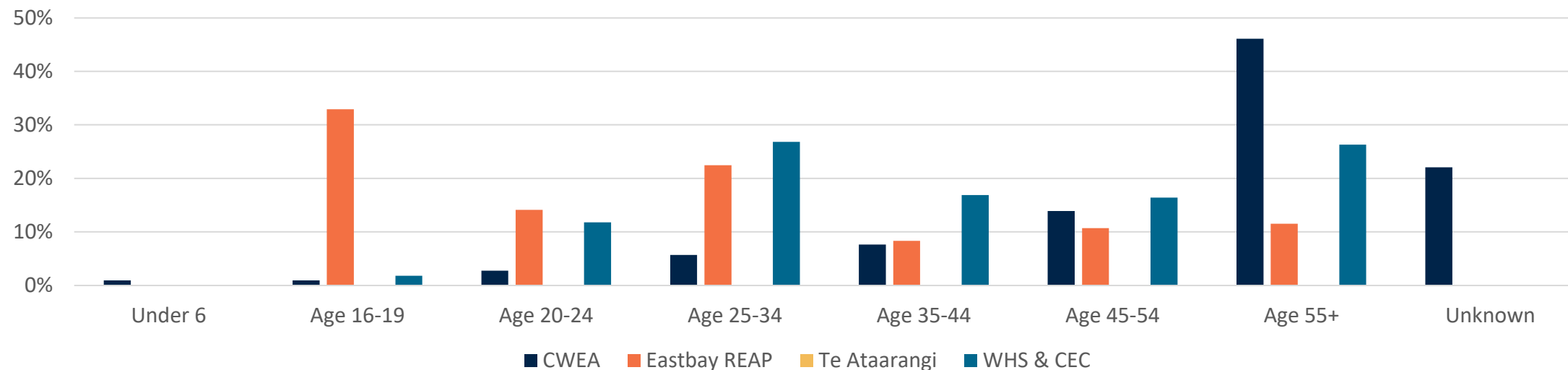


Gender Breakdown





Age Breakdown



WHS

177 learners taking ESOL courses (13%)
21 learners with refugee backgrounds (1%)
169 learners with migrant backgrounds (12%)
209 learners with low or no qualifications (15%)

CWEA

45 learners had received Community Service Card discounts (4%)



Collect data to demonstrate the learners' diverse demographics, backgrounds, and circumstances (e.g., employment – long time out of education/employment; part-time; full-time; retired/semi-retired)



Impact

What positive long- term
changes in peoples' lives
does this help to create?



Good Measure outcomes

These outcomes contribute directly to this year's SROI

Improve mental health
Increase academic achievement
Increase drivers licensing
Increase specialised skills
Reduce emergency benefit

Additional outcomes

These outcomes do not contribute directly to this year's SROI

Improve confidence
Improve cultural knowledge and identity
Increase community involvement
Increase employability
Reduce social isolation



Create discrete and specific categories for courses and track engagement per learner

- Not all courses have to be categorised: for example, an ACE programme could start collecting against specific activities they provide—
 - Employment preparation
 - Financial literacy (e.g., budgeting)
 - Literacy and numeracy



Effectiveness

How effective do we
expect it to be at
creating those changes?

Inputs

Activities

Outputs

Outcomes

Measurable outcomes

Experienced tutors

Accessible learning environments

Flexible learning models

Diverse curriculum

Affordable courses

Diverse course offerings:

Practical skills based:

- Numeracy and literacy
- Employment preparation
- Digital literacy
- Financial literacy
- Cultural enrichment
- Parenting
- ESOL
- Drivers Licensing
- Etc.

Leisure and hobby based:

- Arts and crafts
- Cooking
- Dance
- Fitness
- Languages
- Philosophy
- Music
- Etc.

Re-engaged in education

Social opportunities

Skill building opportunities

Support, mentorship, and career guidance

Access to new hobbies

Increased confidence and self-belief

Personal growth

Relationships with likeminded people

Increased employability

Improved self-efficacy

Leisure and enjoyment

Identity development

"Bridging effect" into formal education

Improved cultural connection

Improve mental health

Increase academic achievement

Increase specialised skills

Increase drivers licensing

Reduce emergency benefit



Eastbay REAP

- **913** learners attained a base qualification (e.g., licence or First Aid) or achieved a Unit Standard on the NZQF
- **342** learners enrolled in further learning or became employed
- **815** advanced their learning or career pathway

"A has autism spectrum disorder. His future plan is to become more independent and learning the NZ road code means that maybe one day he might just be able to drive. A is enjoying his class and it shows, he always shows up on time and likes playing games to remember the road code.

Four classes in and two mock tests which he aced. A is confident and ready to sit his NZ Theory test for his learner licence."

"H is a mother to two beautiful children, hard working and manages herself well. She was raised in Fielding and Murupara as a child, she has always known her Māori links and whakapapa on her mum's side and was very close with her grandmother. However, she was not able to learn Te Reo Māori in school, now that she is a mother she hopes to be able to confidently speak Te Reo Māori for her kids and whanau.

The initiative to run Reo Māori classes in Murupara was identified via an online poll. the interest was and still is very high. H has re-enrolled this year and we have begun to korero and plan a longer term Reo Māori learning Pathway. She is a fast learner though she has not been raised in Te Ao Māori and I look forward to continuing to support her as she grows more and more confident at each class."



Collect outcome data (if collecting data against learner goals, categorise goals)

- Driver's licence; progress to further or higher studies; employment



ACE Aotearoa
Doing good, better.