

Evaluating Impact of a Better Early Childhood Programme in Brazil  
*VIM Programme (Valorizando uma Infância Melhor – VIM)*



June 2015

SROI Evaluation  
Social Return on Investment



Institute for the Development of Social Investment



## **Evaluation of Social Return on Investment for the Lucia & Pelerson Penido Foundation (FLUPP)**

*This report has been assured by Social Value UK. The report shows a good understanding of, and is consistent with, the Social Value process and principles. Assurance here does not include verification of stakeholder engagement, data and calculations.*

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## Abbreviations used in this report

<b>ECE</b>	Early Childhood Education
<b>FLUPP</b>	<i>Fundação Lucia e Pelerson Penido</i> (Lucia & Pelerson Penido Foundation)
<b>LMG</b>	Local Management Group
<b>IDIS</b>	<i>Instituto para o Desenvolvimento do Investimento Social</i> (Institute for the Development of Social Investment)
<b>IBGE</b>	<i>Instituto Brasileiro de Geografia e Estatística</i> (Brazilian Institute of Geography and Statistics)
<b>IPRS</b>	<i>Índice Paulista de Responsabilidade Social</i> (São Paulo Social Responsibility Index)
<b>NEF</b>	New Economics Foundation
<b>SROI</b>	Social Return on Investment
<b>VIM</b>	<i>Valorizando uma Infância Melhor</i> (Better Early Childhood)
<b>R\$</b>	Brazilian currency called real

## **Report Summary**

This report presents the evaluation of social return for the Better Early Childhood (*Valorizando uma Infância Melhor – VIM*) programme developed by the Lucia & Pelerson Penido Foundation (*Fundação Lucia e Pelerson Penido – FLUPP*). *FLUPP* is a Brazilian family foundation created with the aim of helping to build a more just and sustainable society.

The evaluation measures the impact of the *VIM* programme over a 4-year period (2011-2014) in the town of *Roseira* in the *Paraíba* Valley region in the state of *São Paulo*, Brazil.

The objectives of this evaluation are:

- To understand the impact of the *VIM* programme through an evaluative study which demonstrates the effectiveness of the investment undertaken by *FLUPP*;
- To support *FLUPP*'s strategic planning and decision-making process with regard to the consequences and continuation of the *VIM* programme;
- To assist *FLUPP* in identifying aspects which might potentially be improved and also the specific priorities of the programme.

The SROI (Social Return on Investment) methodology was used for this evaluation.

### **The *VIM* programme**

The *VIM* programme was created in response to the need on the part of selected municipalities (including *Roseira*) for training and infrastructure so as **to improve their provision of early childhood education**. Through community development projects the programme also aims **to strengthen the monitoring of early childhood education by organised civil society**.

The programme has 5 areas of action:

1. Training of educators<sup>1</sup>;
2. Design and implementation of municipal policies;
3. Investment in local infrastructure;
4. Training of local leaders to manage and develop community projects (LMG);

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<sup>1</sup> In the SROI evaluation, teachers, monitors and nursery workers will be referred to simply as “educators”.

## 5. Financing of local community projects.

The activities of the programme that are the focus of this evaluation are numbers 1, 4 and 5. These activities aim to improve early childhood education by training educators and supporting the development of community projects to enable a greater involvement of civil society in the context of early childhood care in the municipality. Areas of action numbers 2 and 3 are still not finished and were not evaluated at this point.

### SROI evaluation process

According to the steps of the SROI methodology, the evaluation process of the *VIM* programme is presented in the table below, and explained in the next sections of this summary.

1. Establishing scope and identifying key stakeholders	<ul style="list-style-type: none"> <li>- Dialogues with the Local Management Group (LMG) and the <i>VIM</i> programme team;</li> <li>- Interviews with the local government.</li> </ul>
2. Mapping outcomes	<ul style="list-style-type: none"> <li>- Identifying and valuing inputs: information given by <i>FLUPP</i> and the Local Management Group;</li> <li>- Focus groups with family members;</li> <li>- Focus groups with educators;</li> <li>- Stakeholders' information about: existence of other organizations/projects focused on early childhood development in the region (attribution), existence of negative outcomes, displacement and;</li> <li>- Construction of the TOC of the <i>VIM</i> programme (with support of the <i>VIM</i> team and LMG) and identification of outcomes.</li> </ul>
3. Evidencing outcomes and giving them a value	<ul style="list-style-type: none"> <li>• Development of indicators for each outcome.</li> <li>• Collecting outcomes data (application of questionnaires):               <ul style="list-style-type: none"> <li>- Intensity of the changes experienced by stakeholders;</li> <li>- Stakeholders' estimation of benefit period (establishing how long outcomes last);</li> <li>- Stakeholders' estimation of deadweight.</li> </ul> </li> <li>• Application of recall bias.</li> <li>• Putting a value on the outcome (proxies):               <ul style="list-style-type: none"> <li>- Focus groups (application of the exercises Willingness-to-pay and Choice experiment);</li> <li>- Secondary data research.</li> </ul> </li> </ul>

Table 1. The evaluation process of the *VIM* programme

The information collected in these first three steps of the methodology has provided the necessary information for the execution of steps 4 (Establishing impact) and 5 (Calculating the SROI). Step 6 (Reporting, using and embedding) was also developed at the end of the evaluative process. The findings were shared with stakeholders besides the *FLUPP* team, validating this evaluative effort.

## Defining the list of stakeholders to be included in the SROI evaluation

The decision on the stakeholders that were materially impacted by the programme was based on evidence presented in the preparatory activities of the SROI evaluation process. These activities included a set of dialogues with the Local Management Group (LMG), which is comprised by teachers (that are also parents) and other members of the local community. The LMG represents the community (group defined by the community) and was trained (item 4) to manage and develop the community projects that focused on approximating parents and caregivers to the school (item 5). The LMG was also involved in all of the activities of the programme. Based on their testimonies, it was decided that it would be important to interview the local government to identify if this group was materially impacted (they could not be certain on how much this group was materially impacted by the programme). However, no material change on siblings was mentioned by the LMG and the team involved in the programme, even though children began to share what they experience at school with siblings at home.

In conclusion, according to the LMG and observation from the team implementing the programme (who were consulted during the preparatory stage of the evaluation), other mapped stakeholders were not materially impacted. Such testimonies have provided confidence to define the list of included/non-included stakeholders, only in the case of the local government, additional interviews seemed necessary.

From the local government interviews, some aspects are important to mention that provided confidence to exclude this group from the list of materially impacted stakeholders. Representatives of the Guardianship Council have reported that, besides knowing the *VIM* programme, they have experienced no changes in their daily work activities that could be attributable to the programme. Additionally, although they have perceived some articulation between the Guardianship Council and government secretaries, it was already implicit in the nature of their function. There was no perception of change, either in intensity or in frequency, in this articulation between the Guardianship Council and the secretariats. Information collected in the interview with a representative from the education department of the municipal government showed that coordination between the areas of health, education and social development already used to take place in a more informal way. Interviews with members of the *Roseira* municipal council were also conducted. They reported that the knowledge of the *VIM* programme in the council is reduced or nonexistent. It is important to notice that one of the councilors interviewed knew the programme further because of the fact that his son goes to a nursery and that he is also a teacher in one of the local schools. Therefore, his perception of the *VIM* programme does not reflect that of the council.

The outcomes for municipal government departments were considered not material and the decision was made to include only those groups significantly affected by the *VIM* activities: **children aged 4-5 years, family members<sup>2</sup> and educators** (teachers, monitors and nursery workers). The focus groups and other activities of the evaluation process also confirmed that these stakeholders were materially affected.

As presented in [Section 5.2](#), the impact was measured only on children aged 4-5 because most of them have participated in the 4 year period of the *VIM* programme and therefore were the children's group most impacted by the programme. They have been in contact for a longer period with trained educators, the focus of the training activity delivered by the *VIM* programme. Thus, this evaluation does not consider the impact on children that were partially affected by the *VIM* programme (children aged 0-3), even though they have experienced some impact. Additionally, considering that educators changed their working practices through training, it is also important to notice that other children are expected to be impacted by the *VIM* programme in the future.

### **Outcome identification**

Understanding what has changed to each stakeholder group was made possible from the engagement during the qualitative stage of data collection. Personal interviews were conducted with the local government, LMG and team implementing the programme. As previously mentioned, family members and educators, identified as the most important groups besides children, expressed they had experienced significant changes in the focus groups. The method of focus group was chosen by its benefits in terms of interaction and freedom of participants to talk. This phase resulted in a "change mapping report", and its analysis has allowed the definition of the outcomes to be measured in this SROI evaluation.

The perceived changes on children aged 4-5 years were reported by their families and educators, who provided information about the changes they perceived in the children exposed to the new practices resulted from the programme. The main changes reported for children were:

- Better oral expression;
- Better learning when stimulated;
- Children have greater ability to do small things – such as putting their shoes on by themselves;
- Children improved their motor development, and they can handle small objects more easily;

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<sup>2</sup> Based on the information collected in the first phase of stakeholder engagement (qualitative stage), it was noticed that parents and carers experienced changes in the same way. As presented in page 8 of the SROI report, parents and carers are referred as "family members".

- They demonstrate greater independence and confidence (they arrive at school, hang their backpack and run to places of interest);
- Increased enthusiasm for going to school/nursery: they arrive happy and sometimes do not want to leave;
- Generally more independent, more self-confident, responsible and organized;
- They are more conscious about food, hygiene, health, more aware of these habits to the point of "asking" their parents to practice at home what they have learned at school;
- Children are more interested in everything and share all they have done at school with their family at home;
- They have less problems in working with groups and sharing toys and materials;
- Children present increased sociability behaviours, even outside the school.

These changes were classified in three outcomes (as described in Section 4.7), discussed with a group of educators that confirmed such definition:

- a) Improved cognitive development
- b) Improved emotional state
- c) Improved sociability

The perceived changes reported by family members were:

- Increased requests to the father or mother for attention and/or involvement in homework and activities after school hours;
- Parents feel compelled to meet the child's request and thus become closer to their children, experiencing a higher quality of familiar relationship;
- Because of school new practices, the child is more conscious and has a greater sense of responsibility and obedience. Consequently, the care routine is easier for parents;
- Greater respect and appreciation of teachers and their work;
- Greater participation of parents in events and meetings promoted by the school and closer rapport with teachers (greater "exchange" with teachers on issues related to the child) and other parents;
- Parents feel more secure in leaving their child at school;
- Joy to see and testify the child's progress, enthusiasm to share the achievements with children and express this emotion;
- Pride and enchantment with the child;
- Self-image as "mother" or as "father" has improved because they are more active and involved parents.

Thus, as reported in [Section 4.7](#), the perceived changes reported by family members were classified in two main outcomes:

- a) Improved family life;
- b) Development of positive feelings.

The conception of the *VIM* programme did not take into account that improved involvement of parents in the child's development, which comprises an increased sharing in the children's domestic activities and tasks, as well as a greater involvement with the school, would change their perception of themselves as parents and the perception they have of the school and educators. Hence, the result "development of positive feelings" was considered an unintended outcome of the *VIM* programme to the family members, and its consideration to the evaluation is based on evidences from the qualitative data collection.

For educators (teachers, monitors and nursery workers), the perceived changes reported were:

- They have learned to better plan their daily work;
- Expansion of the range of activities developed with children;
- They document and register the activities;
- Professionals are closer to the children, more attentive to their personal needs and to the particularities of their domestic-family situation;
- The interaction with the children has changed with the conscience that playing activities are important to the child development;
- They have greater knowledge of the techniques and in what each of them contributes to the integral development of the child;
- They feel more secure about which activities to organize for each age group;
- They are more perceptive regarding the children;
- Increased respect by their family members, as they are perceived as "educators" and their mission is recognized;
- The group is more collaborative and there is a greater understanding of each other;
- Educators feel more valued in their mission to educate;
- Once the parents realized the potential to develop their children further, they increasingly valued the work of educators. Thus, educators feel more recognized and respected by children's parents;
- They feel more responsible, more competent and sure of themselves.

Thus, as described in [Section 4.7](#), the perceived changes reported by educators were classified in three main outcomes, confirmed by the LMG:

- a) Professional development;
- b) Improved social and professional relationships;
- c) Improved self-esteem.

The results “improved social and professional relationships” and “improved self-esteem” were considered unintended outcomes of the *VIM* programme for educators (teachers, monitors and nursery workers), and their inclusion in the evaluation is based on the evidence expressed by the stakeholders in the qualitative stage of data collection.

The *VIM* programme has contributed to a better structuring of the educators’ work. Based on educators’ testimonies, it was identified that a more fluid and integrated work environment is fundamental to developing better relations between colleagues and with superiors. In the same way, better social and professional relationships is catalyzed by the improved regard of the children’s families towards educators, as well as by the better comprehension that their own families have of their work.

Even if evidenced by Fujiwara (2012)<sup>3</sup>, that attending a training can improve self-esteem and mental health, improved self-esteem for educators was also an unexpected outcome of the *VIM* programme.

The list of outcomes related to family members, educators and children to be included in the SROI evaluation was confirmed mainly by two factors: saturation (see Glaser and Strauss, 1967); and, answer repetition during the interviews process.

### **Theory of change of the *VIM* programme**

From the data collection and with the support from the *VIM* team involved in the programme and the LMG, the theory of the change of the programme was developed.

The desired long-term outcome from the *VIM* programme is, through early childhood education, to ensure that adequate early development is attainable for every child aged 0-5 years. The theory of change of the *VIM* programme describes the principal changes the programme has brought about for the stakeholders who are most affected: the educators, the family members<sup>4</sup> of children aged 0-5 years, and the children themselves.

These changes, as presented above were identified through a qualitative approach (dialogues, focus groups and interviews conducted in *Roseira*), and are as follows:

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<sup>3</sup> FUJIWARA, D. (2012) Valuing the Impact of Adult Learning: An analysis of the effect of adult learning on different domains in life. Available from: [http://shop.niace.org.uk/media/catalog/product/v/a/valuingimpact\\_web\\_1.pdf](http://shop.niace.org.uk/media/catalog/product/v/a/valuingimpact_web_1.pdf).

<sup>4</sup> In the SROI evaluation, parents, family members and carers will be referred to simply as “family members”.

<b>Stakeholders</b>	<b>Result as measured by SROI</b>
<b>Children</b>	Improved cognitive development Improved emotional state Improved sociability
<b>Family members</b>	Improved family life Development of positive feelings <sup>5</sup>
<b>Educators</b>	Professional development Improved social and professional relationships Improved self-esteem

Table 2. Results measured by SROI

### Data collection

After identifying the main changes reported by the stakeholders, the aim was to find empirical means of collecting quantitative data capable of reflecting the extent and intensity of the changes experienced by the stakeholders during the 4 years of the programme.

The data collection process comprised the definition of indicators and the application of a questionnaire, as presented in [Section 3.2](#) and [Section 5.2](#), and made up a large percentage of the groups' universe, since it was not possible to make it mandatory.

As well as gathering data on the changes the stakeholders experienced, estimates were made of other variables which influenced the measurement of the programme's impact (such as financial proxies, deadweight, benefit period and social costs).

As shown in [Section 5.4](#), the evaluation of the VIM programme has used financial proxies to assign values to the results. While some proxies were valued by the stakeholders in focus groups (application of the exercises Willingness-to-pay and Choice experiment), some other proxy values were defined by using secondary data.

Deadweight and benefit period ratios are important premises of the SROI methodology to determine the social return of an intervention. Both of these estimations were made possible by stakeholder engagement in self-assessing such values in the questionnaires.

Social costs of the VIM programme were calculated based on the information given by FLUPP and the Local Management Group. It is important to notice that the educators' activities in the context of the programme were executed

<sup>5</sup> These positive feelings refer to family members having confidence in the educators and appreciating their work; being proud of their children; and feeling that they are good parents.

within their working hours, and that such hours were included in the government financial contribution.

### **Additional analyses of this SROI evaluation**

Part of the SROI methodology requires accounting for attribution, i.e. the amount of the change that might have been caused by other actors/ projects/ organisations and not by the intervention (programme) under analysis. *Roseira* is a very small municipality<sup>6</sup> and there are no other activities or organizations focused in early childhood education, in this area. Based on the information delivered in the interviews and focus groups conducted in the first phase of data collection, it was decided not to account for attribution to other organizations in this municipality.

Considering the four municipalities that received the *VIM* programme, activities that could have affected the results of the programme were only identified in *Potim*, where the evaluation should consider the discount of 40 per cent of attribution to others. A sensitivity analysis for this issue is presented in [Section 6.3](#).

No displacement was considered to this evaluation, since there was no negative impact displaced to another location, nor any positive impact originating from other places/regions.

Some of the items utilized in this evaluation, as indicators and deadweight percentage, were self-reported by the stakeholders. Moreover, in this analysis we adopted a discount of 25 per cent to account for a recall bias because the participants have to answer about something that happened in the past.

Considering the lack of social indicators and research in Brazil that could confirm the identified outcomes of the *VIM* programme, confidence for these indicators is provided by the fact that the *VIM*'s theory of change was built and validated with the stakeholders' focus of the evaluation (LMG and families) in the first phase of data collection. Similarly, Gaus *et al.* (2014) enhances confidence of self-assessment for measuring deadweight in the absence of control groups or pretests. Sensitivity analyses of deadweight are also presented in [Section 6.3](#).

The theory of change of the *VIM* programme is supported by literature research from interventions in early childhood development (ECD) such as benefit/cost ratios reported in [Section 6.1](#). More specifically, the paper developed by Jacques van der Gaag and Jee-Peng Tan (1998) emphasizes that one of the aims of ECD interventions is to leverage children's chances to

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<sup>6</sup> The estimated population to the municipality is 10.257 to the year 2014 (information of the Brazilian Institute of Geography and Statistics (IBGE), available at <http://www.cidades.ibge.gov.br/xtras/perfil.php?lang=&codmun=354430&search=||inforgr%E1ficos:-informa%E7%F5es-completas>).

become an adult fully integrated into society. This long term outcome presents an indirect and positive impact on society, but EDC interventions have also direct and short terms impacts on children, e.g. improvements in child health through meals provided by programmes. Additionally, Myers (1992)<sup>7</sup> has developed a consistent list of arguments supporting the value of investing in ECD, ranging from the psychosocial development of children to societies' productivity.

## **Results and conclusions**

The present value of benefits and costs of the VIM programme were adjusted by a discount rate, defined based on the real interest rates from National Treasury Notes<sup>8</sup> (in Brazil), as presented in [Section 5.5](#).

The SROI evaluation of the *VIM* programme in *Roseira* indicates that for every R\$ 1.00 [one Brazilian real] invested by *FLUPP*, R\$ 4.08 of social value was created, which is to say 4.08 times the original investment.

The programme has a positive impact and that the most significant impact of all was on the children, who thereby constitute the most important group of beneficiaries.

The *VIM* programme not only generates a significant return, as do other initiatives of this kind, but also shows how this type of investment is efficient and can leverage the potential of nations or regions which focus on early childhood development.

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<sup>7</sup> Myers, R (1992). *The Twelve Who Survive: Strengthening programmes of early childhood development in the Third World*. Routledge and Unesco: London & New York. Available at: [http://pdf.usaid.gov/pdf\\_docs/PNABN486.pdf](http://pdf.usaid.gov/pdf_docs/PNABN486.pdf).

<sup>8</sup> Ministério da Fazenda, Tesouro Nacional, Tesouro Direito, [Online], Available from: <http://www.tesouro.fazenda.gov.br/tesouro-direto>.

## Chapter 1 – Introduction

This report presents the results of the evaluation of social return on investment (SROI) undertaken with regard to the Better Early Childhood (*Valorizando uma Infância Melhor – VIM*) programme developed by the Lucia & Pelerson Penido Foundation (*FLUPP*) in the *Paraíba* Valley region of *São Paulo* state, Brazil.

*FLUPP* is a family foundation created with the aim of helping to build a more just and sustainable society.

The *VIM* was *FLUPP*'s first programme, created in 2010. Its aim was to support the region by helping it meet specific needs in attending to its young children. The programme was implemented in four municipalities: *Aparecida*, *Lagoinha*, *Potim* and *Roseira*.

The specific purpose of this SROI evaluation is to identify the impact of the social investment made through the *VIM* programme in *Roseira*, one of the municipalities where the programme was implemented between 2011 and 2014.

### 1.1 - The *VIM* programme

#### The *VIM* programme

The *VIM* programme was created in response to the need on the part of selected municipalities (including *Roseira*) for training and infrastructure in order to improve early childhood education. Through community development projects the programme also aims to strengthen the monitoring of early childhood education by organised civil society.

*FLUPP* has chosen the following **five areas of action**:

1. Training of educators;
2. Design and implementation of municipal guidelines;
3. Investment in local infrastructure;
4. Training of local leaders to manage and develop community projects;
5. Financing of local community projects.

#### Summary of initiatives implemented by the *VIM* programme:

##### a. Training of educators and managers in the municipal education system

This initiative, which took place in all four municipalities covered by the programme, aimed to strengthen early childhood education in the

municipal education system by training educators and managers and increasing their skills. With regard to training, the programme sought to improve the teaching practices for children aged 0-5 years, applying an integral vision of the children's development which incorporated the principles of 'play, care for, and educate'.

Through training, orientation and monitoring, new practices were proposed which differentiated between the children on the basis of age (nursery or pre-school) and aimed to improve educational management.

#### **b. Municipal plan for early childhood education**

Covering all four cities in which the programme was implemented, this line of action consists of developing municipal guidelines for early childhood education with a view to improving this stage of basic education by providing common guidelines and parameters for the different schools in the system. The plan focuses on those issues which need to be addressed in order to develop a high-quality administrative approach capable of improving the teaching of this age-group.

#### **c. Support in improving local infrastructure**

In the diagnostic phase of the *VIM* programme, certain shortcomings and deficiencies were identified in the municipal infrastructure used in providing early childhood education.

With a view to complementing the other areas of action and to strengthening municipal capacity with regard to the provision of education for children aged 0-5 years, *FLUPP* and its technical partner in engineering and construction, *MARCAP*, undertook an assessment of the municipalities' needs, and *FLUPP* invested in infrastructure improvements. In *Roseira* the investment was in the acquisition of land made available by the town council for the construction of the Pelerson Soares Penido nursery by the state government. It is important to notice that this acquisition has not affected any stakeholder directly, nor the environment. The construction was not finished when this evaluation was undertaken. For this reason, the impact of the construction investment could not be assessed. It does not affect the SROI evaluation, since the amount invested by the government to the construction of the nursery was not considered in the analysis.

#### **d. Training in project development and management**

Seeking to improve early childhood care in the four municipalities, the local community became involved by identifying and training community leaders in order to strengthen the monitoring of early childhood education by organised civil society.

Over the course of the programme the training took place in three cycles, with local management groups (LMGs) receiving training in the planning, management, monitoring and evaluation of projects. LMGs were formed by local leaders of the community, including educators.

#### **e. Support for Local Projects**

Following their training in project management and development (area of action number 4 – see above), the LMGs developed community projects focused on improving early childhood care, taking into consideration the needs and assets of their local community.

Each municipality has chosen the local project for development. In **Roseira** the **local project** aimed at strengthening early childhood education in the municipality through:

- Training for educators working in early childhood education;
- Increased access to the nursery (increased capacity);
- New leisure and cultural opportunities for local family members and children through the building of a playroom;
- Partnerships between the education, health and social-development departments of the municipal government, incorporating a vision of children's integral development; and
- Improvement and strengthening of the relationship between family and school, and family involvement in school life, with informative talks and activities such as the painting T-shirt workshops ('Wearing Eternal Bonds').

## **1.2 - Objectives of this evaluation**

*FLUPP's* Strategic Plan 2012 indicated the need to conduct an evaluation of the *VIM* programme in 2014/15.

The impact assessment for the *VIM* programme coincides with the end of the third and final cycle of the community projects initiated 4 years ago (2011-2014).

The main objectives of this evaluation are:

- To understand the impact of the *VIM* programme through an evaluative study demonstrating the effectiveness of the investment undertaken by *FLUPP*;
- To support *FLUPP*'s strategic planning and decision-making process with regard to the consequences and continuation of the *VIM* programme;
- To help identify aspects which might potentially be improved and also the specific priorities of the programme.

The SROI methodology enables the above objectives to be achieved because it possesses the following characteristics:

1. The results of the SROI evaluation show to what extent the interventions are effective, and how the results are perceived by each group of stakeholders;
2. The SROI data can help *FLUPP* maximise the impact of a given resource (financial or non-financial). In fact, through an evaluative process that combines qualitative and quantitative research methods, it is possible to analyse which factors, intrinsic or extrinsic to the *VIM* programme, are hindering the programme and which are contributing to its success;
3. The SROI can be used comparatively to examine the relative effectiveness of different interventions or to analyse the same intervention when it takes place in the different municipalities where the *VIM* programme was implemented.

The results of the evaluation were communicated to the LMGs in order to stimulate debate about best practices and possible improvements to the programme.

## Chapter 2 - Guiding principles of the *VIM* programme: what is meant by quality early childhood education

In recent years education policy has been transforming the way young children aged 0-5 years are cared for in the public system, from a welfare issue (access to childcare in a nursery being a right under labour law) to, increasingly, an integrated pedagogical proposal focusing on child development.

The Brazilian **National Curriculum Parameters for Early Childhood Education**, 1998, oriented the current provision of education to children aged 0-5 in Brazil and is used as a reference point by municipalities as they develop their own, local policies and guidelines. The parameters state that:

“(…) To all children who receive it, Early Childhood Education should make accessible, in an indiscriminate way, elements of culture which enrich their development and social integration. It plays a socialising role, fostering the development of the children’s identity through various kinds of learning, taking place in interactive situations.

Early childhood education can offer learning that occurs through games and also learning that occurs through intentional pedagogical situations or experiences guided by adults. It is important to emphasise, however, that these diverse kinds of learning take place in ways that are integrated into the process of child development.”

*(Ministério da Educação e do Desporto, Secretaria de Educação*

*Fundamental, 1998: 23)*

In accordance with the **Parameters** it is therefore necessary that the educator incorporate into its approach:

- The integration of children of the same age and of different ages;
- Knowledge the children have already acquired, as well as individuality and diversity;
- Challenges and problem-solving as ways of learning;
- Organisation of time, space and materials;
- Observation, recording and evaluation.

The **Parameters** also state explicitly that:

“It is not desirable to consider the nursery merely as a place of physical care and recreation, and the preschool as the legitimate place for actual learning. The development of a curriculum in each institution constitutes one of the elements of the educational project and should be the result of a collective endeavour involving teachers, other professionals, and technicians.” Therefore the educational project should also include: “an institutional atmosphere, forms of management, organisation of space and time, of groups, selection and supply of materials up to partnership with the families and the role of the teacher.”

*(Ministério da Educação e do Desporto, Secretaria de Educação*

*Fundamental, 1998: 66)*

The proposal for the family is that it should be possible for family members to get to know: the institution’s own conception of its work; the staff and their qualifications; the structure and functioning of the nursery or preschool; the procedures to be carried out in the case of an emergency or of health problems; and information about the participation of children and their families in special events.

The Brazilian **National Curriculum Guidelines for Early Childhood Education**, 2010, state meanwhile that they “... connect with the National Curriculum Guidelines for Basic Education, comprising principles, fundamentals and procedures established by the Basic Education Council of the National Education Council aimed at orienting public policy and the development, planning, implementation and evaluation of pedagogical and curricular proposals for Early Childhood Education.”

*(Ministério da Educação, Secretaria de Educação Básica, 2010: 11)*

These guidelines define the curriculum as a: “set of practices that seek to connect the experiences and knowledge of children with the learning that forms part of [Brazil’s] cultural, artistic, environmental, scientific and technological heritage, in order to promote the integral development of children aged 0-5 years.”

*(Ministério da Educação, Secretaria de Educação Básica, 2010: 12)*

And establish the following principles:

- Ethical: autonomy, responsibility, solidarity, and respect for the common good, for the environment, and for different cultures, identities and characteristics;
- Political: citizenship rights, the exercising of critical thinking, and respect for the democratic order;
- Aesthetic: sensitivity, creativity, and freedom of expression in different recreational, artistic and cultural contexts.

Institutions offering early childhood education must also fulfil their socio-political and pedagogical role, through:

- Offering conditions and resources for the children to enjoy their civil, human and social rights;
- The responsibility to share with the family members the role of educating and caring for the children, and to complement the families' role;
- Coexistence between children, and between children and adults, aimed at fostering different kinds of knowledge and learning;
- Promotion of equal educational opportunities for children from different social backgrounds with regard to access to cultural goods and to opportunities to enjoy their childhoods to the full;
- Construction of new forms of sociability and subjectivity with a commitment to democracy, the sustainability of the planet, and change of relations based on age, socioeconomic status, race /ethnicity, gender, region, language and religion.

Based on these national reference points, *FLUPP* decided to promote training activities, and activities in support of the local public administration, with a view to updating and responding to the recent changes in Brazil which affect early childhood education.

### Chapter 3 - The SROI Methodology

Social Return of Investment (SROI) is a form of cost-benefit analysis recognised by the Cabinet Office of the United Kingdom (see [Appendix 1](#) for further information on the SROI methodology). The method helps organisations to assess intangible aspects of their programmes – i.e. aspects that are often not valued in a traditional cost benefit framework alongside tangible aspects.

Rather than simply focusing on the costs of investment, the SROI methodology takes into account all the impacts considered relevant by the different material stakeholders.

The SROI goes beyond conventional assessments which tend to focus only on the actions and activities undertaken by the programme, which do not always reflect the most important changes.

The richness of the SROI method lies precisely in its measuring of the “change that has happened” and which was actually experienced by the stakeholders themselves. **SROI measures the change that is relevant to the people or organisations who actually experienced or contributed to that change.**

Once the principal changes have been identified, their impact is conveyed by assigning an equivalent monetary value to each one.

The SROI value is more than just a number: it tells the story of the change that took place and its goal is to generate information to support decisions, including qualitative, quantitative and financial data.

In summary, in the search for the story of how the change was brought about, what is measured is the social, environmental and economic impact of a programme.

An SROI evaluation may include the social value created by the entire organisation, or focus only on a specific aspect of that organisation's work.

**This current analysis of the VIM programme is EVALUATIVE, i.e. it focuses on the impact and results in the municipality of ROSEIRA and follows the principles of the SROI methodology.**

The table below summarises the stages and principles of the SROI methodology.

Stages of SROI evaluation	SROI principles
a) Establish scope and define stakeholders	Involve the stakeholders
b) Map results	Understand the change
c) Identify results and assign values	Assign value to important aspects
d) Demonstrate impact	Include only material aspects
e) Calculate SROI	Avoid overestimating the results
f) Report, utilise and incorporate	Be transparent
	Verify the result

Table 2. The Stages and Principles of the SROI Methodology

### 3.1 – Establishing the scope and defining the stakeholders

A set of dialogues with the Local Management Group (LMG), which is comprised by teachers (that are also parents) and other members of the local community, preceded the data collection. Before the data was collected, the details of the programme – data related to the interventions and activities carried out, and the profile and number of the participants in the programme – were analysed.

The activities for which the social return were analysed were:

- Training for educators that work with early childhood education;
- New leisure and cultural opportunities with families;
- Partnerships between the education, health and social-development departments; and
- Improvement and strengthening of the relationship between family and school.

At the beginning of the planning stage of the evaluation process it was agreed that the collection of data from the exploratory stage (qualitative research) would be carried out in the municipality of *Roseira*, one of the municipalities in which the *VIM* programme was implemented. In *Roseira* the programme's community project was already in its final phase and the municipality was therefore chosen as the location in which all the quantitative and qualitative fieldwork would be carried out. At a later stage, quantitative data from the three other municipalities (*Potim*, *Lagoinha* and *Aparecida*) was collected and compared with the results from *Roseira*.

The period for analysis was set at four years, i.e. the period in which the *VIM* programme was implemented between 2011 and 2014. This timeframe reflects the minimum time necessary for medium-term changes to be perceived and measured.

## Defining the stakeholders

Through the stakeholder analysis all the stakeholders in some way affected by the VIM programme were identified, and are shown in the figure below:

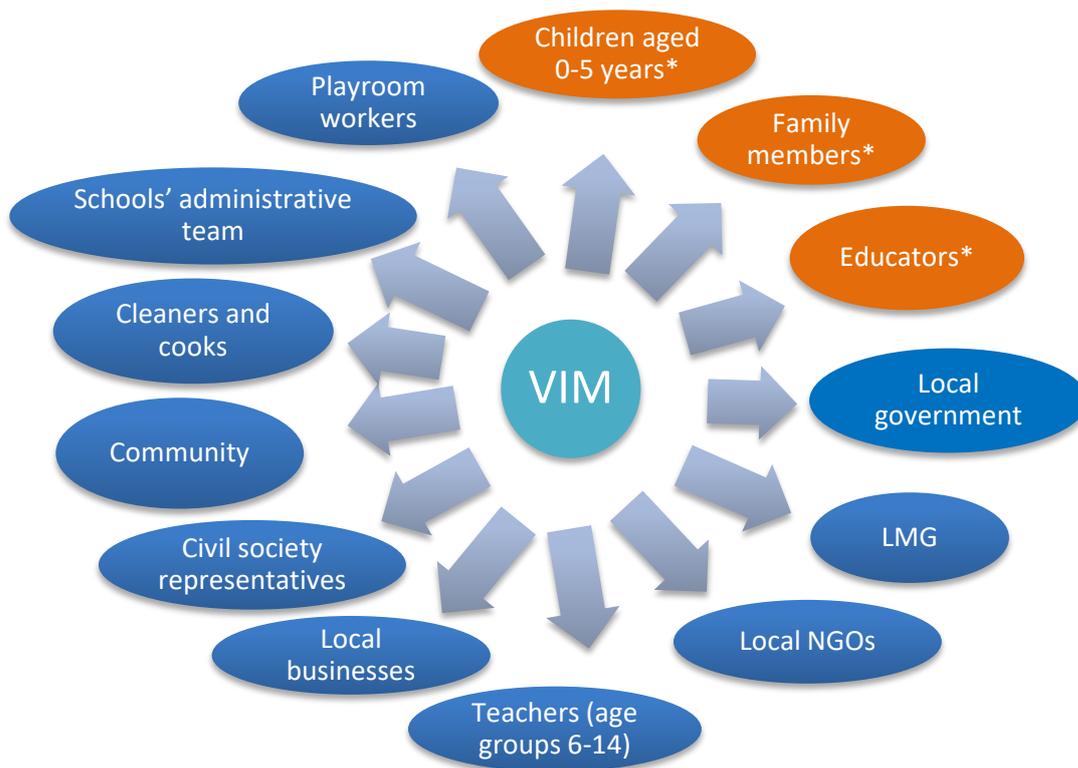


Figure 1. Stakeholders affected by the VIM Programme

For the purposes of this analysis the stakeholders consulted and involved in the impact assessment were those significantly affected by the *VIM* activities, highlighted in orange and with an asterisk (\*) in the diagram.

- **Children aged 0-5 years**

Were affected positively by the updating and improvement of teaching practices, the investment in infrastructure, and actions that involved family members and the municipal network of children's services.

- **Family Members (Parents, Siblings, Families and Carers)**

Were affected by the actions of clarification, awareness-raising and mobilisation aimed at them, by cultural activities, and also by the strengthening of family ties. Siblings were not considered in the analysis, since parents' testimonies pointed out that there was no material impact on them.

- **Educators (Teachers, Monitors and Nursery Workers)**

These stakeholders were not affected yet by the infrastructural improvements which created better spaces for the care of children because they were not finished; they were impacted by the training provided; by the consolidation of municipal guidelines on practices and curricula; and also by the actions financed in their schools or for their community, and opportunities for the recognition and expansion of their knowledge and experiences.

- **Local Government (considered in the first phase only, reasons for exclusion detailed below)**

Was affected by the additional resources invested in early childhood education by *FLUPP* and by the change in management practices. For example, in *Roseira* there is currently a system of quarterly planning which sets out and implements initiatives in the area of early childhood education. This change can be attributed to the *VIM* programme because managers began to carry out this planning on the basis of what they learned in the workshops offered by the programme.

However, after the first phase of the impact assessment it was decided that these potential changes were likely to be immaterial to the analysis and outside the parameters of the analysis. It was therefore decided to exclude from the assessment the impact on this particular group of stakeholder.

A summary with the reasons for the non-inclusion of other stakeholders in this evaluation can be found in [Appendix 2](#).

The fieldwork report brings some evidence on the decision to include or exclude potentials stakeholder groups. LMG (Local Management Group) was not included as a stakeholder group for this analysis, since its members reported changes as teachers.

### **3.2 – Data collection: sample, indicators, and assigning values**

#### **Sample:**

Based on the results of the interviews, the inclusion of relevant stakeholders was defined. Also, no negative outcomes were identified.

Important points such as how to involve each stakeholder, the fieldwork schedule and the sample were agreed with the LMG in *Roseira*, which also coordinated and supported the fieldwork.

### 1<sup>st</sup> Phase of Fieldwork – Qualitative Stage:

7 Focus Groups and 5 Personal Interviews, conducted in *Roseira* on 11<sup>th</sup> and 12<sup>th</sup> of August 2014.

Objective: to conduct a survey to find out the changes perceived and reported by the stakeholders who are the focus of this analysis – so effectively this was an exploratory stage aimed at ascertaining in what ways these groups were affected by the programme. It was through this survey, for example, that the non-materiality of the impact on local government was decided (see item 3.1 above).

Focus groups and interviews were conducted using an exploratory, non-directive script which can be found in [Appendix 3](#).

The stakeholders invited to the focus groups were family members and educators involved in the *VIM* programme (ranging from those who participated in one activity to those who were most actively engaged in the programme).

This criterion was established so as to hear from participants who had enough prior knowledge to be able to describe their impressions and the changes they had experienced because of the programme. As this was an exploratory stage aimed at discovering everything that might be considered an impact of the programme, it would have made no sense to involve individuals who had no knowledge of the *VIM*.

The table below shows how each stakeholder was involved in the qualitative analysis:

Stakeholder	Qualitative Stage	
<b>VIM programme team</b> <b>Local Management Group</b>	Dialogues	Dialogues with the <i>VIM</i> programme team; Dialogues with the Local Management Group
<b>Family members</b>	4 focus groups	2 of which comprised family members of children aged 0-3 years 2 of which comprised family members of children aged 4-5 years
<b>Educators</b>	3 focus groups	1 of which comprised teachers of children aged 4-5 years 1 of which comprised teachers and monitors of children aged 2-3 years 1 focus group comprising nursery workers caring for children aged 0-2 years.
<b>Children 0-5 years</b>	Indirect involvement	Through reports given by family members and educators

<b>Local Government</b>	5 Personal interviews	1 of which was with a representative from the education department of the municipal government
		1 with a representative from the health department
		1 with a representative from the social development department
		1 with two members of the guardianship council (current and previous management)
		1 with three members of the Roseira municipal council

Table 3. Qualitative Stage

### 2nd Phase of Fieldwork – Quantitative Stage:

Conducted in *Roseira* between 3th and 24th October 2014.

Questionnaires completed by 111 *family members* of children 4-5 years, 13 teachers, 31 monitors – and also 4 focus groups conducted.

The questionnaires were devised on the basis of the results of the qualitative phase, incorporating terms and phrases with which the parents, family members and carers, teachers, monitors and nursery workers easily understood.

The questionnaires were also pre-tested by the LMG with two members of the school community to ensure their language and structure were appropriate and easy to understand.

The questionnaires were conducted collectively during meetings at the schools, with the *Roseira* LMG acting in a supervisory role to help with the questionnaires' completion and answer any queries.

The criteria for selecting the respondents and justifications are presented in [Chapter 5, item 5.2](#).

The questionnaires and scripts from this stage can be found in [Appendix 4](#).

### Indicators

The indicators used to evidence each outcome were constructed on the basis of the data collected in the pre-work and in the 1<sup>st</sup> phase of the fieldwork (scripts in [Appendix 3](#)).

Additional data for calculating the impact, such as “attribution”, “benefit period” and “drop-off” were generated on the basis of the 2<sup>nd</sup> phase of fieldwork and other secondary data.

The indicators can be found in [Chapter 5, item 5.2](#).

### **Assigning values**

The focus groups in this 2<sup>nd</sup> phase of fieldwork were conducted so as to carry out two valuation exercises. The techniques used were “Willingness To Pay” (WtP) and “Choice Experiment (ChE)” – with, respectively, educators and family members.

The description of these techniques and the reasons for using them in this analysis can be found in [Chapter 5, item 5.4](#).

### **3.3 - Model and Calculation**

All the data (indicators, results and investments) and their projections (benefit period and drop-off) were calculated on the basis of a cost-benefit model. From this model the following were calculated:

- SROI ratios, based on the discount rates;
- Distribution of values, by stakeholder;
- Distribution of values, by result;

The key points of this report are as follows:

- The theory of change of the *VIM* programme: the hypotheses we tested with the stakeholders;
- The evidence supporting the theory of change for the SROI: the distribution of values;
- The effectiveness of the investment and robustness of the ratio: SROI ratio and sensitivity tests.

## **Chapter 4 – How does the *VIM* programme produce change?**

This chapter describes the way the *VIM* programme creates conditions for changes to take place in the lives of the children, family members and educators, and hypotheses are developed to explain how these changes occur.

And in line with SROI principles, this change process was developed together with the material stakeholders.

### **4.1 – What is the Theory of Change (TOC)?**

Fostering real and sustainable change in a community is a great challenge because it takes place in a multifaceted context (political, personal, social spheres, etc.) and involves many different actors, also referred to as stakeholders.

To ensure that a programme and its activities achieve the desired result it is necessary to have a specific goal and to clearly establish what that desired result is in the long term.

In short, the TOC is a map, a representation of how a situation can be changed, and it includes the stages (preconditions) that must be reached in the short and medium term so as to be able to achieve the long-term goal.

It is important to remember that throughout the process of change there are external factors exerting a parallel influence, independently, and that these can affect the results of the programme. These factors can be “enablers”, which assist in achieving the desired change, or “preventers”, which hinder the process.

In most social programmes change does not occur in linear fashion. This means the short- and medium-term results do not cease to exist in the longer term but instead continue to feed into the process often as feedback reinforcing loops, contributing to the long-term objective. Here, however, for the sake of clarity and to facilitate understanding of the process and measuring of change, the results will be presented in linear chronological order (short, medium and long term).

## 4.2 – Building the theory of change

The TOC was built to facilitate understanding of the *VIM* programme and to present the hypotheses of change which would be proven, or otherwise, through contact with the stakeholders in the 1<sup>st</sup> phase of the fieldwork (qualitative phase).

In developing the *VIM* TOC, hypotheses about why and how the various programme activities caused the changes in the lives of the children, families and educators.

In this way the connections between cause and effect are established for each initiative and its respective results, providing an understanding of why each precondition is required in order to achieve the subsequent result and how this process occurs.

To develop the TOC of the *VIM* programme, exercises were carried out with the *FLUPP* and *IDIS* teams and the LMG (stakeholder engagement).

The overall outcomes framework is presented below showing the result of this exercise:

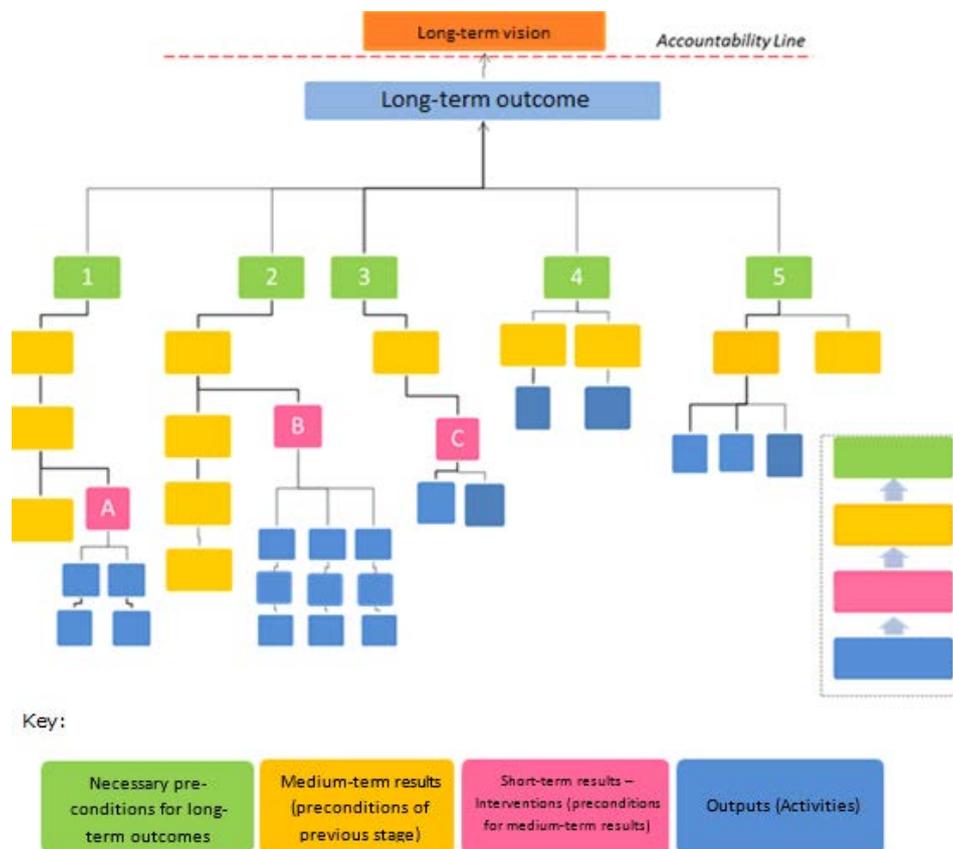


Figure 2. Building the TOC

The details of the model above are presented in [Appendix 5](#).

In the diagram above, the dotted line separating the “Long-term outcome” from the “Long-term vision” is called the “Accountability line”. This line illustrates the extent to which the desired long-term outcome is realistic and can be achieved, regardless of other factors.

In this sense the long-term vision symbolises an “ideal” condition, an idealised scenario which cannot be attained by means of the *VIM* alone because it depends on external conditions that lie beyond the scope of the programme.

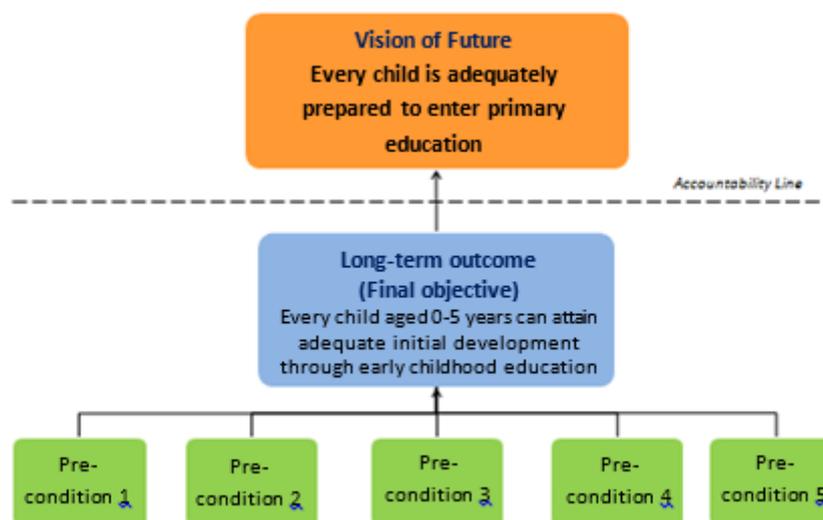


Figure 3. The Long-term vision and the Long-term outcome

The preconditions considered necessary in order to achieve the desired long-term outcome – “Every child aged 0-5 years can attain adequate initial development through early childhood education” – are as follows, and include an explanation of why they are believed to be necessary:

*Pre-Condition 1: Family engaged and aware of importance of their participation in children’s overall development*

A family who are engaged and conscious of the importance of their participation in the overall development of the children acts as a partner for the school by supporting, at home, the school’s pedagogical tasks and activities: through reading, games, conversation, musical and artistic stimuli, etc. This means the school and the family share an understanding of what it means to educate and develop a child.

This partnership consolidates the child's development and provides the necessary conditions for motor and cognitive learning and development. Parents and family members who are attentive towards the child are able to point out problems that need to be addressed and to encourage talents and abilities.

When family members pay greater attention to and interact more with their children it gives a child a greater sense of being valued, which improves their self-esteem and school performance.

*Pre-Condition 2: Well-trained teachers, monitors and nursery workers*

Having a team of well-trained educators means everyone involved with the child, either directly or indirectly, has the same understanding of the best pedagogical practices and of what attitudes are the best to adopt in dealing with the children.

In practice this means teachers, monitors and nursery workers know the importance of their mission (role), which is vital for the child's sufficient development, and act in accordance with this vision in their day-to-day contact with the children.

*Pre-Condition 3: Consistent public policy (municipal guidelines on early childhood education)*

Consistency in public policy underlies the provision of directives which are appropriate to the different age-groups. Consistent policy maps out the path to be followed by schools and nurseries in terms of content and proposed activities. It also standardises the content to be absorbed by the different age groups across all the different schools, establishing a shared standard of quality, continuity and consistency with regard to the child's life at school.

*Pre-Condition 4: Integration of the municipal system agents*

Alignment and coordination between departments, councils and school managers allows everyone to have a complete overview of the child's development, making it possible to work together, in complementary fashion, to create the required conditions. *(For example: a child with good health and emotional stability is better able to learn.)*

Well-qualified local leaders, able to develop, manage and replicate projects aimed at improving municipal early childhood education, also know how to interact with the municipal authorities so as to move together towards that same goal.

*Pre-Condition 5: Adequate Infrastructure – Structure / materials / supply*

If the school or nursery lacks the structure (facilities and equipment) necessary to accommodate the pupils, it won't be able to achieve its full range

of educational goals in terms of the child’s motor, cognitive and emotional development.

A school with sufficient physical and material resources provides an environment that can motivate children to learn, due to the greater diversity of resources, and to broaden their horizons of knowledge. The school should provide an educational environment that stimulates and motivates the child.

### 4.3 – Theory of change of the VIM programme

The figure below was created on the basis of the exercise described in [Section 4.2](#). It presents the TOC of the VIM programme, summarising the desired transformation for all material stakeholders.

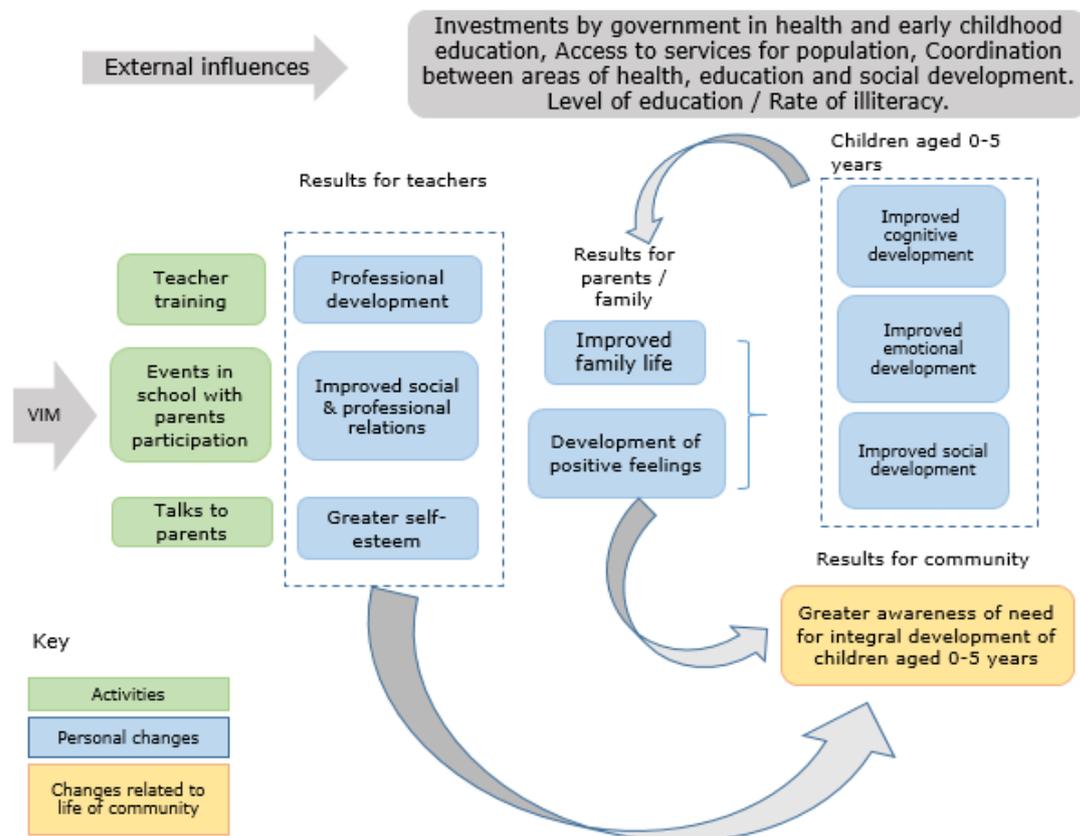


Figure 4. TOC of the VIM programme

The TOC of the *VIM* programme portrays the principal changes produced for the stakeholders the programme has most impact upon: teachers, family members, and children aged 0-5 years.

These changes were mentioned in the focus groups and in the interviews conducted in *Roseira*. This was a qualitative step, part of the SROI evaluation method, as per [Section 3.2](#) of this report – Data Collection.

The specific changes experienced by each group of stakeholders and the dynamics necessary in order for those changes to occur over time are detailed in [Section 4.7](#) of this chapter.

The figure above presents a summary of our understanding of the changes that occurred as a result of the *VIM* programme, which is to say the changes that the *VIM* programme was effectively able to generate in the community, including those which were unexpected or unforeseen.

It is interesting to note that **the impact of the programme on a particular group (children) is presumed to have caused or affected the change experienced by another group (family members), and vice versa, creating a virtuous cycle which increases the impact of the *VIM* programme** in the long term through a feedback mechanism.

The changes recorded here are the most important ones by virtue of their having been spontaneously reported by the stakeholders themselves during the focus groups and interviews. So these are the **material changes** we seek to measure in the next step of the SROI evaluation process.

**IMPORTANT:** The term “material” used here does not have a physical/concrete meaning (from “matter”) but instead the meaning usually found in the context of accounting, where “material” means “that which really matters” or “that which is relevant”, and which genuinely affects the performance of an initiative.

#### **4.4 – Early childhood education in *Roseira* and the need for the *VIM* programme**

The municipality of *Roseira*, part of the *São José dos Campos* administrative region, had 8,577 inhabitants in the year 2000, the majority of them living in urban areas.

Analysing the living conditions of its inhabitants using data from the Brazilian Institute of Geography and Statistics (IBGE), we see that 64 per cent of the population have a monthly income which is no more than three times the minimum national monthly salary, while 17 per cent of the population earn no more than half the minimum monthly salary (the equivalent average figure for the whole of São Paulo state is 11 per cent). In terms of poverty, 31 per

cent of the population live in a vulnerable situation. The municipality is classified in Group 5 of the *São Paulo* Social Responsibility Index (IPRS), its indicators of wealth and of social conditions being below the recommended averages. Economic activity centres upon the production of rice, maize and beans. There are some small commercial areas in the centre of the town and in certain districts, as well as some small industries.

With regard to early childhood education, only 36 per cent of children aged 0-6 years are enrolled. The municipal education department states that the municipality seeks to provide places for all who want them but also confirms there is a shortage of places in its nurseries.

The department has been seeking to improve the quality of education by investing in teacher training. Today almost all its educators have themselves studied up to higher-education level, and for those educators for whom that is not the case, distance-learning courses are available so they can continue their training.

#### 4.5 – VIM programme objectives and areas of operation

As explained in [Chapter 1](#), the VIM programme is a long-term strategy aimed at creating a network of assets in the area of early childhood education in the region. The programme proposes to invest financially in the municipalities and also offer technical support.

The purpose of the VIM programme is to allow the child to develop fully and to achieve their full potential, in accordance with their age and present circumstances.

In the long term it is expected that **adequate initial development will allow them to become well-developed children, not only in the cognitive sense, but also emotionally and socially. Children with self-confidence bring about positive changes in their own lives and also in their communities.** In summary, the key issue is to help these children flourish and grow to become conscious and well-prepared adults.

#### Other long-term goals are:

- Families more involved in their children's education;
- Educators who are better qualified and aware of their role in the children's development;
- Family members, educators and LMGs more proactive in bringing about social change and becoming leaders in the community;

- General improvement in the community's attitudes and practices towards the rights of children, reducing the risk and incidence of children suffering violence or mistreatment.

The above goals are aspirational and there is no evidence that all of them are achieved in the long term. During the *VIM* programme evaluation process there were indications that other, additional steps will be needed to if all the above-mentioned long-term objectives are to be attained. The [Section 4.7](#) provides greater understanding of how each stakeholder has progressed up until now and the [Appendix 7](#) presents considerations and suggestions from stakeholders about how the programme and early childhood education in the municipality could be improved.

#### **4.6 – How the *VIM* programme produces change**

The *VIM* programme responds to the needs of local communities and takes into account the resources available in those locations. There are several elements that are perceived as vital for the success of the programme (the preconditions set out in [Section 4.2](#)).

The structure of the programme is based on the professional training of the employees of the schools and nurseries. Through the training and transformation of the professional who works closely with the child and plays a day-to-day role in their development, that person comes to perform a vital function which goes well beyond merely caring for the child. Any change in the behaviour and practices of those professionals impacts directly on the child's routine at school or at the nursery, and therefore on the child's development. (Melhuish, EC, Sammons, P., Siraj-Blatchford, I. and Taggart, B. - 2004)

On the other hand, the aspects of the *VIM* programme designed to get family members more involved in the school environment signify a first step towards making them aware of their role in the children's integral development.

The children themselves have actively played a vital role in transforming their domestic environment, because when they take home the new practices they have learned at school they demand and catalyse a new domestic dynamic characterised by family members participating more and taking a greater interest in the children's development.

#### **4.7 – Understanding the change for each stakeholder over time**

## CHILDREN

The figure below summarises the process of change for the **children**:

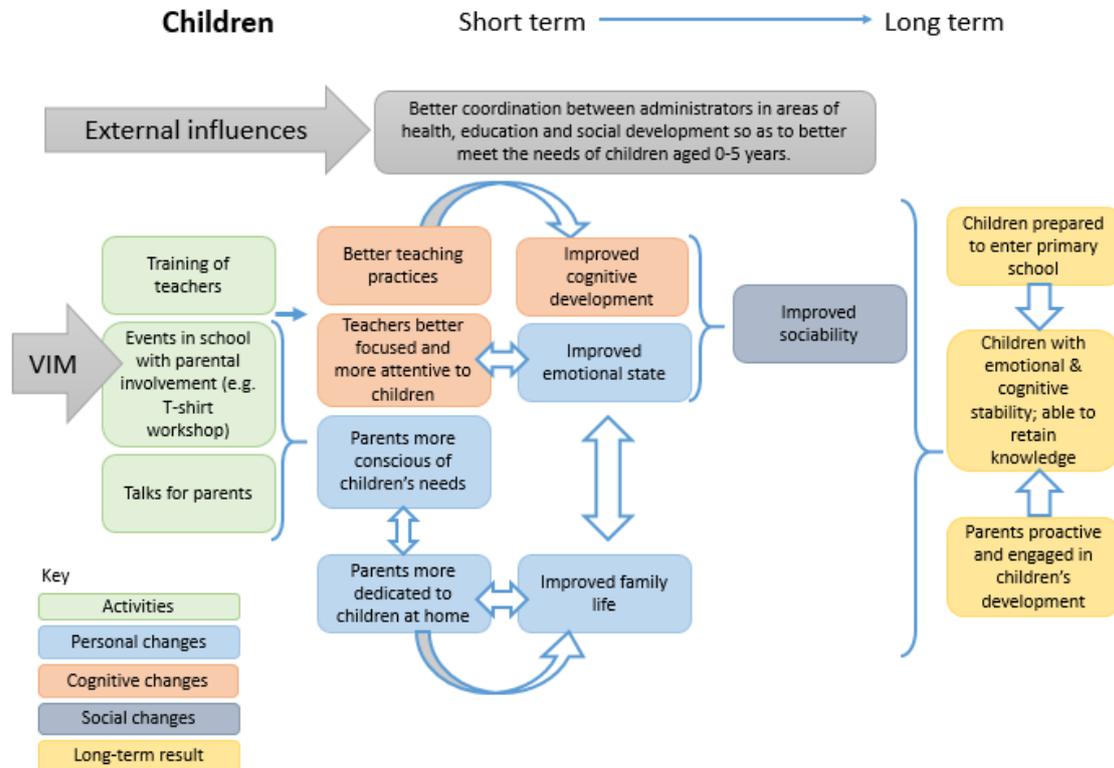


Figure 5. The process of change for the children.  
The cognitive, personal and social changes are the focus of the impacts on the children.

The purpose of the *VIM* programme is to improve early childhood education, with a focus on children's integral development.

The main objective of the evaluation is to identify the transformation that might have occurred in the lives of children 0-5 years who participated in the programme.

The basic premise of the programme is that **children aged 0 to 5 years who benefit from integral development in this phase will be better prepared to enter the first stage of primary education thereafter**. In the long run we believe that children who are better prepared in cognitive, emotional and social terms are more able to take advantage of, and perform well in, their school lives as a whole.

Discovering the impact of the *VIM* programme on children aged 0-5 years was made possible by their families and by their educators, who provided information about the changes they perceived in the children exposed to the

new practices introduced by the programme. Also, this dual source of information made it possible to register changes that took place in the children both in the school and the home environment, and how these changes were mutually complementary.

The changes described by the family members and the educators refer to changes observed in the children's cognitive learning and behaviour.

The main changes observed in the children can be divided into 3 groups:

**a) Improved cognitive development (cognitive changes)**

Family members observed that children are more interested, which is to say more curious, and keen to talk about everything they have been doing at school; they have noticeably better oral expression, speaking with greater ease and fluency.

Furthermore, in general they exhibit more creativity and initiative, which is to say they are more autonomous, having a greater inclination to explore objects and a greater interest in anything new in their surroundings.

Another aspect is their increased interest in reading: some family members reported that the children started to request more frequently that they be read to; they like the books and handle them carefully.

“My son asks to read every night ... sometimes I'm tired, I'd rather watch the soap opera ... (laughs) ... but I know it's good for me too, now I read more” (Focal group with family members, Mother, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

Improved motor development was also observed in the children when handling small objects more easily, holding a pencil better, tying their shoelaces unassisted, etc.

“It's amazing how my son can now put the cap on the toothpaste ... it takes him a little while, but he makes a point of screwing the cap back on without help! (Focal group with family members, Mother, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

Family members and educators also mentioned an improvement in the children's ability to draw, and that they were creating drawings with firmer lines.

According to the educators the children began to appropriate the space

with more confidence, which is to say they ran into the school's "activity corners" independently and with a sense of security. They arrive, hang up their backpacks, and then run off to whatever places are of particular interest to them.

"Some children used to do only one kind of activity or play with only one kind of toy in the outdoor area. Now they explore and spread out across all the different areas..." (Focal group with educators, Teacher, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

### **b) Improved emotional state (personal changes)**

Family members and educators observed greater enthusiasm on the part of the children when they arrived at the school/nursery: they arrive happy, keener, and sometimes don't want to leave.

"My son used to arrive at school and not want to go in ... now he pulls himself away from me and runs off inside" (Focal group with family members, Mother, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

Children also demonstrate improved well-being in a general sense, noticeable in their improved mood and in their greater keenness to play and to do their daily activities at home and at school.

### **c) Improved sociability (social changes)**

Educators reported that children were finding it easier to work in groups and to share toys or materials, meaning they have come to value and respect that which is collective (e.g. being careful when turning the pages of a book that belongs to the school).

The children appear to be more sociable; they feel more at ease when making new friends and when interacting with each other. And this behaviour extends beyond the school, for example when they meet other children in the street.

"The other day I was out in the street with my son and he said 'hi' to a girl who was passing on the pavement ... As he's very shy I found it strange that he spoke to her ... Then he told me the girl was from his school..." (Focal group with family members, Mother, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

## FAMILY MEMBERS

The figure below summarises the process of change for the **family members**:

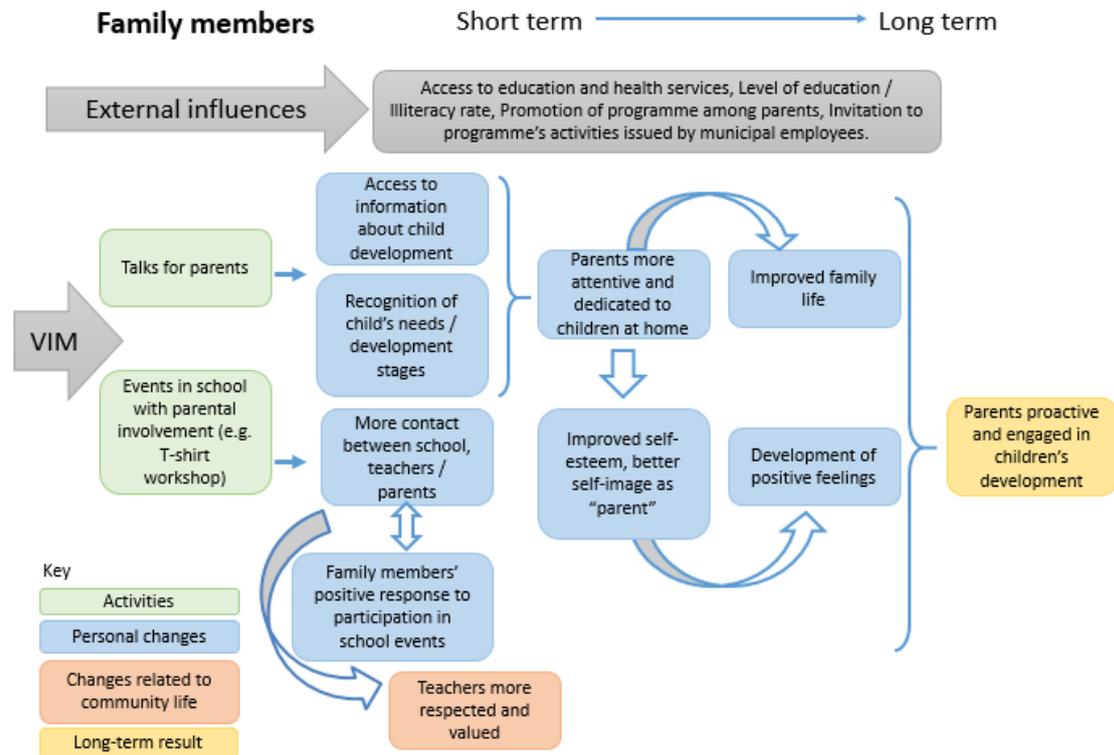


Figure 6. The process of change for the family members

The personal changes and the changes related to community life are the focus of the impacts on the family members.

Activities for the family members such as talks and events at the school were held to bring them closer to the school environment. Among those activities, the T-shirt workshop was mentioned during the focus groups as being a memorable and much appreciated opportunity.

"My son was so happy with the little T-shirt he made – it makes me proud to see that..." (Focal group with family members, Mother, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

"I'm going to keep that T-shirt, I won't let it get spoiled, because that's the most beautiful thing I could do with [my son]..." (Focal group with family members, Mother, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

"My husband's proud to show off the T-shirt he made with our daughter..." (Focal group with family members, Mother, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

Initiatives such as these are aimed at strengthening the family-children-school-community bond, and in the long term contribute to ensuring that family members are not merely helpers in childcare but can instead become conscious actors engaged in the integral development of the children. There has been a change in their relationship with the school.

As mentioned in [Section 4.2, Pre-Condition 1](#) above, this change in mentality and attitude on the part of the family is one of the premises of the programme, which is to say a precondition for achieving the desired long-term outcome of ensuring adequate early childhood development.

During the focus groups the family members were first invited to talk about what changes they had observed in themselves since the beginning of the *VIM* programme, then in the second step they described the changes they perceived in their children.

The changes were perceived through new behaviour exhibited by the children at home, as reported by the family members.

In group dynamics it is well known that if one individual in the group starts behaving in a new way, the others tend to adapt and are encouraged to change too. In the case of families who participated in the *VIM* programme, a change in family dynamics signified the possibility of a more harmonious family life, with more balanced relationships and more affection.

The reported changes in the lives of the family members were as follows:

#### **a) Improved family life**

The children now have a different experience at school/nursery and have been enjoying a more pleasurable and stimulating routine as a result of new practices adopted by the teachers and nursery workers.

This new routine has transformed the way each child experiences their day-to-day school life. School stops being uninteresting, restrictive and sometimes monotonous: instead it becomes a place to share new experiences, discoveries and enjoyable activities.

The children have therefore come to like going to school and sharing their experiences with their family members and siblings. This “sharing” involves not only describing what they have done in school but also an invitation to repeat those activities at home.

**The child, therefore, is the transformative element in the family dynamics.**

Although we cannot yet say this transformation has occurred in all the families in *Roseira*, this has indeed been the case in many households and can be seen mainly through the children’s increased demands for

attention (from their father/mother) and through their increased participation in domestic tasks and activities after school hours.

Children who have become more independent, self-confident, responsible and organised have also become more attentive towards acquiring good habits with regard to food and hygiene, and have also shown increased interest in recreational activities such as reading, drawing, painting and music, to the point where they “demand” that family members repeat at home the activities learned earlier at school.

The family members feel compelled to grant these requests from their children and thus grow closer to them; they become more caring, more affectionate, and share a better home life.

### **b) Development of positive feelings**

The family members’ greater involvement with the school, as well as their increased participation in the children’s domestic activities and tasks, changes their perception of themselves.

Becoming more involved and participative both at home and at school, they also come to feel more competent in their role as “mother” (or “father”), with improved self-image and self-esteem.

“Nowadays I feel I’m a better mother, I participate more in my son’s life...” (Focal group with family members, Mother, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

The family members shared this happiness and joy in the focus groups, enthusiastically reporting the changes that had taken place in the children. Noting and witnessing these changes, **the family members become proud and delighted with their children.**

As already mentioned, the family members’ greater involvement with events and meetings taking place at the school and at the nursery increased their interaction with the educators and with other families, which in turn allowed a greater “exchange” on issues related to the children.

This improved engagement with the school also brings about a change in the family members’ perception of the educators; some family members mentioned that **they feel increased respect for the educators and now attach greater value to their work.**

Realising that the teachers are now better qualified because of the training carried out as part of the *VIM* programme, the family members

feel greater confidence in the work of the school and of the programme itself.

So much so, in fact, that the occasional absences of teachers from school when they were doing their training courses as part of the programme (and were replaced by monitors), and the resultant change in the school/nursery routine, no longer bothered most of the family members.

“When the teacher training took place, at first I thought it was a bad thing, it interfered with the school timetable ... Now I know it was part of the *VIM* and I think it’s good...” (Focal group with family members, Mother, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

## EDUCATORS

The diagram below summarises the process of change for the **educators**:

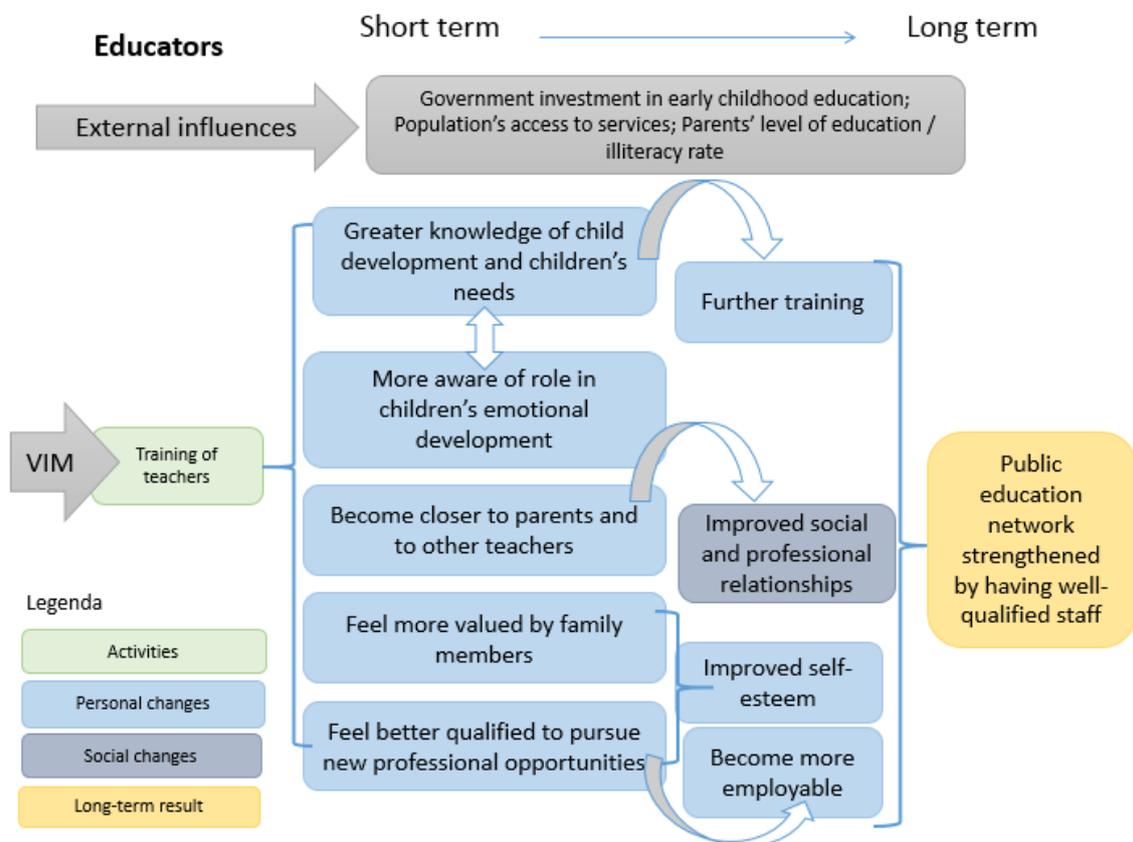


Figure 7. The process of change for the Educators

The personal and social changes are the focus of the impacts on the educators.

As in the focus groups with the family members, the educators were invited first to talk about what had changed in their own lives and then about the changes in the children.

The focus of the *VIM* programme for educators was for them to become better trained and qualified. The changes perceived and reported by these stakeholders fell into 3 main areas:

### a) Professional development

The series of talks, which ranged from talks on “Play” and “Learning” to workshops on how to read to babies, expanded the “range” of activities and changed the day-to-day routine in the schools and nurseries.

The children’s routine at school has changed because the staff are looking at them in a different way; the staff’s approach has changed because they are now better qualified: they are more observant, more alert, more aware.

“The *VIM*s brought back the importance of play ... We’ve gone back to looking at the child as a child” (Focal group with educators, teacher, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

During the focus groups some educators reported an increased awareness that play also contributes to a child’s development, i.e. it isn’t a waste of time. Play is a way of educating and developing the child. What has also been witnessed is the return of traditional games, nursery rhymes and handmade toys – which is to say a greater appreciation of “play”.

Another benefit of the *VIM* programme is that staff has become closer to the children, paying more attention to the characteristics of each child and their particular home/family situation. Previously, activities that produced material, which could be shown to parents, were considered more productive than playing with the children.

Educators believe, for example, that very small children (up to 2 years) were unable to do certain activities and that those activities were unsuitable for them. Today, they realise that those activities, if well prepared and carried out, can actually be performed even by children so young.

Together, these new practices and behaviours have resulted in a “better service”, a new routine for the children at the school/nursery. **The routine is better than before because there is no doubt the children are not just “looked after” but “educated”**, which is to say the school/nursery is the place where the child’s development takes place. It is no longer seen as a place to “leave” children, and there is now uniformity among the practices used by the different educators.

The staff have learnt to plan their day-to-day work better. They have greater ability to plan and have confidence in their own technical competence to decide what to do with the children. They have learned to draw up a weekly plan of their work, arranging in advance the activities that will take place on each day.

There is no more improvisation or low confidence in the daily work routine, which has now become more organised. When it comes to the work they do, the staff now know *what, how, when* and *why*. They used to lead activities just out of habit; now they take into consideration what kind of benefit the activity provides for the child's development and how to put together a "grid" of activities to stimulate the child's capabilities.

"Before we arrived not knowing what to do ... without knowing how we could keep the kids busy for the whole day" (Focal group with educators, nursery worker, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

#### **b) Improved social and professional relationships**

The educators have become more respected now that **the family members perceive the development of their children and have a greater appreciation of the work done by the staff at the school and nursery**. In this closer parent-educator relationship, the family members feel more at ease in reporting the progress the child has made, exchanging information with the educator, and listening to what the educators themselves have to say about their children. The improved relationship with the family members allows the educators to feel more recognised and respected.

At both the school and the nursery there has also been an improvement in the relationships between the staff themselves, as a group: they are more collaborative; there is greater cohesion and mutual understanding; the entire staff, including cleaners and cooks, understand the role of the educator.

Also reported were changes in the relationships between educators and their own families – husbands, mothers, friends – who now have quite a different picture of the work they do.

"My mother used to say anyone can wipe a baby's bum ... now she doesn't see me in that same way ... she knows the work I do at the nursery is education" (Focal group with educators, nursery worker, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

"Nowadays my husband separates the recycling stuff for me to take to school, because he has an understanding of my work and feels proud

of it ...” (Focal group with educators, teacher, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

At the administrative level, the staff’s greater interaction with managers and directors has also **benefited their professional relationship with their superiors.**

“The managers look at my work in a new way” (Focal group with educators, teacher, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

### c) Improved self-esteem

Some educators mentioned that they feel they have undergone a permanent transformation because they have personally appropriated their new knowledge and can now take it with them anywhere. More than merely being better qualified, **they also feel more secure about the importance of their role in child development.**

This rediscovery of the “role of the educator” is important for the staff’s self-image: some have already come to see themselves as vital elements in the children’s development.

“It’s no longer just about cleaning kids’ bums, it’s about educating” (Focal group with educators, nursery worker, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

With a newfound sense of “authority” in the classroom, **they now have the initiative to create and innovate, and feel gratified by their work.** For some of the staff the programme has rekindled their enthusiasm for their work, revived a sense of “vocation”, and produced a sense of personal achievement and greater self-esteem.

Another interesting impact of the training undergone by the educators is that **they themselves now feel encouraged to learn:** the *VIM* programme has aroused their curiosity to find out new things, to research, inquire, and add to the knowledge gained during their training.

The programme has worked as a stimulus towards self-learning and self-improvement.

“After the *VIM* arrived we no longer wanted to carry on in the same old way...” (Focal group with educators, teacher, 11<sup>th</sup> and 12<sup>th</sup> august 2014. pers. comm.)

For some of the participants in the programme, these improvements were not restricted to the sphere of work but also extended to their relationships with the children’s families, with their colleagues, and

even with their own families. In practice, therefore, these changes combined to produce personal development.

Therefore, the training carried out under the *VIM* programme didn't only mean that staff had access to a new, wider range of knowledge and professional techniques, but in some cases produced a much broader transformation in the lives of educators.

Among the educators themselves there is a perception that a better school is the result of a series of integrated actions: better management impacts positively on the work of the educator who, in turn, gives better classes and therefore makes possible the child's further development.

And it is precisely through this integrated process of cause and effect, in which the impacts on different actors (family members, educators and children) overlap in a coordinated manner, that the *VIM* programme achieves results.

#### **4.8 – External factors influencing the results of the *VIM* programme**

To gain a deeper understanding of how change takes place over time, it is necessary to take into account other factors, external to the *VIM* programme, that can affect results in the short, medium and long term.

During the consultations with the stakeholders (focus groups, interviews and questionnaires) we attempted to identify what factors have either been facilitating or hindering the achievement of the *VIM* programme's objectives.

The inclusion of these external factors in the programme's impact assessment contributes to a fuller understanding of the current results and allows for better planning of activities and initiatives in the future.

##### **Enablers**

- **LMG (Local Management Group)**

The formation of a LMG was vital in order for the *VIM* programme to be carried out in the different municipalities. Without these local partners it wouldn't be possible to implement the programme.

In addition to being in direct contact with or having easy access to the other stakeholders (family members and educators), LMG members also interact with the municipal authorities in the departments of education, health, and social development.

The LMGs were responsible for the implementation of various initiatives and were trained to design and manage projects to support the municipal provision of early childhood education. In this context the development of leaders is essential in order for the results of the *VIM* programme to be maintained in the long run.

The *Roseira* LMG provided a great deal of assistance in producing this SROI evaluation, coordinating and supporting the qualitative and quantitative fieldwork by organising the focus groups and carrying out the questionnaires. LMG is composed by educators who participated in the evaluation process.

- **Local Government**

The support of local government is necessary for the *VIM* programme to be implemented in the municipality. Through agreements, including the so-called reciprocity, partnerships between the municipality and *FLUPP* are established which do not necessarily entail direct investment by the municipal government but which, for example, permit its staff to collaborate with the *VIM* programme and to carry out activities related to it as part of their jobs. The municipal government did also provide funds directly, for example by buying snacks to be eaten during meetings and training sessions, reciprocity which demonstrate its commitment to the programme.

It was reported in interviews with local government officials – conducted during the first stage of the fieldwork, as described in [Section 3.2](#) – that there has been a change in the planning practices of the education department. Its plans now set out what is to be done in each quarter of the year – a change that can be attributed to the *VIM* because some of the town's education administrators (coordinators of early childhood education and the teaching supervisor) were trained to plan in such a way through project management workshops and training sessions conducted as part of the programme.

- **Coordination between the areas of health, education and social development**

According to the interviews conducted in the first phase of fieldwork, the coordination between municipal government departments has been consolidated and expanded under the current administration.

Previously this coordination used to take place in more a more informal way, with the health department. Currently it also involves the departments of social development and sport, working together with little bureaucracy so that initiatives are carried out more quickly and effectively.

According to the report from the representative of the social development department, from the start of the *VIM* programme there was an increase in the number of children with psychological/emotional problems being referred to the department.

It was also mentioned that the psychologist started making more visits to the nurseries/schools, and therefore had more contact with the educators so as to provide guidance; this more intensive practice strengthened the ties between the school and the department.

Also attributed to the *VIM* was the strengthening of interdepartmental work, which was developed mainly through the local project with its joint initiatives carried out in conjunction with the departments of social development and education.

As regards the health department, the *VIM* programme made it possible to expand certain already-existing initiatives in the areas of preventive and public health. Some examples: greater access to rural areas; extension of preventive health services to children of other age groups, and visits to nursery staff to provide guidance and training.

The result of the health-related talks given to staff in the area of early childhood education as part of the *VIM* was to open up a channel of communication between the health department and those who are in daily contact with children, thereby strengthening the partnership between the departments of health and education and making it possible to carry out intersectoral work.

## **Preventers**

- **Lack of local leaders and local government support**

In the medium term, the existence of local partners who do not effectively understand the operation and scope of the *VIM* programme could impact negatively on its results.

The lack of local government support could also limit the programme's impact, as could the absence of local leaders working to maintain the programme and its initiatives.

- **Population's access to health services and early childhood education**

It should be recognised that the local government has made investments in healthcare and early childhood education, which has improved the quality of services offered to the local population. At the same time, however, there has also been an increase in demand which is not always accompanied by investments of the necessary volume.

Over time, only public policies that effectively prioritise early childhood education, and the incorporation of the new practices introduced in the municipalities through the *VIM* programme, will be able to ensure that the positive results and impact continue.

Unfortunately there is a risk that part of the impact of the *VIM* will be lost over time if the learning that has taken place through the programme is not incorporated correctly.

It is necessary to ensure that the positive impact upon the educators who participated in the *VIM* training is not diluted over time as those individuals retire or move out of the municipalities' early childhood education systems. Those who leave must be replaced by new staff with the same level of qualification and the same engagement in their work.

- **Level of education / illiteracy rate**

A low educational level on the part of parents and family members, along with the existence of functional illiteracy (especially in rural areas), can reduce understanding of the importance of *VIM* programme or prevent some families from getting involved with the activities proposed by the programme.

During the focus groups in *Roseira* we noticed that the participants were quite heterogeneous in terms of their educational level and socioeconomic status. Although on one hand this diversity among the families and the children attending the municipal schools and nurseries could be positive, there is a risk that the families with a lower educational level might feel intimidated and therefore not be in a position to derive equal benefit from the *VIM* programme.

## Chapter 5 – Building the SROI model

### 5.1 – The modelling process

Applying the SROI methodology to measure the social impact of a programme consists of a series of steps:

1. **The first step is to measure the incidence of the results: how much change actually occurred.**

When building the TOC we identify the indicators that provide evidence of change with regard to each type of outcome. These indicators have a dual purpose:

a) to measure the degree of coverage in the group which is being focused upon (for example, how many individuals within a certain group of stakeholders experienced the change), and

b) to measure the “distance travelled” from the beginning of the intervention (programme), i.e. the magnitude or intensity of the change for those who have experienced it.

2. **The second step is to measure the impact, which entails adjusting the incidence of the result measured in the previous step so as to **exclude**:**

a) the change that would have happened anyway, even without the intervention (programme).

b) the amount of the change that might have been caused by other actors / projects / organisations and not by the intervention (programme) alone.

c) the effects originating from elsewhere as a result of unintentional impacts that might have occurred in the area being studied.

In practice this calculation is affected by the context in which the analysis is carried out, as well as by the available information.

The purpose of this step is to exclude outcomes which cannot be attributed to the intervention (programme), or which would have taken place even without it. It is an important step in order to ensure that

outcomes are not attributed to the intervention (programme) if in fact they are not wholly a consequence of it, or if they arose just because of the particular circumstances of that moment or context. The purpose of this step is to “calibrate” the impact so that it corresponds only to the effect of the intervention (programme). This careful approach reflects one of the seven principles of the SROI methodology. Furthermore, no negative outcomes were identified for evaluative purposes.

The first adjustment, referring to [item a\)](#) above, is called “deadweight”, and can be defined as an assessment of the amount of change that would have happened even without the intervention (programme). This requires us to define, conceptually and statistically, what the range of expected scenarios would be.

The second adjustment, referring to [item b\)](#) above, is called “attribution”, which involves defining the percentage of the total change was caused directly by the intervention (programme) and/or by the contribution of an organisation involved in the programme. That is, how much of the change can in fact be attributed to the programme, to that intervention, excluding what might in fact have changed as a result of other interventions which took place simultaneously and were implemented by other organisations.

The last adjustment, referring to [item c\)](#) above, is called “displacement” and consists of evaluating the size of the change (having already adjusted for the deadweight and allocation) that can be in fact be considered the “net benefit” – i.e. a new benefit, not merely the result of the displacement of a benefit or change that took place elsewhere or in another context. It is important to note that displacement can involve either positive or negative effects.

3. Once the actual change (or impact) has been measured, **the third step** is to set and assign **proxy** values . This process is often called “social and/or environmental valuation”, in which **an estimated monetary value is attributed to social and environmental impacts**. Those impacts, although valuable to society, do not have a market price.

In general, prices of goods are set by market forces. They therefore indicate, approximately, the value those goods possess for people; they are “approximations” (proxies) of the value the seller and buyer establish by mutual consent in their transaction. These values can vary according to the people and situations involved.

The price of some goods might be more easily and consensually decided than for others. For example, the price of a litre of milk is more easily established by the market than the price of a house. In the case of the house there will be a wider range of possible prices depending on the value different people assign to it. Any value assigned, therefore, is subjective. What the market does, ultimately, is bring together people whose assignments of value to a particular good coincide. If I assign the value of X to a product or service, and find someone who agrees with my evaluation, I'll be able to go ahead and complete a transaction with that person. If there is no agreement, the sale doesn't go ahead. This "coincidence" of assigned values between people (in the market) is called the "price setting".

The difference when it comes to social value is that such values are not traded in a market, and therefore the process of "price setting" that occurs naturally through market dynamics does not happen. That is not to say, however, that social goods do not have value for people.

On the other hand, would it be possible to arrive at a value which, although inexact, would provide a satisfactory evaluation of a social change?

The SROI evaluation uses financial proxies to estimate the social value of untradeable goods for different groups of stakeholders. Just as two people can disagree on the price of a product or service, which is the object of a transaction, so different stakeholders may have different perceptions about the value assigned to certain benefits. The determined value is subjective, and can differ according to the group of people in question. By estimating this value through financial proxies, and then combining the values obtained, we can arrive at an estimated total social value of an intervention (programme).

The total value created by an intervention (programme) is calculated by the combining the incidences of the outcomes (the volume, the amount of change) with the monetary values assigned to those changes through the financial proxies.

4. The **fourth step** is to establish the **benefit period**. The valuation of each outcome produced by the intervention (programme) corresponds to a period of one year, which is to say the social value created over the course of a year. However, the impact and the change can last longer, not only during the implementation of the programme but also afterwards. The SROI evaluation therefore establishes a **benefit period**, defined as **the length of time the benefits deriving from**

**the intervention (programme) and attributable to the intervention will last.** This period is influenced by the duration of the activities or by other external factors. The effects can last for a long time, but gradually diminish – as other factors support the continuation of that change. This reduction in the change attributable to the intervention is referred to as **“drop-off”**. It is an approximate measure, generally expressed as a percentage, and only applies to outcomes whose benefit period extends beyond one year.

5. Finally, benefits and costs are **financially “discounted”** so as to represent a current value. All anticipated future benefits and costs must be adjusted so as to represent their equivalent values “today”. This is done by applying a discount rate to all future costs and benefits.

**These steps or stages were followed in order to measure the return on social investment of the VIM programme in Roseira (SP), Brazil. The following sessions present the stages of analysis, the criteria adopted, and the SROI evaluation for this municipality.**

## 5.2 – The incidence of the result: what has changed since the VIM programme?

### Defining the Indicators of the change

As described in [Section 5.1](#), the first step in measuring the incidence of the outcomes is to establish which indicators concretely convey the change. These indicators were expressed in questions included in a questionnaire.

To measure the actual change experienced by the stakeholders (the three groups who reported material changes, as explained in [Chapter 4](#)) **compared to what was anticipated in TOC**, we used a questionnaire with each group:

- a) Families of children aged 4-5 years: speaking for themselves and for their children aged 4-5;
- b) Educators for children aged 0-3 years: speaking about their own experience of the VIM programme;
- c) Educators of children aged 4 and 5 years: speaking for themselves and for 4 children (aged 4-5) selected at random from the class registers.

The questionnaires ([Appendix 4](#)) present the indicators of change, which is to say the questions and scales through which it is possible to measure, in a concrete and quantifiable way, the extent to which the lives – of family members, children and educators – changed as a result of the implementation of the *VIM* programme in *Roseira*.

We have, therefore:

- a) a measurement of the impact on children aged 4-5 (by the family members, and also on the basis of a sample of 52 children assessed by teachers);
- b) a measurement of the impact on educators (all were involved);
- c) a measurement of the impact on family members (only those who are family members of children aged 4-5).

### **Justification of the criteria adopted in collecting the data and selecting the respondents:**

- **Why measure the impact only on children aged 4-5 years?**

Children aged 0-3 years go through very different stages of development and it would be difficult to separate changes attributable to the *VIM* from those that take place naturally. Also, children currently aged 4-5 who previously went to the nurseries (62 per cent of our sample) would have benefited from the positive impacts of the *VIM* on those nurseries. These children therefore constitute a sample which has experienced the impacts of the programme at both stages.

- **Who provides the information about the impact experienced by children aged 4-5 years?**

Given the enormous challenges of directly interviewing children aged 4 and 5, the collection of data in order to measure the impact on this group was carried out with their family members and also the educators.

However, for the educators, as it would be impossible for them to respond about all their children in this age group, it was decided that each should provide information about 4 children selected at random from the names on the class register.

- **Who provides the information about the impact experienced by the educators?**

- Educators of children aged 4-5 years
- Educators of children aged 0-3 years

The two groups of educators gave responses regarding the change they felt had taken place in themselves, the training having had an impact on their

lives both in a personal and a professional sense. It is a material impact that needs to be measured in full, not just for the 13 teachers working with children aged 4-5 years. The educators who work in the nurseries therefore answered the questionnaire.

• **Who provides the information about the impact experienced by the family members?**

Only the families of children aged 4-5 years will be able to judge the changes, because the *VIM* programme has existed for 4 years and their children probably went to nursery/school before the change (in fact this figure is 62 per cent). For this reason it is more likely that those families have experienced and perceived the change. Families of younger children (0-3 years) have been frequenting the nurseries in the post-*VIM* period, and therefore it is unlikely that they have perceived any change.

<i>Stakeholder</i>	<i>Population</i>	<i>Sample</i>	<i>Sample as % of population</i>	<i>Observation</i>
Educators (children aged 4-5)	13	13	100%	
Educators (children aged 0-3)	35	31	88%	
Families of children aged 4-5	277	111*	40%	The family members were invited to answer the questionnaire but it was not obligatory
Children aged 4-5	277	113**	41%	52 children were also assessed by teachers***

\*All 277 families were invited to participate, but only 111 family representatives came to the evaluative meeting. It was understood that these 111 families were the most involved with the programme. Since it was not possible to quantify the changes of the families that did not answer the questionnaire, this evaluation did not consider changes to this group.

\*\*Two families have 2 children in this age group and responded with regard to both

\*\*\*It is important to emphasise that the results obtained for the children on the basis of the teachers' assessment coincided almost completely with the family members' assessment regarding those same children – which gives consistency to the results.

*Table 4. Universe and sample (Roseira)*

In the absence of baseline data for the indicators collected, the respondents (family members and educators) gave a retrospective assessment of how much change they have perceived between the beginning of the *VIM* programme and the present day.

This approach is known as the Retrospective Pre Test, in which the investigation takes place at the end of the intervention (programme) and the participants are asked to make a comparative assessment of the situation before and after.

Although this procedure has advantages over other approaches, it entails some degree of bias because the participants have to answer about something that happened in the past; they therefore have to remember how things were before in order to make their assessment (Rockwell & Kohn 1989; Davis 2003; Raidl 2004; Lamb 2005). In addition, there is a tendency for the participants to overestimate the benefits so as to make them correspond with expectations – personal and social – of improvements due to the project and the time spent. **This approach is recommended in a situation where the baseline data that need to be measured were not collected (before the intervention), as is the case in this evaluation. However, in accordance with the SROI methodology, a discount should be given in such situations to compensate for these “biases”.** In this analysis we adopted a discount of 25 per cent based on other NEF studies which have attempted to measure to what extent this kind of bias can affect an evaluation.

The table below presents the list of indicators that make up each outcome for each stakeholder group and the respective averages obtained through the primary data collection (questionnaires).

The numbers in the right-hand column reflect the degree of change that occurred, which is to say the extent to which the evaluation meeting participant families (111 family members) and almost all the educators (44 out of 48) perceived and expressed what changed in their lives and in the lives of the children. As mentioned in the table above, all of the 277 families were invited to participate, but only 111 family representatives came to the evaluative meeting. It was understood that these 111 families were the most involved with the programme. Since it was not possible to quantify the changes of the families that did not answer the questionnaire, this evaluation did not consider changes to this group.

#### **To read the results in the table:**

The incidence of change is expressed as an average between 0 and 3 on a scale where 0 (zero) means “I don’t know / No change” and 3 means “Big change”. Points 1 and 2 are degrees on this scale, respectively signifying, “very little change/almost no change” (1) and “some change” (2).

For example, if the average is 3 it means **all** the respondents said that particular indicator changed a lot (point 3 on the scale) after the *VIM*. But if the average is low, for example close to 1, it means the respondents believe the indicator changed very little.

Semantic scale	I don't know	No change, still the same	Very little change, almost none	Some change	Big change
<b>Numerical scale</b>	0	0	1	2	3
Average: the larger it is, the greater the change			1.50	2.70	

Table 5. To read the results in the table

SROI Evaluation – VIM Programme

Stakeholder	Change/result	Indicator reflecting change/result	Average (Evolution)	
<b>Educators</b>	Further training (4 indicators)	Understanding of what each activity develops in the child	2.80	
		Confidence to choose or adapt activities in accordance with circumstances	2.50	
		Attention to emotional aspects of child; concern with child's well-being	2.60	
		Time spent focused on child; more careful observation of child	2.80	
	Improved professional relationships (2 indicators)	Cooperation with colleagues, interaction and coordination with working group	2.50	
		Feel comfortable reporting facts to parents, children's problems or achievements	2.40	
	Improved self-esteem (3 indicators)	Feeling of self-confidence, aware of own capabilities, secure	2.60	
		Feeling of being valued by children's parents	1.80	
		Feeling of being valued by family members	2.10	
<b>Family members of children aged 4-5 years</b>	Improvement in family life / domestic environment (4 indicators)	Extent to which they do activities with children at home – e.g. play, listen to and sing songs, read stories	2.60	
		Attention given to child at home	2.70	
		Child's progress; how much child is learning	2.90	
		Interest in hearing child say what they have been doing at school	2.90	
	Positive feelings (4 indicators)	Confidence they have in teachers	2.80	
		How much they value the work the teachers do for the children	2.90	
		Sense of pride in child	2.90	
		Feeling of being a better mother (or father)	2.80	
	<b>Children aged 4-5 years</b>	Improved cognitive development (7 indicators)	Curiosity to find things out, discover new things, recognise and avoid dangerous situations	2.50
			Interest in exploring and being in new spaces	2.60
Ability to do more things on their own (tie shoes, carry rucksack, eat, get dressed, keep hold of things)			2.60	
Interest in listening to stories and looking through books			2.70	
Talking more about what they've done outside school, and expressing feelings and emotions			2.60	
Creating new games to play, and how long they remain focused on game			2.50	
Ability to draw and paint, hold pencil, put objects away			2.70	
Improved emotional development (2 indicators)		Demonstration of well-being: humour, keenness to play and to perform daily activities	2.60	
		Arrival at school: arrives happy and has no problem parting from person who brought them	2.60	
Improved sociability (2 indicators)		Playing, talking to and relating to other children and people	2.70	
		Cooperating in a group or with siblings	2.50	

Table 6. Changes and indicators

However, for the purposes of valuing the change, we need to adjust the averages by converting them into full person change equivalence.

Each change is converted into a factor that represents a full change – in other words, how many people could be said to have experienced **a lot of change**, as if the average obtained were 3. **This factor works as a convertor through which we arrive at the number of people who “would have given an average of 3, which is to say they experienced a big change”.**

To make it clearer, let’s take the indicator “Feel comfortable reporting facts to parents, children’s problems or achievements” which forms part of the outcome **“Improved professional relations”** for the EDUCATORS.

For example, if the average obtained were 3, then because this is the highest point on the scale, the factor would be 1.

$$\frac{\text{Average}}{\text{Highest point}} = \frac{3}{3} = 1$$

But in fact the average for this indicator was 2.40, so the factor will be 0.80

$$\frac{\text{Average}}{\text{Highest point}} = \frac{2.40}{3} = 0.80$$

What this means is that 80 per cent of my stakeholder group thought that in this case **there was a big change**. Taking into consideration that this group of stakeholder (educators) consists of 44 people, the final result will be 35.2. This means we can say that for 35 of the educators there was a big change regarding “Feel comfortable reporting facts to parents, children’s problems or achievements”. We do this because the proxy we utilize represents a complete change. Therefore, we must convert our change data into full change equivalence.

The table below shows the change that resulted for each stakeholder group with the adjustment factors already applied, **which shows the total number of people for whom there was a big change** in the case of each indicator and each result.

SROI Evaluation – VIM Programme

Stakeholder	Change/result	Indicator reflecting change/result	Average (Evolution)		
Educators	Further training (43) *	Understanding of what each activity develops in the child	44		
		Confidence to choose or adapt activities in accordance with circumstances	40		
		Attention to emotional aspects of child; concern with child's well-being	42		
		Time spent focused on child; more careful observation of child	45		
	Improved professional relationships (39) *	Cooperation with colleagues, interaction and coordination with working group	39		
		Feel comfortable reporting facts to parents, children's problems or achievements	39		
	Improved self-esteem (35) *	Feeling of self-confidence, aware of own capabilities, secure	42		
		Feeling of being valued by children's parents	29		
		Feeling of being valued by family members	34		
Family members of children aged 4-5 years	Improvement in family life / domestic environment (101) *	Extent to which they do activities with children at home – e.g. play, listen to and sing songs, read stories	95		
		Attention given to child at home	99		
		Child's progress; how much child is learning	106		
		Interest in hearing child say what they have been doing at school	106		
	Positive feelings (105) *	Confidence they have in teachers	102		
		How much they value the work the teachers do for the children	107		
		Sense of pride in child	108		
		Feeling of being a better mother (or father)	104		
		Children aged 4-5 years	Improved cognitive development (237) *	Curiosity to find things out, discover new things, recognise and avoid dangerous situations	228
				Interest in exploring and being in new spaces	236
Able to do more things on their own (tie shoes, carry rucksack, eat, get dressed, keep hold of things)	241				
Interest in listening to stories and looking through books	245				
Talking more about what they've done outside school, and expressing feelings and emotions	237				
Creating new games to play, and how long they remain focused on game	227				
Ability to draw and paint, hold pencil, put objects away	246				
Improved emotional development (240) *	Demonstration of well-being: humour, keenness to play and to perform daily activities		238		
	Arrival at school: arrives happy and has no problem parting from person who brought them	242			
Improved sociability (240) *	Plays, talks to and relates to other children and people	246			
	Cooperates in a group or with siblings	234			

\*(average of indicators)

Table 7. The total number of people for whom there was a big change

## Some information on the profiles of the stakeholder groups

### Family members

The family members who participated in this evaluation (111) come in almost equal numbers from the five different schools providing early childhood education in *Roseira*; the exception is the *Escola Prof. Joaquim de Campos*, for which there were fewer participating families.

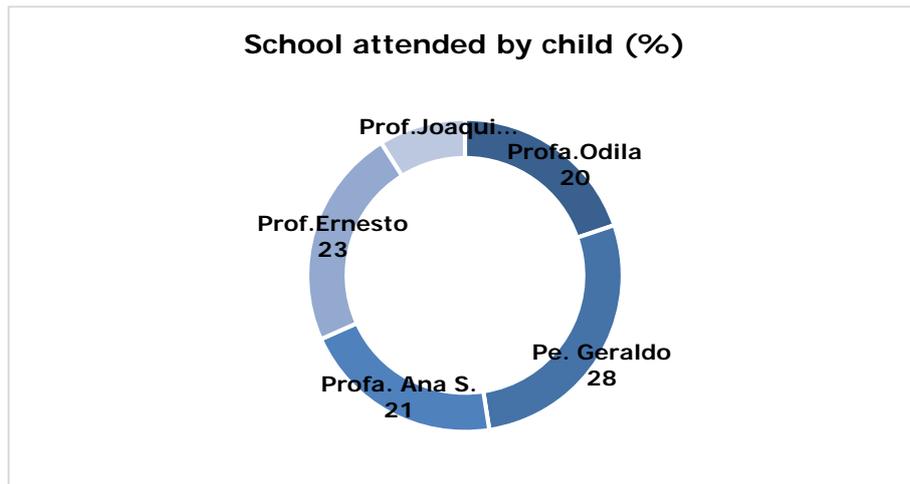


Figure 8. School attended by child

The majority of these families (62 per cent) said their children attended nursery before starting (early education) school. As the *VIM* programme began four years ago, both in the schools and the nurseries, this means children who are today 4 or 5 years old attended nurseries which were already being transformed by the programme.

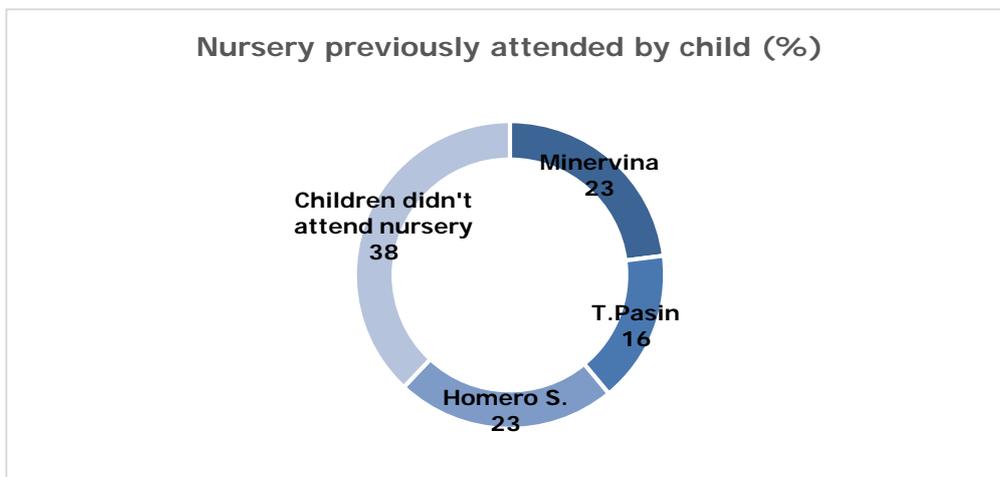


Figure 9. Nursery previously attended by child

The great majority of the family members know about the *VIM*, although a third of them (31 per cent) still say they do not, or that they have never even heard of it.

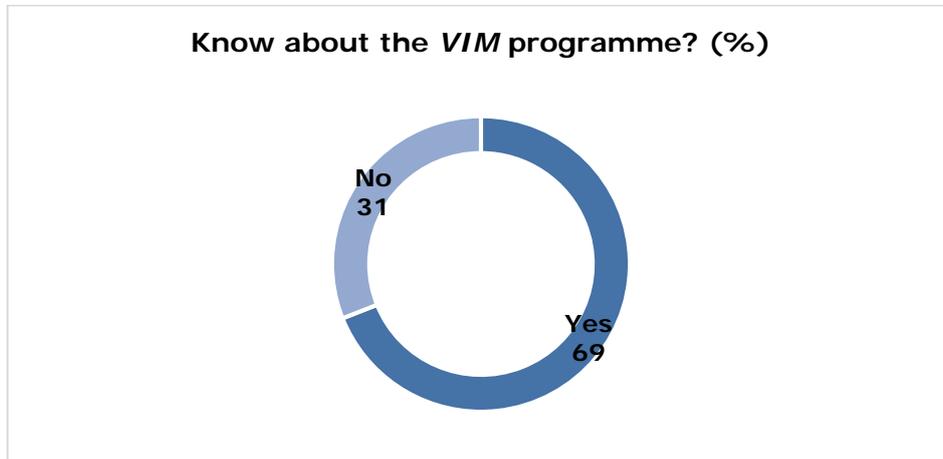


Figure 10. Know about the VIM programme?

### 5.3 – The impact of the *VIM*: measuring the change caused exclusively by the programme

#### Approaches for measuring impact: a panorama

Measuring the impact caused exclusively by a programme means excluding any impact that might have been due to other factors. As seen in [Section 5.1, item 2](#), those factors are:

- Deadweight
- Attribution
- Displacement

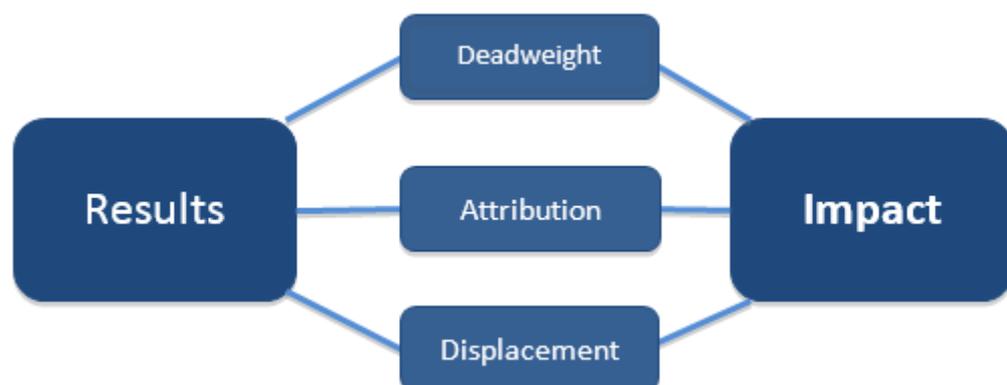


Figure 11. Approaches for measuring impact

Measuring the **deadweight** involves assessing to what extent the observed change would have taken place anyway, even without the *VIM* programme.

There are three ways to make this measurement, depending on the circumstances and on the resources available:

- a) through a comparative approach in which a “control group” is created, which is to say a group similar to the one which received the intervention and with which it can be compared. Although this is a robust way to estimate the deadweight, it depends on being able to ensure that the control group really is comparable to the target group (which received the intervention). Furthermore, in Brazil, some researchers have ethical reservations about the use of “control groups” with regard to social programmes.
- b) directly asking the stakeholder groups how much change they think would have taken place anyway, even without the *VIM* programme – the hypothetical approach.
- c) comparing the performance observed in the place where the intervention took place with historical data – the trend approach.

In the case of this evaluation of the *VIM* programme, **option b was chosen**: we directly asked the stakeholder group (educators only) about possible interference by a deadweight. The other options were rejected because of the difficulty of finding a control group with parameters comparable to *Roseira* (option a), and the lack of regional or national data on early childhood development (children aged 0-5 years) that could be compared with the data from *Roseira* (option c).

The table below shows the educators’ assessment of how much of the change was due to the *VIM* programme and how much would have happened anyway.

The question asked was as follows:

“Now let’s imagine that the *VIM* didn’t exist, or rather, pretend that the *VIM* did not take place here in *Roseira*. What changes do you think would have happened anyway, or rather, what things would have changed in the same way, without the help of the *VIM*? Indicate below the response that is closest to what you think:

	Don't know	Nothing would have changed without the VIM	Only some things would have changed without the VIM	Lots of things would have changed even without the VIM	The changes would have been the same even without the VIM
1. Child's emotional state	X	0	1	2	3
2. Child's social development	X	0	1	2	3
3. Child's cognitive development	X	0	1	2	3
4. Your professional development	X	0	1	2	3
5. Your relationship with family members, colleagues and superiors	X	0	1	2	3
6. Your self-esteem	X	0	1	2	3

Table 8. Deadweight

### Deadweight – Conversion of Scale 0-3

- Nothing would have changed (0) = 0 per cent
- Only some things would have changed without the VIM (1) = 33 per cent
- Lots of things would have changed even without the VIM (2) = 66 per cent
- The changes would have been the same even without the VIM (3) = 100 per cent

The closer to 3 on the scale, therefore, the weaker the link between the changes and the programme, and the stronger the belief that those changes would have taken place anyway.

The table below presents the results collected from the 44 educators. They are the averages (on the scale 0-3) for the results obtained for the CHILDREN and EDUCATORS.

	Average (on scale 0-3)	Conversion (Average as %)
<b>CHILDREN</b>		
Emotional development	1.00	33%
Development of sociability	1.00	33%
Cognitive development	1.00	33%
Maximum number possible for counterfactual	<b>3</b>	
<b>EDUCATORS</b>		
Professional development	1.20	39%
Improvement in professional relationships	1.30	43%
Self-esteem	1.30	43%
Maximum number possible for counterfactual	<b>3</b>	
<b>PARENTS/FAMILY MEMBERS/CARERS</b>		
Positive feelings*	1.00	33%
Improved family life**	1.00	33%
Maximum number possible for counterfactual	<b>3</b>	

\* the result for "Emotional development" in CHILDREN was used again here  
 \* the result for "Development of sociability" in CHILDREN was used again here

Table 90. Deadweight - Conversion of scale

**On the basis of the above results it can be said that in the perception of the educators, most of the changes (impact) perceived in their own lives and in the lives of the children and their families would not have happened in the absence of the programme.**

Measuring the **attribution** is necessary when there are other actors involved in a programme and/or when multiple actors are working in the same area to achieve similar goals. As when measuring the deadweight, several approaches are possible when measuring the attribution.

- 1) In a situation where several organisations are contributing to a programme, someone might wish to estimate the percentage of change that can be attributed to each organisation. This is only necessary if someone wants to estimate how much credit for the results each organisation could claim for itself. This can be done in two ways:

- 1.a Empirically, asking the stakeholders how they themselves would

divide the benefits between the actors who participated in bringing about the change, or

1.b Through an approach based on hypotheses in which the credit for the results is divided in proportion to the resources each organisation contributed/invested.

- 2) In a situation where multiple programmes with similar goals are focusing on the same stakeholder groups, we might wish to estimate how much of the change can be attributed to each of these different programmes and actors. In this case the estimate of attribution can be made through hypotheses (for example based on the collection of qualitative information) or on the basis of empirical data, also directly asking the stakeholders to rank the organisations in accordance with the importance of their respective contributions to the attainment of the result.

In our analysis there is no need to include the deduction for attribution because all the inputs of the different stakeholders have been included in the “social investment” (for example the working hours the educators devoted to their training programmes, which was time “given” by the government).

Finally, **displacement** effects can occur in situations where the generation of positive changes for a stakeholder group (for example the direct beneficiaries of a programme) automatically causes negative changes for another group. In practice, displacement effects are difficult to measure because the causal relationship between an intervention and its impacts upon non-participants is difficult to determine.

**In this present evaluation of the *VIM* programme there was no negative impact that could have been displaced to another location. Nor did there appear to be, in the places being studied, any positive impacts originating from other places/regions.**

#### 5.4 – Using financial proxies to assign values to the results

As previously mentioned in [Section 5.1, item 3](#), the SROI evaluation requires that the impact of an intervention (programme) can be expressed in monetary (financial) terms. This means assigning a “proxy” (“approximate”) to goods which in reality don’t have a market value. Although this practice is

becoming increasingly common with regard to environmental outcomes it isn't the case with social outcomes, for which there is still no consensus about methods and numbers.

In this current analysis we used a combination of secondary and primary data. The primary data were obtained through two empirical valuation approaches based on consultations with the stakeholders:

- a) "Willingness-to-pay exercise": how much the person wants a certain good or service, or is willing to pay for it.
- b) "Choice experiment": in this exercise the respondents describe the conditions that are essential in order to achieve a certain goal (a better life, for example) and, through discussion, draw up a ranking of those conditions in order of importance. Then they assign a monetary value to any **material items** that are present in the list. The monetary value of this item is taken to be the anchor value for any non-material conditions which feature in the ranking (such as the VIM programme) and were given greater importance than that material item.

While these approaches might be imperfect, the proxy values available in Brazil are scarce and therefore for the purposes of this evaluation it was decided to use these methods to empirically derive the monetary proxies for the key outcomes.

#### **a) Applying the "willingness-to-pay" exercise**

The aim was to obtain a monetary proxy to convey the value of the professional development for the educators. Two focus groups were created, each containing 10 of these employees, and the following question was put to them:

Imagine the *VIM* programme hasn't happened here in *Roseira* but that you've heard about a training course similar to the one offered by the *VIM*, with the same content and activities. Imagine that if you completed the course you'd have the same level of knowledge and skills that you've obtained through the *VIM*, and that the course lasts for the same amount of time as the *VIM* did. **I'd like you to think about how much you'd be willing to pay per month to do a course like that.**

Or to put it another way, **how much do you think it would be worth paying per month for a course which would give you the same benefit in terms of professional development as the *VIM* did?**

The participants wrote the figures on a piece of paper, spontaneously. Then a scale ranging from 0 to 500 Brazilian real (R\$) was introduced and the participants were asked how much, within that price range, they would be

willing to pay for a training course similar to the *VIM* which brought them the same benefit in terms of professional development.

It is crucial to understand that the point of this exercise is not to find out the real cost of a course in the region, or how much these professionals could afford to pay on the basis of their personal resources (family budget). The aim is **to obtain a measure of how much the professional development obtained through the *VIM* training course meant to each of the professionals personally: how much it was worth to them.** A possible answer, therefore, could be: "The training was so important to me, it changed me so much, that for me it would be worth one million... "

The focus groups were made up of educators of children aged 0-3 years (Focus Group 1) and educators of children aged 4-5 years (Focus Group 2).

Within the groups the aim was to achieve a balance between the sub-categories of participants: in the case of the educators for children aged 0-3 (Focus Group 1), 5 were teachers and 5 were monitors; in the case of the teachers of children aged 4-5 (Focus Group 2), 5 taught Stage 1 and 5 taught Stage 2.

The responses are in the following table:

<b>"Willingness to pay" – Monthly amount they would pay for...</b>					
<b>Teacher/ Monitor</b>	<b>Professional development (in R\$)</b>		<b>Relation- ships as %</b>	<b>Self- esteem as %</b>	
	<b>Spontaneous replies</b>	<b>0-500 range</b>			
T	50	100	20	35	
T	80	120	20	50	
M	100	150	30	50	
T	100	150	30	50	
M	150	150	30	50	
M	150	150	30	50	
T	150	200	30	50	
T	150	200	50	50	
M	200	300	50	80	
M	300	500	50	90	
<b>5 T / 5 M</b>	<b>143</b>	<b>202</b>	34	55,5	Average
	150	150	30	50	Median
	150	150	30	50	Mode

Teacher (Stage 1 or 2)					
1	150	150	90	90	
2	150	150	80	60	
1	180	200	80	50	
2	200	300	80	50	
1	200	300	70	50	
2	300	300	70	50	
2	350	350	50	50	
1	400	400	50	50	
1	400	400	50	50	
2	400	400	20	20	
<b>5 Stage 1/ 5 Stage 2</b>	<b>273</b>	<b>295</b>	64	52	Average
	250	300	70	50	Median
	400	300	80	50	Mode

Table 101. Willingness to pay

The table above shows that in the **spontaneous replies**, without any monetary parameters having been established, the averages obtained for groups 1 and 2 were, respectively, R\$ 143.00 and R\$ 273.00 with a big difference between the minimum and maximum values. It is interesting to note the difference between the values quoted by the teachers and the monitors.

When, subsequently, a range of monetary values between R\$0 and R\$500 was presented, i.e. **pre-defined parameters**, these averages rose to R\$ 202.00 and R\$ 295.00. This effect occurred because the participants who had spontaneously assigned values far outside that range adjusted to it, while those who had assigned values within the range stayed close to their previous, spontaneous replies.

The intention initially was to use only the procedure involving the pre-defined parameters, but there was concern that this might introduce an “anchoring” bias and distort the educators’ true feelings. On the other hand, by introducing the range of R\$0 – R\$500 it was possible to adjust some of the quoted values that had been distant from the group consensus.

**To balance these two approaches the solution adopted was to use the average of the spontaneous value and the value within the parameters.** In so doing the average values were: R\$ 172.50 per month for the educators working with children aged 0-3 years, and R\$ 284.00 per month for the teachers of children aged 4-5.

These two values were considered in relation to the relative weight of each professional category within the whole group (of 48 professionals, 13 are teachers and 35 are monitors or nursery workers) and converted into a single, annual value: R\$ 2,432.00 per year. The details of this calculation are given in [Appendix 6](#).

Using this value, we investigated the increment the educators would pay (as a percentage) for the improvement in their professional relationships and their self-esteem. In other words, we were seeking to establish the additional amount they would pay for a course that would bring them those same benefits.

In the table we see that the participants in Group 1 would on average pay an additional 34 per cent and 55 per cent respectively for the improvements in social relationships and self-esteem, on top of the monthly price of the hypothetical course that would bring them the benefits of the training that was part of the *VIM* programme.

For Group 2 these percentages were 64 per cent and 52 per cent respectively. It should be noted that this group therefore attached greater value to the improvement in professional relationships than did Group 1, while the two groups attached similar values to the improvement in self-esteem.

These percentages were applied to the annual value assigned to “professional development” so as to arrive at the financial value of those proxies (professional relationships and self-esteem).

## **b) Applying the “choice experiment” exercise**

This exercise aimed to obtain a monetary proxy to measure the value of the “improvement in family life for family members”, which means increase domestic harmony, an indirect (and unanticipated) effect of the *VIM* programme. Two focus groups were created, composed of fathers and mothers; one group had 7 participants and the other had 8 participants. The following question was put to them:

“I’d like you to think about what you consider to be important in order to have a happy life, or in other words, what things or conditions contribute to making a person happy, or to making a person’s life more balanced, stable and harmonious?” (The responses were noted down)

“Now, let’s try to put all those things you’ve said in order of importance, that is, what do you think is REALLY THE MOST IMPORTANT THING for a happy, stable and balanced life? And what’s in second place? And after that? Etc.”

(Looking at the list drawn up in order of importance)

“Think of those things that are material goods: how much do you think they would cost per month (OR PER YEAR, DEPENDING ON THE ITEM)? In other words, try to calculate how much money you would need to obtain those things (or how much you would be willing to spend on them in a month/year).”

The answers given are in the following tables:

<b>Group 1 (7 participants)</b>	Ranking	Monthly cost
God in your life / Religious faith	1	
Family in good health	2	
Emotional stability	3	
<b>Keep your family together, sharing sense of well-being</b>	<b>4</b>	
Financial stability, so as to be able to:	5	
Buy own home		
Maintain own home		R\$400.00
Travel		
Love for others	6	
Having less violent relationships	7	
More leisure opportunities	8	

Table 112. Choice experiment - Group 1

<b>Group 2 (8 participants)</b>	Ranking	Monthly cost
God / Develop your spirituality	1	
Good health / emotional stability	2	
<b>Family / Good relations / Have family support</b>	<b>3</b>	
Job / financial independence / steady income	4	R\$3,325.00
Children growing up ok, on right path	5	
Having own home / Not having to pay rent	6	R\$500.00
Solidarity with neighbours, all helping each other	7	

Table 123. Choice experiment - Group 2

Looking at the results, there is a clear similarity between the groups in their views of what is important for a balanced and happy life. The spiritual aspect, health (physical and emotional) and a harmonious family life – in that order – are seen as the most essential elements. After those things they mention material aspects such as owning one's own home and/or having a steady income.

Having a steady income was mentioned by only one group, while having one's own home was mentioned by both. For that reason the price of having one's own home was adopted as a proxy value.

The value of home ownership stated by Group 2 was in reference to monthly repayments as part of a long-term schedule (30 years) subsidised by the government, as under the My Home My Life (*Minha Casa Minha Vida*) programme. But in order to have an idea that is more precise and less subjective (i.e. not just based on what one or two people have said), we carried out calculations using a government loan system (*Sistema de Financiamento do Governo* – CEF) and obtained the following results:

### CAIXA Housing Simulation

DETAILS OF SIMULATION

75

**This financing is for a:** Natural Person

**What kind of financing do you desire:** Residential

The obtained results only represent a simulation and are not considered a proposal. The values are subjects to being altered according to the detection of payment capability and the approval depends on the credit analysis made by CAIXA. There can be alterations to the maximum term rates and other conditions, without previous notice. The procurement depends on the availability of resources to your area and on attendance to the programmes demands.

According to the calculations above, the average payment for someone wishing to buy their own home in *Roseira* for the price of R\$ 140,000.00 paid

over 30 years with a government subsidy and an initial deposit of approximately R\$ 28,000.00 is about R\$ 470.00 per month or R\$ 5,640.00 per year.

The idea behind this exercise is that, in assigning a monetary value to a material item that appears in the “ranking”, it can logically be concluded that a non-material item placed above this material item in the ranking must be worth more than it, or at least be worth the same.

We will assume, therefore, that the proxy corresponding to “better family life” is at least equivalent to the value assigned to “having own home / not having to pay rent”, which would correspond to an annual amount of R\$ 5,640.00.

### **Overview of the proxy values used in this analysis**

These empirical valuation exercises provide us with some figures to place a financial value on certain benefits and results which do not have a market value. **In addition there are also some other proxy values which were arrived at by using secondary data.**

The following table shows all the proxy values that were used in this analysis, along with the reasons for using them (the detailed calculation of these values is provided in [Appendix 6](#)). These are the values that refer to each outcome without taking into account the benefit period of the programme, which will be considered in detail in the [following chapter](#).

SROI Evaluation – VIM Programme

	Change/Result	Financial proxy (R\$)	Source	Description / Logical basis
<b>Educators</b>	Professional development	2,432.00	Empirical (willingness-to-pay exercise)	The logical basis for adopting this value is described in <a href="#">Section 5.4, item a)</a>
	Improved professional relations	1,104.00	Empirical (willingness-to-pay exercise)	The logical basis for adopting this value is described in <a href="#">Section 5.4, item a)</a>
	Improved self-esteem	1,318.00	Empirical (willingness-to-pay exercise)	The logical basis for adopting this value is described in <a href="#">Section 5.4, item a)</a>
<b>Family members of children aged 4-5 years</b>	Improved family life / domestic environment	5,640.00	Empirical (choice experiment)	The logical basis for adopting this value is described in <a href="#">Section 5.4, item b)</a>
	Positive feelings	3,552.00	Price of nursery / private early education school	In general, parents/family members who choose private nurseries or schools for their children do so because they believe they are better for the child's well-being and cognitive development. They express satisfaction with the nursery/school, believing it to be the main factor in the child's positive development; they feel proud of the consequences of the choice they made.
<b>Children aged 4-5 years</b>	Improved cognitive development	3,552.00	Price of nursery / private early education school	In general, parents/family members who choose private nurseries or schools for their children do so because they believe they are better from the point of view of the child's well-being and cognitive development. They believe that a child who attends a nursery/school that has better teaching methodologies will improve their cognitive development as part of the learning process.
	Improved emotional development	6,400.00	Annual cost of play therapy (assuming 10 months of therapy in year; 2 sessions per week)	A child with behavior and emotional development problems should receive therapy in order to help them overcome those difficulties. This would involve sessions with a play therapist: 2 sessions per week costing R\$ 80 each.
	Improved sociability	1,104.00	Annual cost of drama lessons in children's group (2 hours per week)	Drama lessons are generally recommended for children with sociability problems and excessive introspection/shyness. In such lessons they learn how to express themselves more, without self-judgment, improving their self-acceptance; they become more comfortable in social situations

Table 134. Overview of the proxy values

SROI Evaluation – VIM Programme

	Change/result	Incidence of result	Deadweight	Result after deadweight	Result after recall bias (25%)	Financial proxy (R\$)	Social value created (R\$)	
<b>Educators</b>	Professional development	43	39%	26	20	2,432.00	47,831.00	91,913.00
	Improved professional relations	39	42%	23	22	1,104.00	24,608.00	
	Improved self-esteem	35	44%	20	15	1,318.00	19,475.00	
<b>Family members of children aged 4-5 years</b>	Improved family life / domestic environment	101	34%	67	50	5,640.00	282,745.00	471,644.00
	Positive feelings	105	33%	71	53	3,552.00	188,898.00	
<b>Children aged 4-5 years</b>	Improved cognitive development	237	33%	160	120	3,552.00	426,078.00	1,315,552.00
	Improved emotional development	240	34%	158	119	6,400.00	758,484.00	
	Improved sociability	240	34%	158	119	1,104.00	130,989.00	
							<b>1,879,109.00</b>	

Table 145. Social value created

## 5.5 – Other components of the SROI evaluation

### Benefit period and drop-off

This SROI evaluation was made to demonstrate **the value that has already been created in relation to the investments (costs)**.

The *VIM* programme has been in place since 2011, so what is being evaluated is the social value created in these four years: 2011, 2012, 2013 and 2014. **Therefore, for the calculation, we considered the total investment and the total impact during this period: the 4 years were taken together and considered as if they were one single unit of time.**

However, with the programme having come to an end in 2014, it is also necessary to take into account the residual impact it will have over the following years – the so-called **“benefit period”** which is the time in which the effects of the programme can still be perceived, even if the amount attributable to the programme are tailing off. The impact, therefore, diminishes at a certain rate during this period of time – referred to in the SROI methodology as the **“drop off”**.

Interventions that take place very early in a person’s life can have a long-term impact, since a more productive and healthier person is better able to fulfil their potential during the years they spend in the education system and then in the labour market. In this particular evaluation, however, we adopted the benefit period as described below.

One way to estimate these two variables – benefit period and drop-off – is to ask the stakeholder groups directly for their own perception of them. In this evaluation it was decided to consult the educators, because it would have been more difficult for the family members to provide such estimates and also because the educators were more closely involved with the programme. The educators estimated that the benefit period for the children and their families was 4.80 years, which we rounded up to **5 years**; and that the benefit period for themselves was between 5.50 and 5.70 years, which we rounded up to **6 years**.

The “drop-off” rate, the rate at which the impact of the programme diminishes year by year, was taken to be 50 per cent. Given the absence of data to Brazil, this rate was adopted and different scenarios are analysed in Section 6.3. Each year, therefore, the impact of the programme is taken to be 50 per cent of the impact during the previous year. The effects of the programme diminish as time passes and the children move on to primary school – this being the key external factor assumed to take more of the credit for sustaining these outcomes as time passes.

### Discount rate

This is the rate used in expressing as a present value (net present value) the social value that will continue into the future for the duration of the benefit period, which in this case is between 5 and 6 years.

To determine the discount rate we analysed bonds that might represent the return on the capital if it were not invested in this intervention. In this evaluation the discount rate reflects the return on a post-fixed bond without adjusting for inflation, as the values in the model over time have not been adjusted for any inflation rate. In other words we are working with real values and so we should use real interest rates as the discount rate.

We took the real interest rates from the National Treasury Notes<sup>9</sup>, Series B (NTN-B), which are bonds issued by the Brazilian government with a return linked to the consumer price index (IPCA), with an interest rate set at the moment of purchase. We selected an NTN-B which would mature on 15/8/2024, that term being closest to the period of analysis in the model (there was also a NTN-B that matures in 2019, which is shorter than the duration of the model): it yields **6.32% per year, which was adopted as the social discount rate in this evaluation.**

The table below summarises these variables used in the calculation.

<b>Benefit period</b>	
<b>Children</b>	<b>Years</b>
Emotional development	4.80
Social development	4.80
Cognitive development	5.10
<b>Educators</b>	
Professional development	5.50
Improved professional relationships	5.70
Self-esteem	5.70
<b>Family members</b>	
Positive feelings	5.10
Improved family life	4.80
<b>Drop-off and discount rate</b>	
Annual drop-off	50%
Annual rate	6.32%

*Table 156. Benefit period, drop-off and discount rate*

<sup>9</sup> Ministério da Fazenda, Tesouro Nacional, Tesouro Direto, [Online], Available from: <http://www.tesouro.fazenda.gov.br/tesouro-direto>.

SROI Evaluation – VIM Programme

	Change/result	Incidence of result	Deadweight	Post-deadweight result	Result after adjusting for recall bias (25%)	Financial proxy (R\$)	Social value created (R\$)	Net present value* (rate 6.32% per year)
<b>Educators</b>	Professional development	43	39%	26	20	2,432.00	47,831.00	84,008.00
	Improved professional relations	39	42%	23	22	1,104.00	24,608.00	43,221.00
	Improved self-esteem	35	44%	20	15	1,318.00	19,475.00	34,204.00
<b>Family members of children aged 4-5 years</b>	Improved family life / domestic environment	101	34%	67	50	5,640.00	282,745.00	490,485.00
	Positive feelings	105	33%	71	53	3,552.00	188,898.00	327,687.00
<b>Children aged 4-5 years</b>	Improved cognitive development	237	33%	160	120	3,552.00	426,078.00	739,129.00
	Improved emotional development	240	34%	158	119	6,400.00	758,484.00	1,315,762.00
	Improved sociability	240	34%	158	119	1,104.00	130,989.00	227,229.00
							<b>TOTAL</b>	<b>3,261,726.00</b>

\*Net present value: the social value created during the benefit period, after adjusting for drop-off (6.32% per year).

Table 167. Net present value

## Scaling up

Unlike what happened with the educators, the participation of family members who had children aged 4-5 years was 40 per cent of the total (111 out of 277 families). This proportion would be quite reasonable for the purpose of reflecting the whole group, but due to **limitations with the sampling** (or, more specifically, with the procedures through which the sample was taken) it is not possible to guarantee that the sample is genuinely representative.

The original intention was to record the **opinions of all the families**, that is to say, to conduct a “census” to find out what these family members thought about the *VIM*. Therefore all the families were invited to go to their children’s schools on a pre-arranged date to answer the questionnaire, but only 40 per cent accepted the invitation i.e. it ended up as a convenience sample as opposed to a random sample or census.

Therefore **it cannot be guaranteed that the opinion of those 40 per cent coincides with or represents the opinion of the other 60 per cent of family members who did not turn up to answer the questionnaire** because those 111 respondents were not chosen at random. For example, one hypothesis would be that the family members who attended are more interested, more educated, or even more receptive to the *VIM*; and that conversely, perhaps, the other 60 per cent have a completely different profile. On the other hand it is also possible to think that the 40 per cent are indeed representative of the families in *Roseira* as a whole, but it is impossible to be certain. For this reason we cannot upscale the results of this sample of family members to represent the families as a whole: therefore the outcomes presented here demonstrate the value created, in relation to the costs, for this sample.

In the case of the children, however, the reasoning is different: all the children of *Roseira* who were enrolled at the schools benefited from the *VIM*, even if their families didn’t know about the programme and/or didn’t participate in the evaluation. The results of the change for the children, therefore, were upscaled to the entire group (277 children) on the basis of what was reported by the sample of family members and the sample of educators. It was also noted that the family members’ and the educators’ respective evaluations of the impact on the children were very similar, which gives us increased confidence in upscaling the results to the whole group.

Our perspective, therefore, is as follows: the objective of the SROI is to find out to what extent the value generated for the main stakeholder groups outweigh the costs of creating that value. And if this value does exceed the cost, by what proportion? Likewise, which stakeholders derive the greatest

value from the impact caused by the *VIM* programme? And which are the outcomes that most contribute to that value?

**This SROI evaluation aims to provide an initial response to these questions, without meaning to upscale the results to either a regional or national level.**

## Costs

The SROI evaluation compares the impact, expressed in financial (monetary) terms, with the costs in order to assess the effectiveness of the interventions. The costs considered in an SROI evaluation can be financial or economic.

Financial costs are part of the budget, which is to say the total sum of money spent in carrying out an intervention.

Economic costs (or non-financial costs) are values used to register an activity or intervention for which there has not been any financial recompense. These could be, for example, donations, volunteer work, or the provision of some kind of non-remunerated good or service. Depending on the programme in question, these costs can be insignificant, and therefore disregarded, or significant, in which case they should be measured.

The equivalent in Brazilian real (R\$) for the hours of the educators and LMG were summed up as the cost for the municipal government.

In this SROI evaluation the value of the land acquired by *FLUPP* has been taken into account, it being a factor in the municipality's engagement in and commitment to the *VIM* programme. However, the sum invested by the state government in the construction of the nursery (R\$ 1,279,795.00) has not been included because the work was not completed in 2014 and therefore it is not yet possible to measure the project's results and impacts. These results and impacts are connected principally to the creation of additional places for the children of *Roseira* in early childhood education.

The present SROI evaluation presents this summary of financial and economic costs over the four years of the *VIM* programme:

Financial costs of investment in <i>VIM</i> programme in <i>Roseira</i>	Total period of <i>VIM</i> (4 years) (R\$)
<i>FLUPP</i>	771,119.00
Municipal and/or state government	28,718.00

TOTAL	<b>799,836.00</b>
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Table 178. Financial and economic costs

Economic costs per member of staff	Cost per hour (R\$) (A)	Total hours given per year (B)	Opportunity cost (R\$) (A) * (B)	Number of staff	Total annual economic cost
Teacher	10.45	70	731.50	13	R\$ 9,509.50
Monitor and nursery worker	7.84	70	548.80	35	R\$19,208.00
<b>TOTAL</b>					<b>R\$ 28,717.50</b>

Table 19. Total annual economic cost

## Chapter 6 – Results of the SROI Evaluation

### 6.1 – The social return on investment of the VIM programme

For an intervention to be considered effective on the basis of the results of the SROI evaluation, we must be able to see that:

- 1) when the present value of costs is subtracted from the present value of benefits, the net present value is greater than zero (NPV > 0)
- 2) the **SROI coefficient** obtained from dividing the present value of benefits by the present value of costs is greater than one (SROI > 1)

$$\text{SROI} = \frac{\text{Present value of benefits}}{\text{Present value of costs}}$$

The table below shows the results of the SROI evaluation for the VIM programme, which is to say the value of the benefits created in relation to the investments undertaken in the programme over the last four years, discounted at the set rate of 6.32%.

Social return on investment for the VIM programme (in Brazilian real) in period 2011-2014	
Discount rate:	<b>6.32%</b>
Present value of benefits:	3,261,726.00
Present value of costs:	799,836.00
SROI ratio:	<b>4.08</b>

Table 180. SROI

The SROI evaluation indicates that for every real (R\$ 1) invested in the *VIM* programme, R\$ 4.08 was created in social value, i.e. 4.08 times the amount invested. The SROI value map is presented in Appendix 8.

This result and the evaluation process have been presented to FLUPP and to representatives of all four municipalities that participated in the *VIM* programme. These material stakeholders believe the claims presented are accurate and this evaluation effectively captured the changes they went through.

Although it isn't possible to directly compare the SROI coefficient of the *VIM* programme with other interventions that have taken place in the area of child development in Brazil and elsewhere, the values calculated in other programmes aimed at early childhood development suggest that the outcomes obtained in the *VIM* programme are very positive.

In the table below we can see the benefit/cost ratio obtained in the analysis of interventions in the area of child development.

Country	B/C ratio (US\$)	Reference
United States	\$2 - \$7	Melhuish (2004)
Bolivia	\$1.70 - \$3.70	Van der Gaag and Tan (1998)
Turkey	\$1.12 - \$2.43	Kaytaz (2004)

*Table 191. Benefit/cost ratio obtained in the analysis of interventions in the area of child development*

## 6.2 – Value Distribution

It is important to understand “who” the value of the *VIM* programme was created for. How were the benefits distributed among the various stakeholders? Also, if a programme is aimed at generating an impact for a particular group, we need to verify whether that group was indeed the principal beneficiary.

The diagram below shows the distribution of the benefits generated by the programme, by stakeholder group.

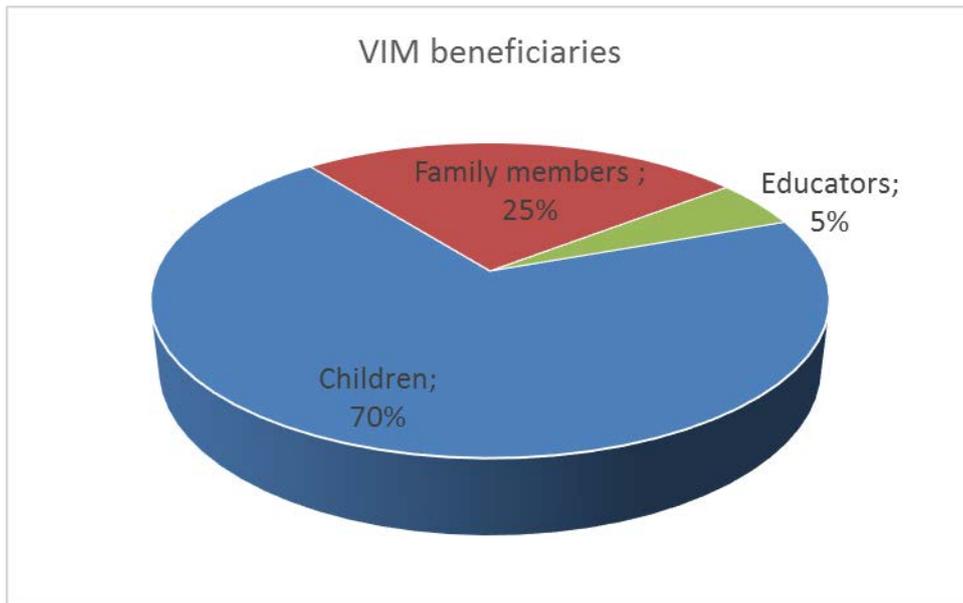


Figure 12. Vim beneficiaries

Among the children, the specific benefits were:

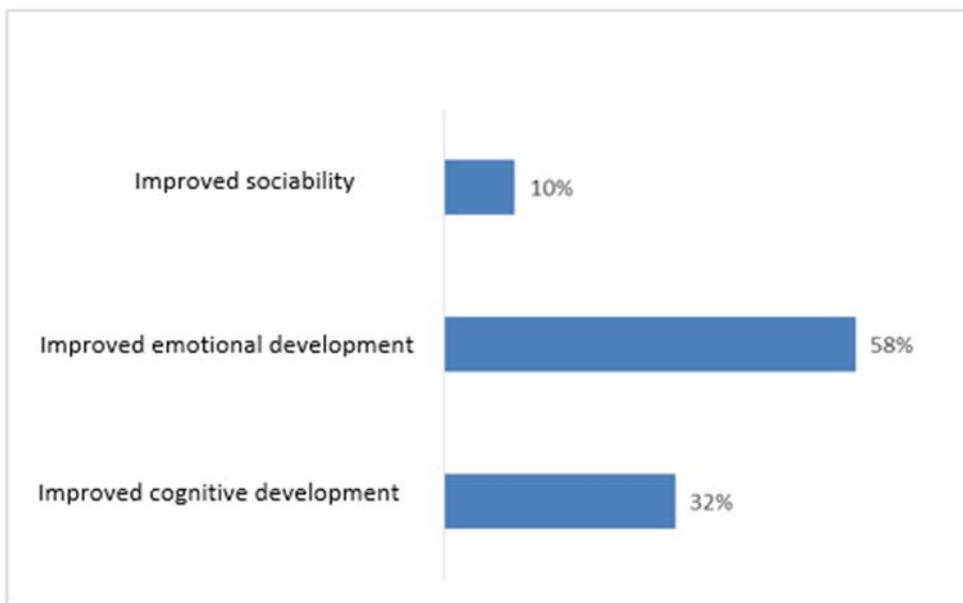


Figure 13. Children's benefits

Among the family members, the specific benefits were:

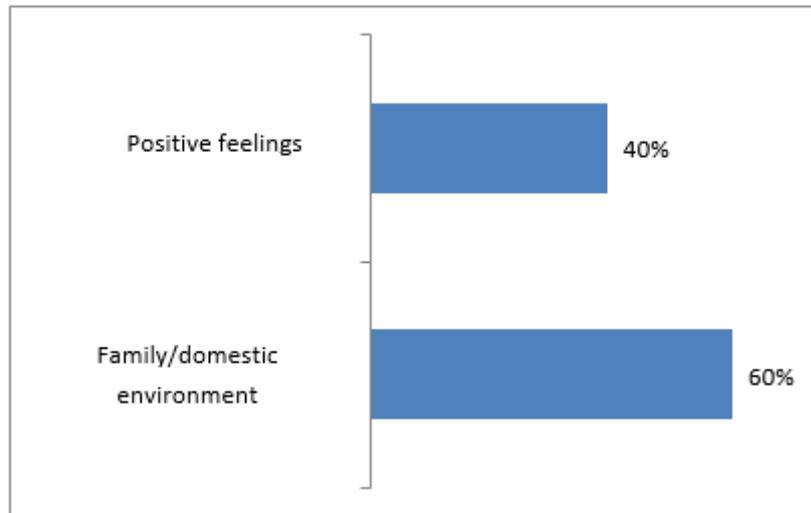


Figure 14. Family members' benefits

Among the educators, the specific benefits were:

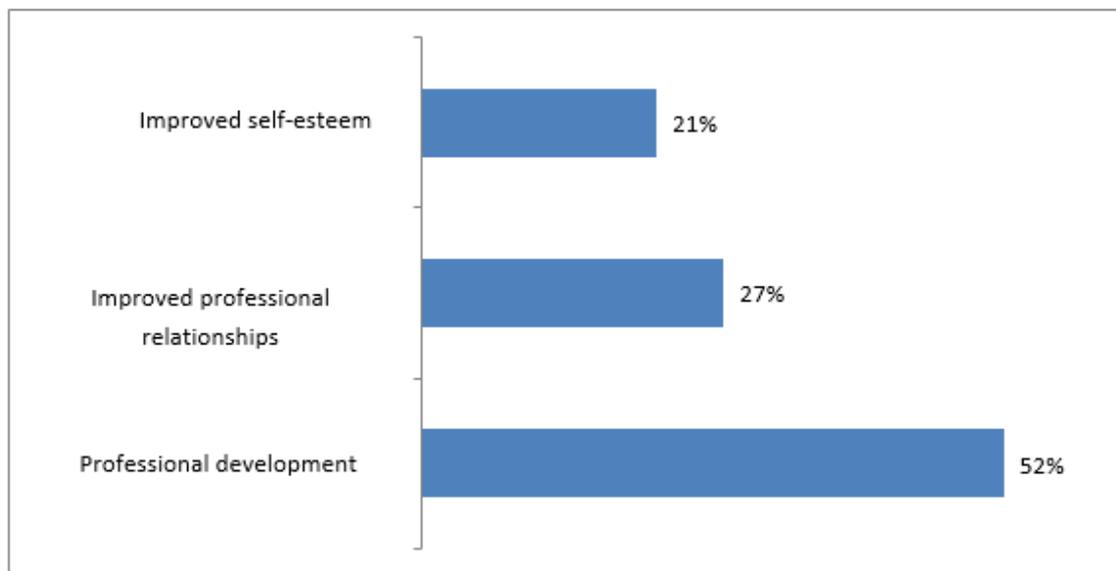


Figure 15. Educators' benefits

When considering the distribution of benefits of the *VIM* programme, **it can be seen that the impact is heavily concentrated on the children aged 4-5 years (70 per cent)**. Although the direct actions of the *VIM* programme were focused on the educators (training for professional development), **the main objective was to change the children's lives, which was achieved via the educators' direct impact on them.**

However, as explained in [Chapter 4](#), the child can be a transformative element within a family, for example, or there can be an impact on the educators through their improved relationship with their own families.

It becomes clear that, to the extent that these stakeholder groups interrelate, the transformation taking place in one group can reinforce the impact of the programme upon another group. The transformation is cyclical and self-reinforcing.

Finally, it is important to point out that these values denote the benefits calculated for a universe of 436 beneficiaries directly affected by the VIM programme: 277 children aged 4-5 years living in *Roseira*; 111 parents / family members of these children; and 48 educators who work day-to-day in early childhood education in the municipality.

### 6.3 – Sensitivity analysis

This section analyses how certain changes in the assumptions and proxies would affect the value of the SROI. It will demonstrate the impact these changes have on the SROI and indicate a range within which, realistically, the SROI of the project will fall. The sensitivity analysis was conducted by varying the assumptions of the model and analysing the impact on the SROI result.

Outcome	Indicator chosen	Changed to	Outcome	Indicator chosen	Changed to	Base SROI	New SROI
Improved cognitive development of children	Proxy = 3,552.00	Proxy = 1,776.00	Children's improved emotional development	Proxy = 6,400.00	Proxy = 3,200.00	4.08	2.79

Table 202. Sensitivity Analysis - Children's proxies

The table below shows how the SROI varies when different values are entered for the indicators above.

		25%	50%	75%	Base	125%	150%
	PROXY	888.00	1,776.00	2,664.00	3,552.00	4,440.00	5,328.00
25%	1,600.00	2.15	2.38	2.61	2.84	3.08	3.31
50%	3,200.00	2.56	<b>2.79</b>	3.02	3.26	3.49	3.72
75%	4,800.00	2.97	3.20	3.44	3.67	3.90	4.13
Base	6,400.00	3.38	3.62	3.85	<b>4.08</b>	4.31	4.54
125%	8,000.00	3.80	4.03	4.26	4.49	4.72	4.95
150%	9,600.00	4.21	4.44	4.67	4.90	5.13	5.36

Table 213. The SROI varies - Children's proxies

Outcome	Indicator chosen	Changed to	Outcome	Indicator chosen	Changed to	Base SROI	New SROI
Positive feelings of family members	Proxy = 3,552.00	Proxy = 1,776.00	Improved family life / domestic environment	Proxy = 5,640.00	Proxy = 2,820.00	4.08	3.57

Table 224. Sensitivity Analysis - Family members' proxies

The table below shows how the SROI varies when different values are entered for the indicators above.

		25%	50%	75%	Base	125%	150%
	PROXY	1,410.00	2,820.00	4,230.00	5,640.00	7,050.00	8,460.00
25%	888.00	3.31	3.46	3.62	3.77	3.92	4.08
50%	1,776.00	3.41	<b>3.57</b>	3.72	3.87	4.03	4.18
75%	2,664.00	3.52	3.67	3.82	3.98	4.13	4.28
Base	3,552.00	3.62	3.77	3.92	<b>4.08</b>	4.23	4.38
125%	4,440.00	3.72	3.87	4.03	4.18	4.33	4.49
150%	5,328.00	3.82	3.98	4.13	4.28	4.44	4.59

Table 235. The SROI varies - Family members' proxies

Outcome	Indicator chosen	Changed to	Outcome	Indicator chosen	Changed to	Base SROI	New SROI
Professional development of educators	Proxy = 2,432.00	Proxy = 1,216.00	Educators' improved professional relationships	Proxy = 1,104.00	Proxy = 552.00	4.08	4.00

Table 246. Sensitivity Analysis - Educators' proxies

The table below shows how the SROI varies when different values are entered for the indicators above.

		25%	50%	75%	Base	125%	150%
	PROXY	276.00	552.00	828.00	1,104.00	1,380.00	1,656.00
25%	608.00	3.96	3.97	3.99	4.00	4.01	4.03
50%	1,216.00	3.98	<b>4.00</b>	4.01	4.03	4.04	4.05
75%	1,824.00	4.01	4.02	4.04	4.05	4.07	4.08
Base	2,432.00	4.04	4.05	4.06	<b>4.08</b>	4.09	4.11
125%	3,040.00	4.06	4.08	4.09	4.10	4.12	4.13
150%	3,649.00	4.09	4.10	4.12	4.13	4.14	4.16

Table 257. The SROI varies - Educators' proxies

Item analysed	Basis of study	Best scenario	Worst scenario	Base SROI	SROI best scenario	SROI worst scenario
Compensation for subjectivity of responses given in Pre-Post methodology	25%	0%	50%	4.08	5.42	2.74

Table 268. Sensitivity Analysis - Compensation for subjectivity

Item analysed	Basis of study	Best scenario	Worst scenario	Base SROI	SROI best scenario	SROI worst scenario
Annual drop-off rate	50%	25%	100%	4.08	6.21	2.21

Table 29. Sensitivity Analysis - Drop-off

Item analysed	Basis of study	Best scenario	Worst scenario	Base SROI	SROI best scenario	SROI worst scenario
Discount rate	6,32%	4%	8%	4.08	4.24	3.97

Table 270. Sensitivity Analysis - Discount rate

Item analysed	Basis of study	Best scenario	Worst scenario	Base SROI	SROI best scenario	SROI worst scenario
Number of family members benefited	111	267	111	4.08	5.52	4.08

Table 281. Sensitivity Analysis - Family members benefited

Item analysed	SROI with lower proxy values for children	SROI with lower proxy values for children and family members	SROI with lower values for all proxies
Proxies reduced by 50%	2.65	2.14	2.04

Table 292. Sensitivity Analysis - Proxies reduced by 50%

Item analysed	50% decrease in Deadweight	50% increase in Deadweight	No Deadweight
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SROI	5,13	3,03	6,18
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Table 303. Sensitivity Analysis – Deadweight

Item analysed	Basis of study	Scenario 1	Scenario 2	Base SROI	SROI Scenario 1	SROI Scenario 2
Attribution	0%	30%	50%	4.08	2.85	2.04

Table 314. Sensitivity Analysis – Attribution

The tables above show the SROI varying between 2.04 and 6.21. The graph below plots the values that appear in the tables.

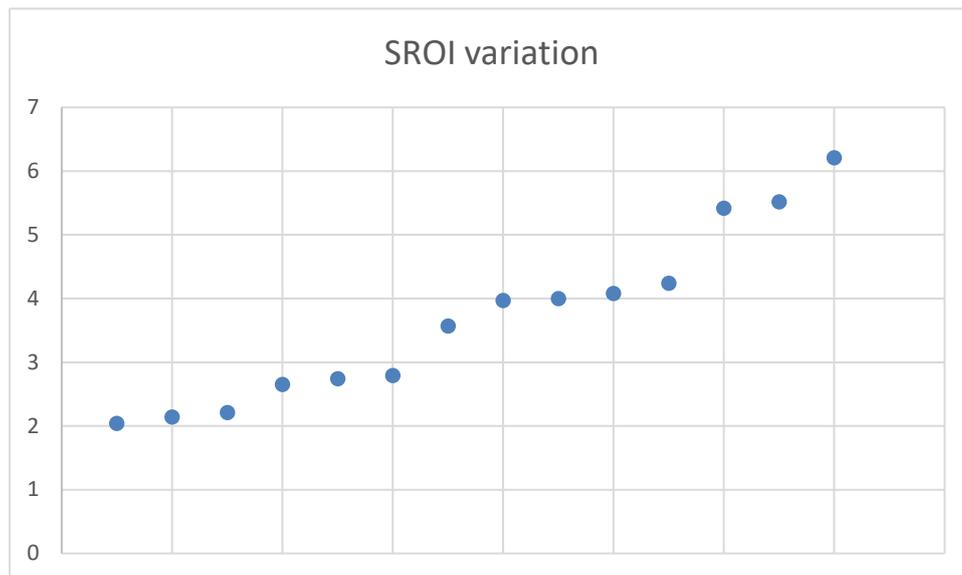


Figure 16. SROI variation

Furthermore, when decreasing the benefit period for children and family members from 5 to 3 years and that of educators from 6 to 3 years, the SROI goes to 3.74. It shows that the model is not sensitive to the benefit period, which is probably because of the 50% drop-off ratio.

Other sensitivity analyses aimed at revealing the main components of the social return on investment were as follows:

- If the impact on the children were not considered, the SROI would fall to 1.22;
- If there were no cognitive or emotional impact on the children, the SROI would be 1.51;
- If the impact on the children alone were measured, the SROI would be 2.85;
- For the SROI to become equal to 1, we would have to reduce all three proxies by two-thirds (33 per cent of the values used) and take the drop-off rate to be 70 per cent.

The result also shows that even considering only the value created during the four years of the project, as shown in the table on page 78, without projecting the results of the programme over the next nine years (4 years of project + 5 of benefit period) the return on investment of the *VIM* programme is still, in social terms, 2.34 times greater than the amount invested.

The SROI of 4.08 refers only to the changes that have already happened for the main stakeholders. Other international studies also consider long-term benefits such as: increased income for adults who previously benefited from early childhood programmes, diminished welfare costs, increased tax receipts – which is to say lower future spending for governments that invest in childhood. The National Forum on Early Childhood Policy and Programs<sup>10</sup> in the US, for example, states that quality early childhood programmes have a long-term social return (more than 10 years later) of between four and nine times the original investment.

The amount invested by the government was not considered in the analysis because the construction of the nursery is not yet complete, but since the land was donated by *FLUPP* we believe this investment did influence the local officials' commitment to the programme and strengthened the partnership in the municipality.

## 6.4 – Conclusion

These analyses indicate the robustness of the SROI ratio. We can, therefore, confidently say that the programme **has a positive impact**, that the result of 4.08 is realistic, and that there is a strong correlation between the investments undertaken and the outcomes measured in the children.

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<sup>10</sup> Harvard University, Center on the Developing Child, National Forum on Early Childhood Policy and Programs, [Online], Available from: <http://developingchild.harvard.edu/activities/forum/>.

With these positive results, *FLUPP* has decided to replicate the Programme in other three municipalities, and to publish the systematization of the *VIM* Programme.

As the first SROI evaluation realized in Brazil and with the challenges that go with it, such as the absence of official data for proxies or the average level of education in the country, some recommendations on the evaluation process can be helpful to improve the utilization of this methodology in Brazil. Thus, some lessons learned from this evaluation are:

- The importance of building the project or programme Theory of Change before implementation;
- The difficulty of TOC understanding by the programme investor, SROI understanding as well;
- Dedicating time to reflect on balancing costs of the evaluation with workload (for stakeholders as well);
- Considering the best procedure to stakeholder consultation – the applicability of the Willingness to pay exercise with educators was a challenge.

As well as presenting a significant return on investment, the *VIM* programme, like other initiatives that focus on early childhood, demonstrates how this type of **investment is efficient** and can leverage the potential of countries or regions which, by promoting citizens' integral development from the very start of their lives, increase the chances of realising the productive potential of their population, which in turn contributes decisively to the **development of that country** or region.

## Appendix 1

### References for further information about the SROI methodology

For more information about the SROI methodology, see:

The SROI network, SROI Analysis, [Online], Available from: <http://www.thesroinetwork.org/sroi-analysis>

New Economics Foundation, A guide to Social Return on Investment, [Online], Available from: [www.neweconomics.org/publications/guide-social-return-investment](http://www.neweconomics.org/publications/guide-social-return-investment)

Instituto para o Desenvolvimento do Investimento Social, Metodologia de Medição de Impacto Avalia Reais Mudanças de Projetos Sociais, (2014), [Online], Available from: <http://idis.org.br/metodologia-de-medicao-de-impacto-avalia-reais-mudancas-de-projetos-sociais/>

## Appendix 2

### Summary of justifications for non-inclusion of other stakeholders in this SROI evaluation

For the **purpose of registration** we describe below the ways the other stakeholders might have been affected by the VIM. The information collected in the interviews of the qualitative stage of data collection showed that these stakeholders have not experienced significant change caused by the VIM project.

#### Community

Sees its future generation strengthened, right from childhood

#### Local Management Group (LMG)

Participates in the development and management of local projects with the aim of increasing and strengthening community participation in the discussion about child development in the municipality

#### Local NGOs

Have opportunity to participate in local partnerships, and in meetings and activities

#### Teachers of children aged 6-14 years

Will receive into their classes the children who have benefited from the VIM programme

#### Local businesses

Are invited to participate in actions forming part of the programme, and sometimes to support them

#### Civil society representatives

Have opportunity to participate in local partnerships, and in meetings and activities

#### Cleaners and cooks

Participate in meetings and activities

#### Schools' management team

Participate in meetings and activities

#### Playroom staff

Improvements to infrastructure have given them better physical spaces in which to work with the children; participate in meetings and activities

The following tables show all the stakeholders – both those who were involved

and those who weren't – and a summary of the justifications for their inclusion or non-inclusion.

## SROI Evaluation – VIM Programme

Summary table for stakeholders included, and not included, in analysis – Part 1 (\*FG = focus group)

Stakeholder	How were they affected? (Positively or negatively)	Included?		Reasons for inclusion/exclusion	Method of involvement	How many
		Yes	No			
1 Children aged 0-5 years	<ul style="list-style-type: none"> <li>Children more autonomous;</li> <li>Children healthier;</li> <li>Children better prepared to start school.</li> </ul>	✓		Programme's most important target group and the main reason for investment.	<b>Indirect</b> → through reports from family members and teachers.	
2 Family members	<ul style="list-style-type: none"> <li>Family members participate more in activities organised by school and by other entities (council, etc.), and in services provided (health, social welfare, etc.);</li> <li>Family members change attitudes towards children.</li> </ul>	✓		Targeted directly with information and activities; are offered prospect of a better approach towards their children.	Focus groups.	4 FGs* of 8 people. - 2 with family members of children aged 0-3. - 2 with family members of children aged 4-5.
3 Teachers and monitor	<ul style="list-style-type: none"> <li>Teachers and monitors with pedagogical practices good enough to promote child development;</li> <li>Teachers and monitors more valued in their community.</li> </ul>	✓		Receive training, refreshers, and participate in improvement of guidance from local government. Also targeted with recognition practices, strengthening of regional network; and pedagogical support in implementation of proposals.	Focus groups.	2 FGs* of teachers (each with 6 people).
4 Nursery workers with children aged 0-3 years	<ul style="list-style-type: none"> <li>Nursery workers with pedagogical practices good enough to promote child development (National Directives, Education Ministry);</li> <li>Nursery workers more valued in their community</li> </ul>	✓		Receive training, refreshers, and participate in improvement of guidance from local government. Also targeted with recognition practices, strengthening of regional network; and pedagogical support in implementation of proposals	Focus groups	1 FG* of 7 people

SROI Evaluation – VIM Programme

Summary table for stakeholders included, and not included, in analysis – Part 2

Stakeholder	How were they affected? (Positively or negatively)	Included?		Reasons for inclusion/exclusion	Method of involvement	How many
		Yes	No			
5 Local government	<ul style="list-style-type: none"> <li>Local administration more engaged, structured and integrated with regard to early childhood education.</li> </ul>		✓	Optimise resources, accelerate improvements, strengthen internal and regional networks, and strengthen proposal of work in partnership. However, based on the interviews and LMG reporting, we have decided to exclude this group.	Personal interviews with municipal departments (5)	<ul style="list-style-type: none"> <li>- 3 groups (1 education, 1 health, 1 social development)</li> <li>- 1 group with 3 councillors</li> <li>- 1 group with coordinator of school board</li> </ul>
6 Siblings	<ul style="list-style-type: none"> <li>Children who benefited of the VIM programme share experiences with siblings at home.</li> </ul>		✓	Parents' testimonies presented no material changes to siblings.	<b>Indirect</b> → through reports from family members.	
7 Community			✓	Excluded because this is a generic entity; the results impact on it in the long term, indirectly		
8 LMG (local management group)			✓	Considered to be part of the process, not a target of the programme		
9 Local NGOs			✓	Programme's result impact on them indirectly		
10 Teachers of children aged 6-14 years			✓	Programme's result impact on them indirectly, in the long term		
11 Local businesses			✓	Excluded because this is a generic entity; the results impact on it in the long term, indirectly		

SROI Evaluation – VIM Programme

12	Civil society representatives		✓	Programme's results impact on them indirectly
13	Cleaners and cooks		✓	Programme's results impact on them indirectly
14	Schools' administration team		✓	Programme's results impact on them indirectly
15	Playroom workers		✓	Programme's results impact on them indirectly

### Appendix 3

## Scripts used in focus groups and interviews – 1<sup>st</sup> phase of fieldwork – QUALITATIVE

### Script – Focus group with family members

#### - Introduction / Warm-up

- **Objectives** of research – Use / publicising of results
- Participants **introduce themselves** (first name, their child's age (a), how long child has been attending nursery)
- Reiterate that we want everyone to speak and to be sincere in expressing their opinions.

#### - Knowledge of *VIM* programme and degree of involvement in it:

- How did you **find out about** the *VIM* programme?
- **Since when** have you been participating? / And how – what kinds of activities?
- How would you **describe what the *VIM* programme is** (programme's objectives, who's behind it, what other partners there are)
- How would you describe your **participation** in the programme (merely know about it, participate when requested, very close/engaged)?

### 1<sup>st</sup> part: Speaking about themselves

#### - Impacts of the *VIM* programme for them, the **family members**:

- How would you describe what has changed in your lives since the beginning of the *VIM*? (in personal terms – thinking of themselves, the family members; not speaking about the children yet).
- Think about positive and negative aspects (Make clear that this isn't supposed to be a judgment of the *VIM* programme, it's not about whether they like or don't like something: it should just be their perception of the impacts/changes caused by the programme)
- What do you differently today, as a result of the programme?
- Give examples of the 'real' impacts; describe in practical terms what has changed in your day-to-day lives as a father/mother, or in your families (how it was before and how it is now). (List all changes/impacts on the flipchart, then look at them in greater detail one by one)
- **How do you perceive/feel the change? What makes you able to say that the change really has happened?**

- Has anything changed that you didn't expect?
- If you had to explain to someone who didn't know about the programme, what exactly would you say has changed?
- **Out of all the changes you've seen, which would you say is the most important? And the second most important? Etc.**
- How do you think the change could be measured? (helping to decide the indicator for that change)
- How long do you think this change will last for? (helping to establish **benefit period / duration**) If they can't say an exact period of time, instead say whether they think it will be short/medium/long term, and why.
- What other aspects could **contribute to the change lasting longer, or not as long?**
- Is the change due only to the *VIM* programme or **could something else have contributed to it** (deadweight)? - If possible, state a %; explain reasons
- What other organisation or programme or initiative, separately from the *VIM*, has contributed to this change (assignment) - If possible, state a %; explain reasons

**Perception of programme by other stakeholders** (check if any relevant stakeholder has not been included)

- Do you think there have been changes/impacts for other people in *Roseira*?
- **What other groups of people have been affected by the programme?**
- Do you think they see the same changes you have described? Do you think they share the same view of the programme? (family members / nursery workers / local government / children)

## **2<sup>nd</sup> part: Speaking about the children**

- Impacts of the *VIM* programme on the children:

- How would you describe what has changed in the lives of children (include all aspects) since the start of the *VIM*?
- Think about positive and negative aspects (Make clear that this isn't supposed to be a judgment of the *VIM* program, it's not about whether they like or don't like something: it should just be their perception of the impacts/changes caused by the programme)
- What do the children do differently today, after the programme?
- Give examples of the 'real' impacts; describe in practical terms what has changed in your day-to-day lives as a father/mother, or in your families (how it was before and how it is now).

(List all changes/impacts on the flipchart, then look at them in greater detail one by one)

- **How do you perceive/feel the change? What makes you able to say that the change really has happened?**
- **In what other way do you think the same changes could have been achieved?**
- If you had to explain to someone who didn't know about the programme, what exactly would you say has changed?
- How do you think the change could be measured? (helping to decide the **indicator** for that change)
- How long do you think this change will last for? (helping to establish **benefit period / duration**) – If they can't say an exact period of time, instead say whether they think it will be short/medium/long term, and why.
- What other aspects could contribute to the change lasting longer, or not as long?
- Is the change due only to the *VIM* programme or could something else have contributed to it (deadweight)? - If possible, give a %; explain reasons
- What other organisation or programme or initiative, separately from the *VIM*, has contributed to this change (assignment) - If possible, give a %; explain reasons

- Conclusion / Close

- What do you think would happen even without the *VIM*? (Deadweight)
- Are there any other organisations that were working at the same time as the *VIM* and which could have influenced the programme's results? (Assignment)
- Of all the changes we have talked about today, **which is the most important, that is, which has had the biggest impact** (in their lives as family members, and in the children's lives)?
- If the programme had to focus on one point, what would it be? – Explain reasons.
- From your own personal experience, what do you see as the main strength of the *VIM* programme / what aspect of it has the most value? (See if anyone mentions a sense of belonging and inclusion in the community, or positive changes in the family dynamics/relationship)
- What other activities could be designed in order to cause an even greater impact (in your life and also in the children's)
- How do you see the future of the *VIM* programme? If you could improve or change something in the programme, what would it be?
- Is there anything else you'd like to add, or to speak more about?

**Script – Focus group with teachers / monitors / nursery workers**

## - Introduction / Warm-up

- Objectives of research – Use / publicising of results
- Participants introduce themselves (first name, which school/nursery they work at, since when, main responsibilities...)
- Reiterate that we want everyone to speak and to be sincere in expressing their opinions.

- Knowledge of *VIM* programme and degree of involvement in it:

- How did you find out about the *VIM* programme?
- Since when have you been participating? / And how – what kinds of activities?
- How would you describe what the *VIM* programme is (programme's objectives, who's behind it, what other partners there are)
- How would you describe your participation in the programme (merely know about it, participate when requested, very close/engaged)?

**1<sup>st</sup> part: Speaking about themselves**- Impacts of the *VIM* programme on the staff:

- **How would you describe what has changed in your lives since the beginning of the *VIM*?** (in personal and professional terms – thinking of themselves, the teachers, monitors and nursery workers; not speaking about the children yet).
- Think about positive and negative aspects (Make clear that this isn't supposed to be a judgment of the *VIM* programme, it's not about whether they like or don't like something: it should just be their perception of the impacts/changes caused by the programme)
- **What do you differently today, as a result of the programme?**
- Give examples of the 'real' impacts; describe in practical terms what has changed in your day-to-day life as a teacher (how it was before and how it is now).  
(List all changes/impacts on the flipchart, then look at them in greater detail one by one)
- How do you perceive/feel the change? What makes you able to say that the change really has happened?
- **Has anything changed that you didn't expect?**
- If you had to explain to someone who didn't know about the programme, what exactly would you say has changed?
- In what other way do you think the same changes could have been achieved?
- Out of all the changes you've seen, which would you say is the most important? And the second most important? Etc.

- How do you think the change could be measured? (helping to decide the **indicator** for that change)
- How long do you think this change will last for? (helping to establish **benefit period / duration**) If they can't say an exact period of time, instead say whether they think it will be short/medium/long term, and why.
- What other aspects could contribute to the change lasting longer, or not as long?
- Is the change due only to the *VIM* programme or could something else have contributed to it (deadweight)? - If possible, give a %; explain reasons
- What other organisation or programme or initiative, separately from the *VIM*, has contributed to this change (assignment) - If possible, give a %; explain reasons

3 - Perception of programme by other stakeholders (check if any relevant stakeholder has not been included)

- Do you think there have been changes/impacts for other people in *Roseira*?
- What other groups of people have been affected by the programme?
- Do you think they see the same changes you have described? Do you think they share the same view of the programme? (family members / nursery workers / local government / children)

## **2<sup>nd</sup> part: Speaking about the children**

- Impacts of the *VIM* programme on the children:

- How would you describe what has changed in the lives of children (include all aspects) since the start of the *VIM*?
- Think about positive and negative aspects (Make clear that this isn't supposed to be a judgment of the *VIM* programme, it's not about whether they like or don't like something: it should just be their perception of the impacts/changes caused by the programme)
- What do the children do differently today, after the programme?
- Give examples of the 'real' impacts; describe in practical terms what has changed in the children's day-to-day lives (how it was before and how it is now).  
List all changes/impacts on the flipchart, then look at them in greater detail one by one)
- How do you perceive/feel the change? What makes you able to say that the change really has happened?
- If you had to explain to someone who didn't know about the programme, what exactly would you say has changed?

- How do you think the change could be measured? (helping to decide the **indicator** for that change)
  - How long do you think this change will last for? (helping to establish **benefit period / duration**) – If they can't say an exact period of time, instead say whether they think it will be short/medium/long term, and why.
  - What other aspects could contribute to the change lasting longer, or not as long?
  - Is the change due only to the *VIM* programme or could something else have contributed to it (deadweight)? - If possible, give a %; explain reasons.
  - What other organisation or programme or initiative, separately from the *VIM*, has contributed to this change (assignment) - If possible, give a %; explain reasons
- Conclusion / Close
- What do you think would happen even without the *VIM*? (Deadweight)
  - Are there any other organisations that were working at the same time as the *VIM* and which could have influenced the programme's results? (Assignment)
  - Of all the changes we have talked about today, **which is the most important, that is, which has had the biggest impact** (in your lives as teachers, and in the children's lives)?
  - If the programme had to focus on one point, what would it be? – Explain reasons.
  - What, in your opinion, are the biggest challenges of the *VIM* programme?
  - From your own personal experience, what do you see as the main strength of the *VIM* programme / what aspect of it has the most value? (See if anyone mentions the feeling of having become more valued as a teacher)
  - What other activities could be designed in order to cause an even greater impact (in your life and also in the children's)
  - How do you see the future of the *VIM* programme? If you could improve or change something in the programme, what would it be?
  - Is there anything else you'd like to add, or to speak more about?

## Script – Interviews with heads of local government departments and with councillors

### - Introduction

- Objectives of research – Use / publicising of results
- Interviewees introduce themselves (name, position, how long they have been in that role)

### - Knowledge of *VIM* programme (also known as *FLUPP* programme, Dona Rosa programme) and degree of involvement in it:

- How did you find out about the *VIM* programme?  
Obs: An agreement between the municipality and *FLUPP* (via the local council and departments) is signed and renewed annually, describing the community project and setting out *FLUPP*'s actions and the municipality's reciprocities (e.g. creation of LMGs, getting staff involved, provision of land for construction of nursery). It is approved by the councillors and signed by the mayor.
- How would you describe what the *VIM* programme is (programme's objectives, what other partners there are)
- How would you describe your participation in the programme (merely know about it, participate when requested, very close/engaged)?
- How do you see the relationship between your role in the local government and the *VIM* programme?
- As an employee of the municipality, how do you see your participation in the programme? What's your role in it? What do you expect from it?
- What kind of decisions related to the programme are you involved in?  
**How do those decisions affect your routine?**

### - Impacts of the *VIM* programme on employees

- How would you describe what has changed in *Roseira* since the beginning of the *VIM*?
- Think about **positive and negative aspects** (Make clear that this isn't supposed to be a judgment of the *VIM* program, it's not about whether they like or don't like something: it should just be their perception of the impacts/changes caused by the programme)
- **What is done differently today, as a result of the programme? (from the perspective of the local government, that is, an employee of the municipal system)**
- Give examples of the 'real' impacts; describe in practical terms what has changed in the day-to-day life of the municipality (how it was before and how it is now).  
(List all changes/impacts, then look at them in greater detail)

- How do you perceive/feel the change? What makes you able to say that the change really has happened?
- Has anything changed that you didn't expect?
- If you had to explain to someone who didn't know about the programme, what exactly would you say has changed?
- Out of all the changes you've seen, which would you say is the most important? And the second most important? Etc.
- How do you think the change could be measured? (helping to decide the **indicator** for that change)
- How long do you think this change will last for? (helping to establish **benefit period / duration**) If they can't say an exact period of time, instead say whether they think it will be short/medium/long term, and why.
- Is the change due only to the *VIM* programme or could something else have contributed to it (deadweight)? - If possible, give at a %; explain reasons
- What other organisation or programme or initiative, separately from the *VIM*, has contributed to this change (assignment) - If possible, give at a %; explain reasons

3 - Perception of programme by other stakeholders (check if any relevant stakeholder has not been included)

- Perceive changes/impacts for other people in *Roseira* (apart from impacts on children)?
- What other groups of people have been affected by the programme?
- Do you think they see the same changes you have described? Do you think they share the same view of the programme?
- ONLY FOR HEADS OF DEPARTMENT – If the question doesn't arise spontaneously: Is there coordination between the different departments of the municipal government (education, health, social development) so as to have an overall vision of child development? If so, how does this take place? – Give examples.

- Conclusion / Close

- What do you think would happen even without the *VIM*? (Deadweight)
- Are there any other organisations that were working at the same time as the *VIM* and which could have influenced the programme's results? (Assignment)
- Of all the changes we have talked about today, which is the most important, that is, which has had the biggest impact (in the municipality and therefore in the lives of the children)?
- If the programme had to focus on one point, what would it be? – Explain reasons.
- What, in your opinion, are the biggest challenges of the *VIM* programme?

- What do you see as the main strength of the *VIM* programme / what aspect of it has the most value?
- What other activities could be designed in order to cause an even greater impact (in the municipality and also in the children's lives)
- How do you see the future of the *VIM* programme? If you could improve or change something in the programme, what would it be?
- Is there anything else you'd like to add, or to speak more about?

## **Appendix 4**

### **Questionnaires and scripts – 2<sup>nd</sup> phase of fieldwork – QUANTITATIVE**

## SCRIPT – FAMILY MEMBERS

Focus Group – Dynamics for setting PROXY  
**Choice Experiment**  
Ref: Improved Family Life outcome

### 1. Warm-up

Good afternoon/evening,

We were here in August and talked to some families about the *VIM* programme. Today we're going to start our conversation by talking about *Roseira*. What's life like here? What do you like about this place and what don't you like?

Positives and negative points / Advantages and disadvantages of town (JUST LISTENING)

### 2. Identifying factors that contribute to a better life / happy life

Now I'd like you to think about what's important in order to have a happy life, or in other words, the things or the conditions that contribute to a person being happy or that make their life more balanced, stable and harmonious. (REMIND THEM, IF NECESSARY, THAT THIS CAN BE A MATERIAL OR NON-MATERIAL THING)

RECORD RESPONSES ON POST-IT NOTES
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IF THEY HAVEN'T MENTIONED FAMILY LIFE OR THEIR RELATIONSHIP WITH SPOUSE/ CHILDREN/FAMILY, STIMULATE FURTHER, FOR EXAMPLE BY ASKING:

"And the relationship with your family, your children? Is that important in a person's life?

OR

"Ok, and is there anything we haven't mentioned that's important for a happy life? "

### 3. Ranking

"Now, let's try to put all everything you've said in order of importance. What do you think is REALLY THE MOST IMPORTANT THING for a happy, stable and balanced life? And the second most important thing? And after that?" Etc.

MOVE THE POST-IT NOTES, PUTTING THEM IN ORDER FROM MOST TO LEAST IMPORTANT
--

#### 4. Assigning values

Looking at the post-it notes, which have now been placed in order:

“Think about these items here that are material (things): how much do you think these things cost per month? (OR PER YEAR, DEPENDING ON THE ITEM). Try to work out how much money you’d need to get these things (or how much you would be willing to spend on those things in a month/year).”

WRITE THE AMOUNTS ON THE CORRESPONDING POST-IT NOTES (IN THE CASE OF THE MATERIAL ITEMS ONLY)

#### 5. To conclude

I want to thank you all for participating! We did this exercise to find out what Brazilian families think is most important in order to have a happy, balanced and harmonious life. We’re also going to talk to other families from other towns to find out what they think about this subject. But your participation has been very important: THANK YOU!



## SCRIPT – TEACHERS

Focus Group – Dynamics for setting PROXY  
**Willingness-to-pay exercise**

Ref: Professional Development outcome

### 1. Step A (Professional Development)

We were here in August and spoke to you about the *VIM* programme. Many of you told us it was a programme that had the effect of making you become better professionals, better teachers, and that it was worth it!

Today I'd like to start our meeting with an imagination exercise. **JUST YOUR IMAGINATION!**

Imagine that here in *Roseira* the *VIM* programme had not happened, but that you've heard there's a training course similar to the *VIM*, with the same content and the same activities.

Imagine that if you went and did that course, at the end of it you'd have the same level of knowledge and skills that you reached through the *VIM*, and that the course would last the same amount of time as the *VIM* did. (EMPHASISE THAT THE FOCUS HERE IS PURELY PROFESSIONAL AND THAT YOU'RE GOING TO TALK ABOUT OTHER BENEFITS LATER)

Now, I'd like you to think how much you'd be willing to pay per month for a course like that.

That is to say, how much would it be worth paying per month for a course similar to the *VIM*, so as to have the same professional benefit as you felt you got from the *VIM*?

LET ME SAY AGAIN THAT THIS IS JUST AN EXERCISE: THE OTHER COURSE DOESN'T ACTUALLY EXIST AND EVEN IF IT DID IT WOULDN'T COST ANYTHING!

(EXPLAIN FURTHER, IF NECESSARY, AND GIVE THEM TIME TO THINK)

ASK THEM TO WRITE THE AMOUNT OF MONEY ON A PIECE OF PAPER, THEN COLLECT THE PIECES OF PAPER IN AN ENVELOPE EMPHASISE THAT THEY DON'T NEED TO IDENTIFY THEMSELVES ON THE PIECE OF PAPER – YOU'LL COME TO THAT LATER

THEN INTRODUCE THE SCALE WITH THE AMOUNTS FROM 0 TO R\$ 500:

Now, imagine this scale from 0 to 500 Brazilian reals. How much would you be willing to pay per month for a course similar to the *VIM*, and which lasted for the same amount of time?

(GIVE THEM TIME TO THINK AND ASK THEM TO WRITE THE AMOUNT OF

MONEY ON A **GREEN** POST-IT NOTE. THEN GATHER IN THE POST-IT NOTES AND PUT THEM ON THE SCALE)

R\$	0	50	100	150	200	250	300	350	400	450	500
Answers→											

## 2. Step B – (Relationships)

“Another thing you said in August, in that first meeting, was that after the *VIM* you felt there was better cooperation with your colleagues, with your superiors, and with the group of employees who work with you at the school or at the nursery.”

So now I’d like to propose another exercise using your imagination.

**I’d like you to think how much extra you would pay per month for that imaginary course if it also brought you the improved professional relationships** you have in the school/nursery with your colleagues and superiors. That is to say, how much would you add to that monthly price you’d pay, if you thought you’d also have that benefit after the course?

**For example**, I might think it was so important to me that I’d add another X% to that monthly price I’d imagined myself paying. (POINT TO THE SIDE OF THE SCALE WHERE THE PERCENTAGES ARE ABOVE 40%)

OR,

“No, I didn’t feel I got much benefit in that way, so I wouldn’t add more than 10% to the monthly price...”

That’s the exercise I’d like you to do.

(GIVE THEM TIME TO THINK AND ASK THEM TO WRITE THE PERCENTAGE ON A **BLUE** POST-IT NOTE. THEN GATHER IN THE POST-IT NOTES AND PUT THEM ON THE SCALE)

<b>Additional %</b>	0	10	20	30	40	50	60	70	80	90	100
Answers→											

### 3. Step C – (Self-esteem)

Now, to finish off, think about how you are feeling nowadays, after the *VIM*. Think about whether or not you feel more valued, whether you receive greater recognition from the parents of the children and also from your own family members.

Whether you feel more motivated to develop further in your role as a teacher and in your ability to lead classes and activities.

In short, think about how you feel today: your self-confidence, self-reliance and self-esteem.

So, **how much extra you would pay per month for that imaginary course** if it also brought you that same improvement in your self-esteem and in the way you feel about yourself as a professional and as a person today.

(GIVE THEM TIME TO THINK AND ASK THEM TO WRITE THE PERCENTAGE ON A **YELLOW** POST-IT NOTE. THEN GATHER IN THE POST-IT NOTES AND PUT THEM ON THE SCALE)

Additional %	0	10	20	30	40	50	60	70	80	90	100
Answers→											

### 4. Thanks and close

We'd like to thank you for the energy and time you've given in participating in this meeting today and also in the other meetings that were necessary for this work we're doing. Through this work we aim to find out what has changed as a result of the *VIM* in your lives and in the lives of the families who have children in the nurseries and schools of *Roseira*. THANK YOU!



		<b>PARENTS 4-5 YEARS</b>		<i>Questionnaire no.</i>				
		<b>Respondent is... (circle)</b>	Father	Mother	Other:			
Name:								
Address:								
City: <b>ROSEIRA</b>		Tel:		Mobile:				
<b>1. What school does your child aged 4-5 years attend?</b>		<b>1.A. Did your child attend nursery before school?</b>		<b>2. Do you know about or have you heard of the VIM programme?</b>		<b>3. Does the mother work outside the home?</b>		<b>4. How many children do you have?</b>
Profa. Odila de Souza Oliveira	1	<b>Yes</b> , Creche Minervina de Oliveira Encarnação Valle - ("D <sup>a</sup> Santinha")	1	Yes	1	Yes	1	3 years old or younger
Pe. Geraldo de A. Sampaio	2	<b>Yes</b> , Creche Thereza de Jesus Trannin Pasin	2	No	2	No	2	4-5 years old
Profa. Ana B. Sernigói	3	<b>Yes</b> , Creche Homero de P. Santos	3					More than 5 years old
Prof. Ernesto M.Rangel	4	<b>Didn't go to nursery</b>	4					
Prof. Joaquim de Campos	5							

5. Hello! We'd like to know if you're noticing any **changes in the life of your child**, either at home or in school. The sentences below are to help you remember **if you've observed any changes in your child's behaviour or any difference in their day-to-day activities**. For example, the first sentence is about **curiosity**: if you think your child is **much more curious** and keen to discover new things, put number 3; if you think he/she is more curious, put 2; if you think he/she is just slightly more curious, put 1; if you think there's been no change, which is to say he/she is no more curious than he/she was before, put 0 (zero). If you have more than one child aged 4-5 years, please respond separately for each child. **Now, for each of the sentences below, how much would you say your child has changed with regard to:**

Child (name) (age: )	Don't know	Hasn't changed, is the same	Has changed very little, almost not at all	Has changed somewhat	Has changed a lot
1. Curiosity to find things out, discover new things, recognise and avoid dangerous situations (C)	0	0	1	2	3
2. Interest in exploring and being in new spaces (C)	0	0	1	2	3
3. Ability to do more things on their own (tie shoes, carry rucksack, eat, get dressed, keep hold of things) (C)	0	0	1	2	3
4. Interest in listening to stories and looking through books (C)	0	0	1	2	3
5. Talking more about what they've done outside school, and expressing feelings and emotions (C)	0	0	1	2	3
6. Creating new games to play, and how long they remain focused on game (C)	0	0	1	2	3
7. Ability to draw and paint, hold pencil, put objects away (C)	0	0	1	2	3
8. Demonstration of well-being: humour, keenness to play and to perform daily activities (E)	0	0	1	2	3
9. Arrival at school: arrives happy and has no problem parting from person who brought them (E)	0	0	1	2	3
10. Playing, talking to and relating to other children and people (S)	0	0	1	2	3
11. Cooperating in a group or with siblings (S)	0	0	1	2	3

6. Now we'd like to know if you're noticing any change in your life as a father or mother. For example, have you noticed any change **in the day-to-day behaviour/activities of your children aged 4-5 years**, or in **the way you yourself relate to them at home**?

How much would you say things have changed, thinking about the following: (circle)	Don't know	Hasn't changed, is the same	Has changed very little, almost not at all	Has changed somewhat	Has changed a lot
1. Your confidence in the teachers	0	0	1	2	3
2. How much you value the work the teachers do for the children	0	0	1	2	3
3. How much time you spend doing activities at home with your children at home, e.g. playing, listening to and singing songs, reading stories	0	0	1	2	3
4. How much attention you give to your child at home	0	0	1	2	3
5. Your child's progress; how much he/she is learning	0	0	1	2	3
6. Sense of pride in your child	0	0	1	2	3
7. Feeling of being a better mother (or father)	0	0	1	2	3
8. Your interest in hearing your child say what he/she has done at school	0	0	1	2	3

<i>TEACHERS &amp; MONITORS</i>	<i>Questionnaire no.</i>
<b>CHILDREN AGED 0-3 YEARS</b>	

Name:		Respondent is... (circle)	Teacher	Monitor
City: <b>ROSEIRA</b>	Tel:	Mobile:		

1. What nursery do you work at?		2. Do you know about or have you heard of the VIM programme?		3. How long have you been a teacher/monitor for children aged 0-3 in the town?		4. a) What age group do you work with?		4. b) How many children do you have in your group?	
Creche Minervina de Oliveira Encarnação Valle ("D <sup>a</sup> Santinha")	1	<b>Yes</b>	1	Less than 4 years	1	Nursery		Nursery	
Creche Thereza de Jesus Trannin Pasin	2	<b>No</b>	2	More than 4 years	2	Maternal I		Maternal I	
Creche Homero de Paula Santos	3					Maternal II		Maternal II	

6. We'd like to know if you think **something has changed in your professional and personal life**. For example, have you noticed anything **in your day-to-day life at school, in the way you relate to the children and in how you feel as a teacher or monitor?**

How much would you say things have changed, thinking about the following: (circle)	Don't know	Hasn't changed, is the same	Has changed very little, almost not at all	Has changed somewhat	Has changed a lot
9. Your understanding of what each activity develops in the child	0	0	1	2	3
10. Your cooperation with colleagues, your interaction with the group you work with	0	0	1	2	3
11. You feel comfortable to talking to parents about children's problems or achievements	0	0	1	2	3
12. You feel secure in deciding and arranging what activities to do, in accordance with the circumstances	0	0	1	2	3
13. Your attention towards the emotional aspects of the child; your concern with the child's well-being	0	0	1	2	3
14. Time focused on the child; closer observation of the child	0	0	1	2	3
15. Feel self-confident, aware of your capabilities, secure in yourself	0	0	1	2	3
16. Feel valued by the children's parents	0	0	1	2	3
17. Feel valued by your own family members	0	0	1	2	3

7. Now let's imagine that the *VIM* didn't exist, or rather, **pretend that the *VIM* did not take place here in *Roseira***. What changes do you think would have happened anyway, or rather, what things would have changed in the same way, without the help of the *VIM*? **Indicate below the response that is closest to what you think:**

	Don't know	Nothing would have changed without the <i>VIM</i>	Only some things would have changed without the <i>VIM</i>	Lots of things would have changed even without the <i>VIM</i>	The changes would have been the same even without the <i>VIM</i>
7. Child's <b>emotional state</b>	X	0	1	2	3
8. Child's <b>social development</b>	X	0	1	2	3
9. Child's <b>cognitive development</b>	X	0	1	2	3
10. Your professional development	X	0	1	2	3
11. Your relationship with family members, colleagues, superiors	X	0	1	2	3
12. Your self-esteem	X	0	1	2	3

8. What do you think will be the duration of the changes the *VIM* has brought and which you are observing in the children and in your work as a teacher/monitor? For example, do you think you'll carry on observing and feeling those changes for just a few more months? Or for another year? Or for longer? **Indicate below the response that is closest to what you think:**

	How long do you think outcome will last for?				
	Less than 1 year	1 year	2 years	3-5 years	5+ years
1. Child's <b>emotional state</b>	0	1	2	4	6
2. Child's <b>social development</b>	0	1	2	4	6
3. Child's <b>cognitive development</b>	0	1	2	4	6
4. Your professional development	0	1	2	4	6
5. Your relationship with family members, colleagues, superiors	0	1	2	4	6
6. Your self-esteem	0	1	2	4	6

<i>TEACHERS</i>	<i>Questionnaire no.</i>
<b>CHILDREN AGED 4-5 YEARS</b>	

Name:		
City: <b>ROSEIRA</b>	Tel:	Mobile:

1. What school do you work at?			2. Do you know about or have you heard of the VIM programme?		3. How long have you been a teacher of children aged 4-5 in the town?		4. a) What age group do you work with?		4. b) How many children do you have in your class?		
Profa. Odila de Souza Oliveira	1	Profa. Ana B. Sernigói	3	Yes	1	Less than 4 years	1	Stage 1	1	Stage 1	
Pe. Geraldo de A. Sampaio	2	Prof. Ernesto M.Rangel	4	No	2	More than 4 years	2	Stage 2	2	Stage 2	
Prof. Joaquim de Campos	5										

5. Hello! We'd like to know if you're noticing any **changes in the children** at the school where you work. The sentences below are to help you remember **if you've observed any changes in the children's behaviour or any difference in their day-to-day activities. You are going to answer about 4 children chosen at random from each group (classroom)**. For example, the first sentence is about **curiosity**: if you think the child is **much more curious** and keen to discover new things, put number 3; if you think the child is more curious, put 2; if you think he/she is just slightly more curious, put 1; if you think there's been no change, which is to say he/she is no more curious than he/she was before, put 0 (zero). **Now, for each of the sentences below, how much would you say the child has changed with regard to:**

<b>Child 1 (name)</b> (age: )	<b>Don't know</b>	<b>Hasn't changed, is the same</b>	<b>Has changed very little, almost not at all</b>	<b>Has changed somewhat</b>	<b>Has changed a lot</b>
1. Curiosity to find things out, discover new things, recognise and avoid dangerous situations	0	0	1	2	3
2. Interest in exploring and being in new spaces	0	0	1	2	3
3. Ability to do more things on their own (tie shoes, carry rucksack, eat, get dressed, keep hold of things)	0	0	1	2	3
4. Interest in listening to stories and looking through books	0	0	1	2	3
5. Talking more about what they've done outside school, and expressing feelings and emotions	0	0	1	2	3
6. Creating new games to play, and how long they remain focused on game	0	0	1	2	3
7. Ability to draw and paint, hold pencil, put objects away	0	0	1	2	3
8. Demonstration of well-being: humour, keenness to play and to perform daily activities	0	0	1	2	3
9. Arrival at school: arrives happy and has no problem parting from person who brought them	0	0	1	2	3
10. Playing, talking to and relating to other children and people	0	0	1	2	3
11. Cooperating in a group or with siblings	0	0	1	2	3

<b>Child 2 (name) (age: )</b>	<b>Don't know</b>	<b>Hasn't changed, is the same</b>	<b>Has changed very little, almost not at all</b>	<b>Has changed somewhat</b>	<b>Has changed a lot</b>
1. Curiosity to find things out, discover new things, recognise and avoid dangerous situations	0	0	1	2	3
2. Interest in exploring and being in new spaces	0	0	1	2	3
3. Ability to do more things on their own (tie shoes, carry rucksack, eat, get dressed, keep hold of things)	0	0	1	2	3
4. Interest in listening to stories and looking through books	0	0	1	2	3
5. Talking more about what they've done outside school, and expressing feelings and emotions	0	0	1	2	3
6. Creating new games to play, and how long they remain focused on game	0	0	1	2	3
7. Ability to draw and paint, hold pencil, put objects away	0	0	1	2	3
8. Demonstration of well-being: humour, keenness to play and to perform daily activities	0	0	1	2	3
9. Arrival at school: arrives happy and has no problem parting from person who brought them	0	0	1	2	3
10. Playing, talking to and relating to other children and people	0	0	1	2	3
11. Cooperating in a group or with siblings	0	0	1	2	3

Child 3 (name) (age: )	Don't know	Hasn't changed, is the same	Has changed very little, almost not at all	Has changed somewhat	Has changed a lot
1. Curiosity to find things out, discover new things, recognise and avoid dangerous situations	0	0	1	2	3
2. Interest in exploring and being in new spaces	0	0	1	2	3
3. Ability to do more things on their own (tie shoes, carry rucksack, eat, get dressed, keep hold of things)	0	0	1	2	3
4. Interest in listening to stories and looking through books	0	0	1	2	3
5. Talking more about what they've done outside school, and expressing feelings and emotions	0	0	1	2	3
6. Creating new games to play, and how long they remain focused on game	0	0	1	2	3
7. Ability to draw and paint, hold pencil, put objects away	0	0	1	2	3
8. Demonstration of well-being: humour, keenness to play and to perform daily activities	0	0	1	2	3
9. Arrival at school: arrives happy and has no problem parting from person who brought them	0	0	1	2	3
10. Playing, talking to and relating to other children and people	0	0	1	2	3
11. Cooperating in a group or with siblings	0	0	1	2	3

<b>Child 4 (name) (age: )</b>	<b>Don't know</b>	<b>Hasn't changed, is the same</b>	<b>Has changed very little, almost not at all</b>	<b>Has changed somewhat</b>	<b>Has changed a lot</b>
1. Curiosity to find things out, discover new things, recognise and avoid dangerous situations	0	0	1	2	3
2. Interest in exploring and being in new spaces	0	0	1	2	3
3. Ability to do more things on their own (tie shoes, carry rucksack, eat, get dressed, keep hold of things)	0	0	1	2	3
4. Interest in listening to stories and looking through books	0	0	1	2	3
5. Talking more about what they've done outside school, and expressing feelings and emotions	0	0	1	2	3
6. Creating new games to play, and how long they remain focused on game	0	0	1	2	3
7. Ability to draw and paint, hold pencil, put objects away	0	0	1	2	3
8. Demonstration of well-being: humour, keenness to play and to perform daily activities	0	0	1	2	3
9. Arrival at school: arrives happy and has no problem parting from person who brought them	0	0	1	2	3
10. Playing, talking to and relating to other children and people	0	0	1	2	3
11. Cooperating in a group or with siblings	0	0	1	2	3

7. Now we'd like to know if you think **something has changed in your professional and personal life**. For example, have you noticed anything **in your day-to-day life at school, in the way you relate to the children and in how you feel as a teacher?**

How much would you say things have changed, thinking about the following:	Don't know	Hasn't changed, is the same	Has changed very little, almost not at all	Has changed somewhat	Has changed a lot
1. Your understanding of what each activity develops in the child	0	0	1	2	3
2. Your cooperation with colleagues, your interaction with the group you work with	0	0	1	2	3
3. You feel comfortable talking to parents about children's problems or achievements	0	0	1	2	3
4. You feel secure in deciding and arranging what activities to do, in accordance with the circumstances	0	0	1	2	3
5. Your attention towards the <b>emotional aspects</b> of the child; your concern with the child's well-being	0	0	1	2	3
6. Time focused on the child; closer observation of the child	0	0	1	2	3
7. Feel self-confident, aware of your capabilities, secure in yourself	0	0	1	2	3
8. Feel valued by the children's parents	0	0	1	2	3
9. Feel valued by your own family members	0	0	1	2	3

8. Now let's imagine that the *VIM* didn't exist, or rather, **pretend that the *VIM* did not take place here in *Roseira***. What changes do you think would have happened anyway, or rather, what things would have changed in the same way, without the help of the *VIM*? **Indicate below the response that is closest to what you think:**

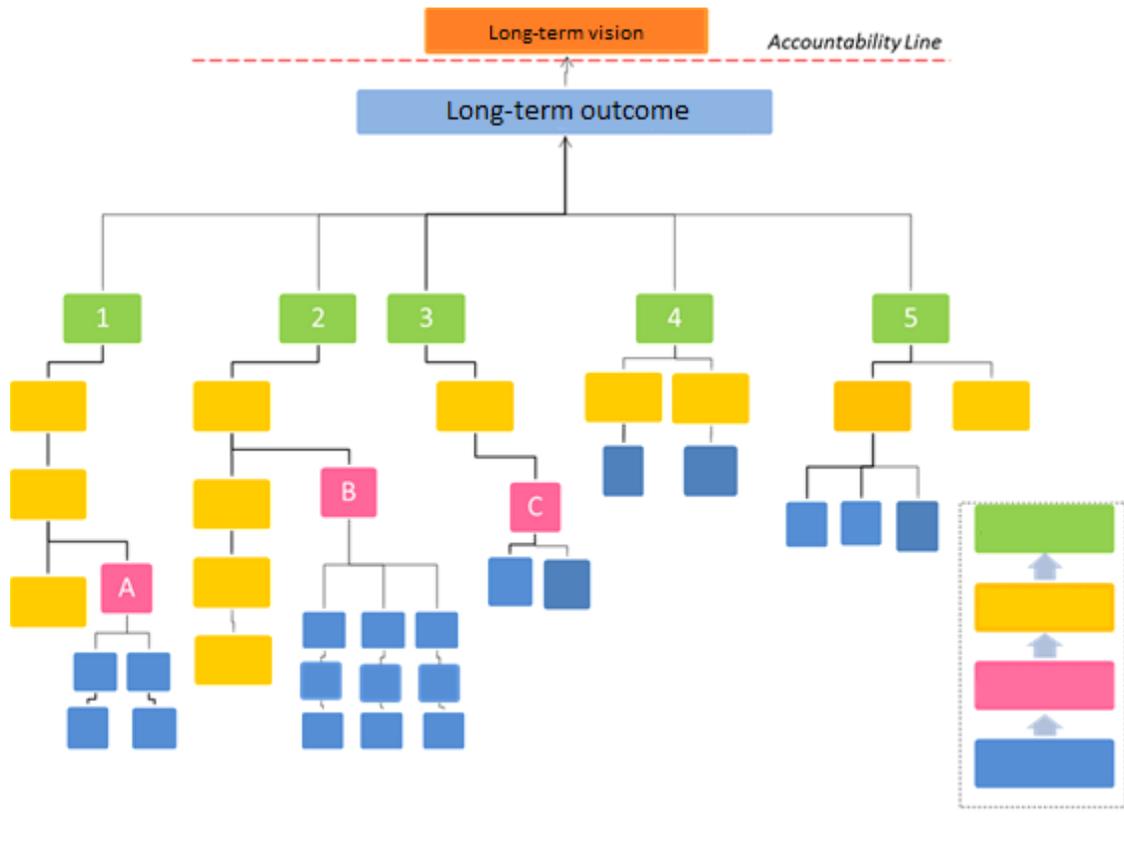
	Don't know	Nothing would have changed without the <i>VIM</i>	Only some things would have changed without the <i>VIM</i>	Lots of things would have changed even without the <i>VIM</i>	The changes would have been the same even without the <i>VIM</i>
1. Child's <b>emotional state</b>	X	0	1	2	3
2. Child's <b>social development</b>	X	0	1	2	3
3. Child's <b>cognitive development</b>	X	0	1	2	3
4. Your professional development	X	0	1	2	3
5. Your relationship with family members, colleagues, superiors	X	0	1	2	3
6. Your self-esteem	X	0	1	2	3

8. What do you think will be the duration of the changes the *VIM* has brought and which you are observing in the children and in your work as a teacher? For example, do you think you'll carry on observing and feeling those changes for just a few more months? Or for another year? Or for longer? **Indicate below the response that is closest to what you think:**

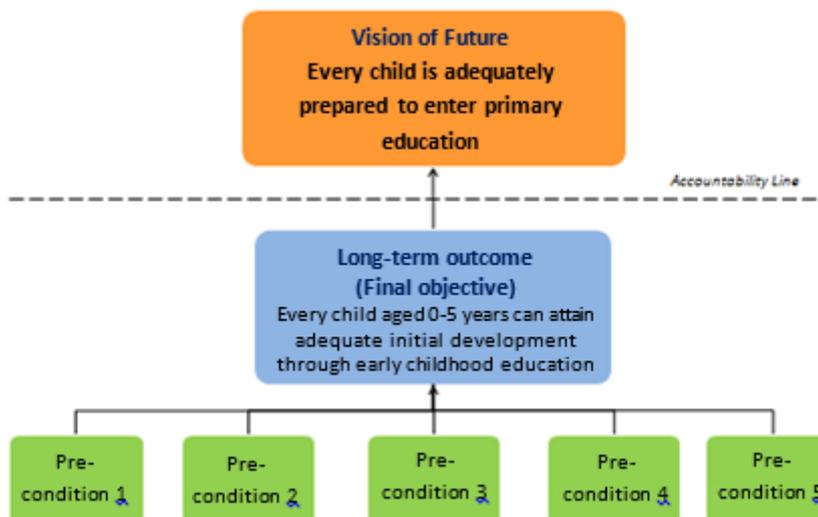
	How long do you think outcome will last for?				
	Less than 1 year	1 year	2 years	3-5 years	5+ years
1. Child's <b>emotional state</b>	0	1	2	4	6
2. Child's <b>social development</b>	0	1	2	4	6
3. Child's <b>cognitive development</b>	0	1	2	4	6
4. Your professional development	0	1	2	4	6
5. Your relationship with family members, colleagues, superiors	0	1	2	4	6
6. Your self-esteem	0	1	2	4	6

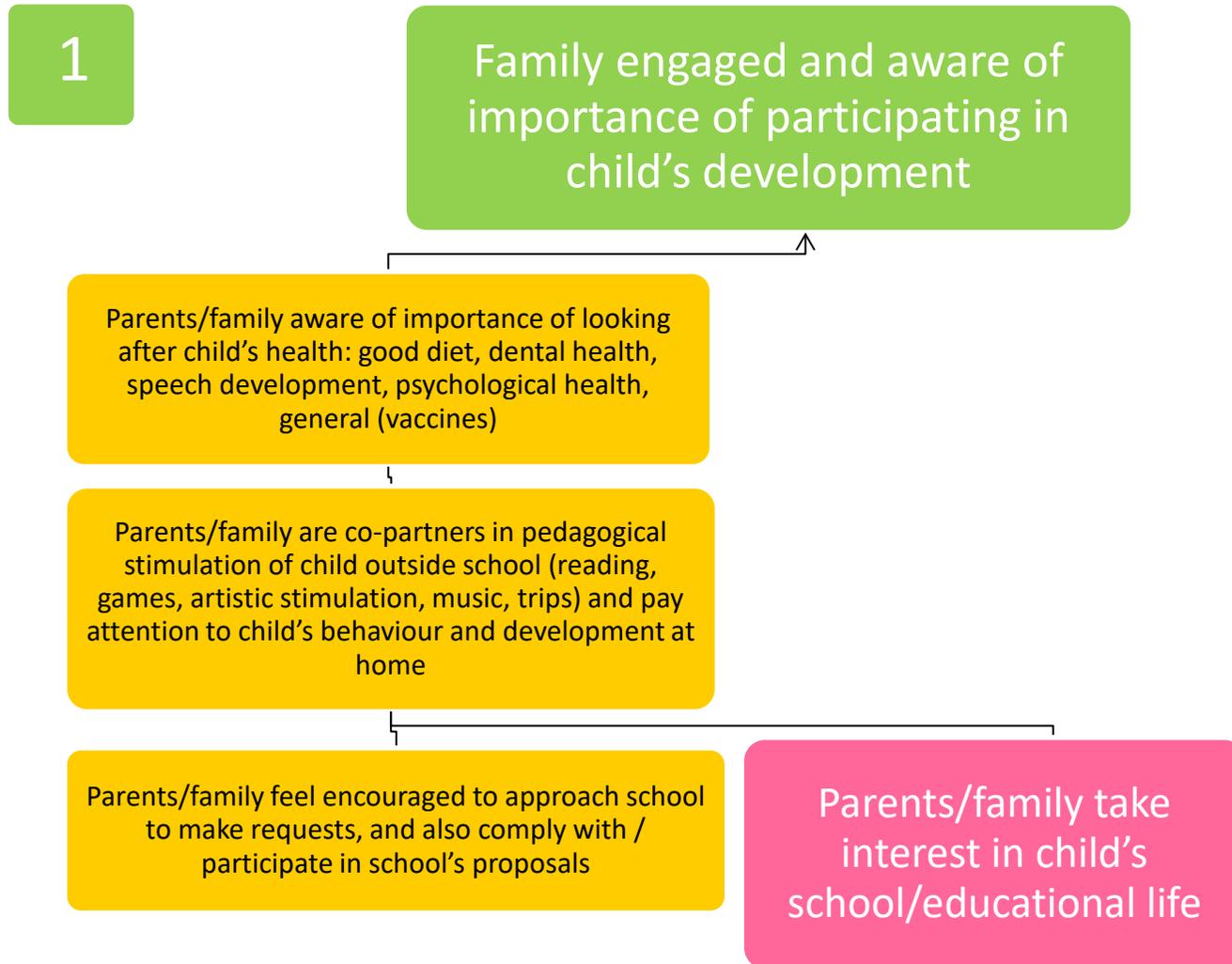
## **Appendix 5**

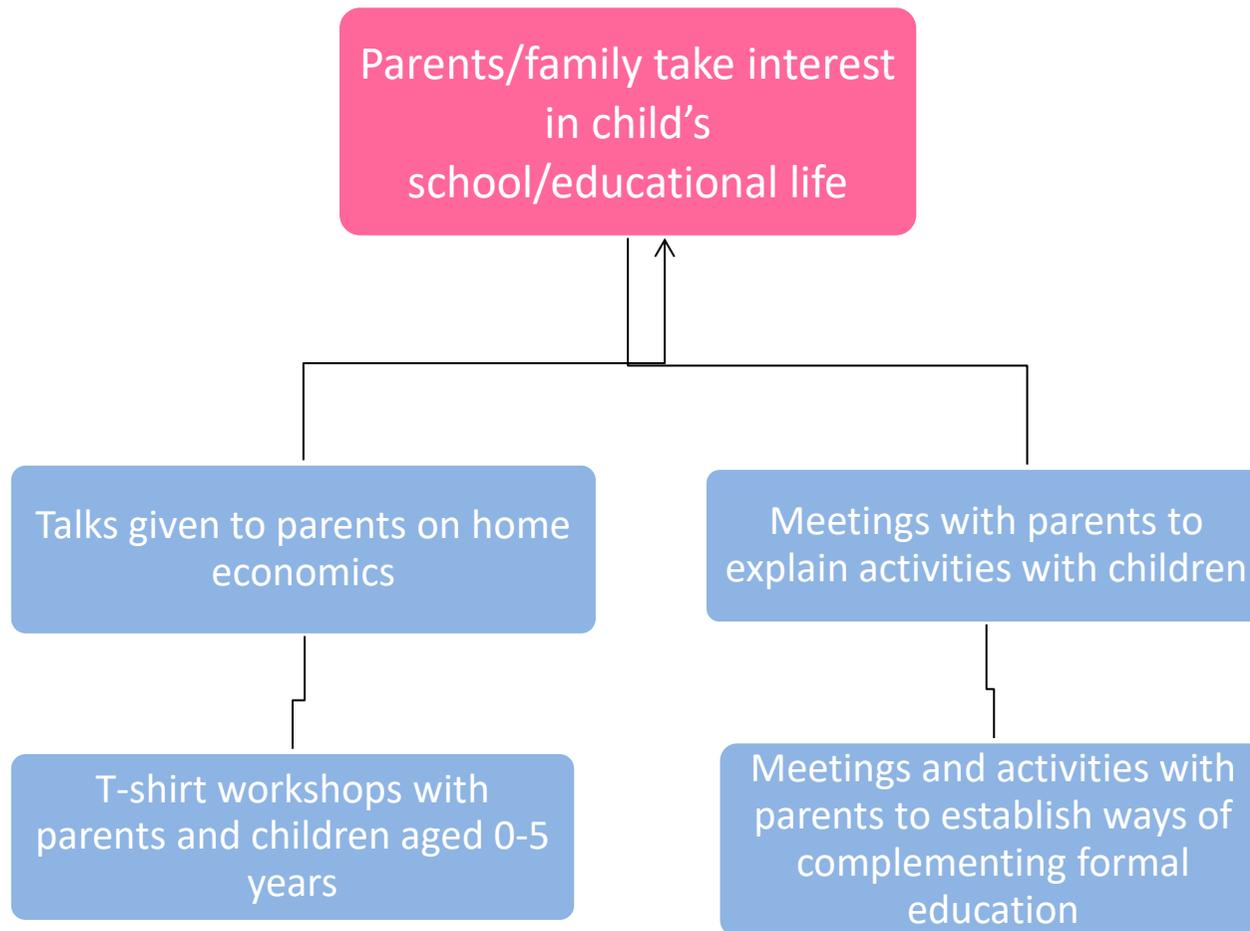
### **Building the theory of change**

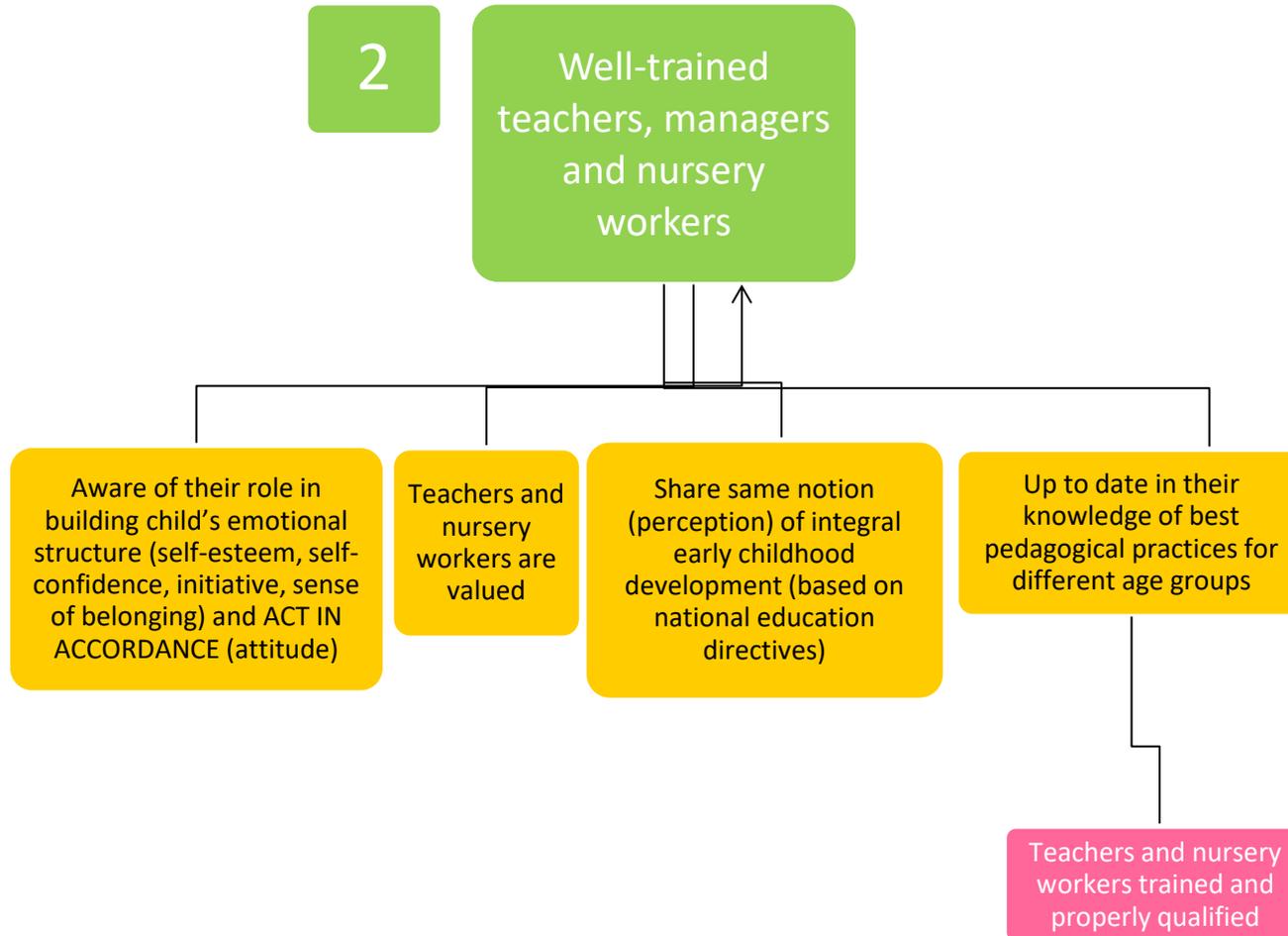


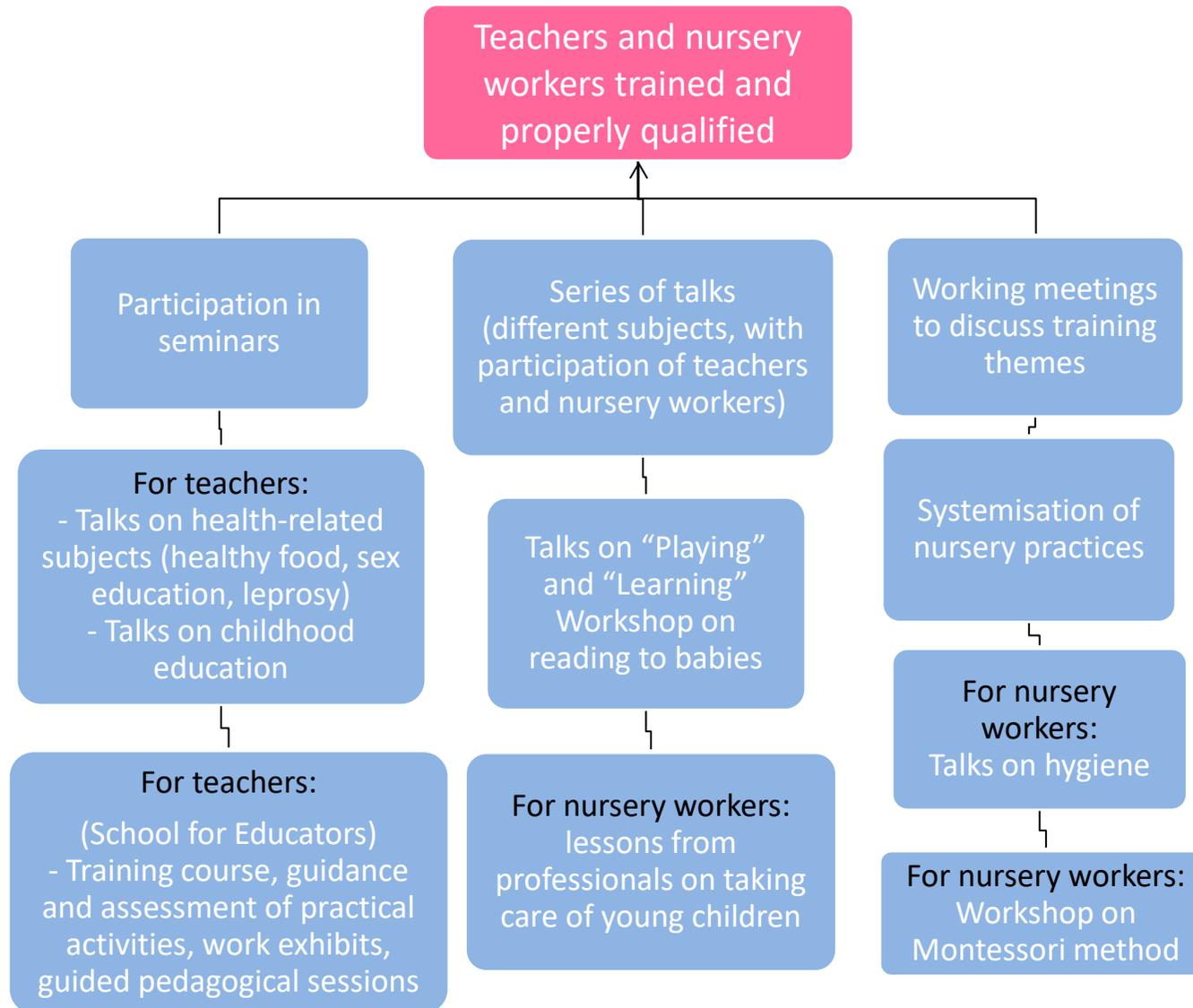
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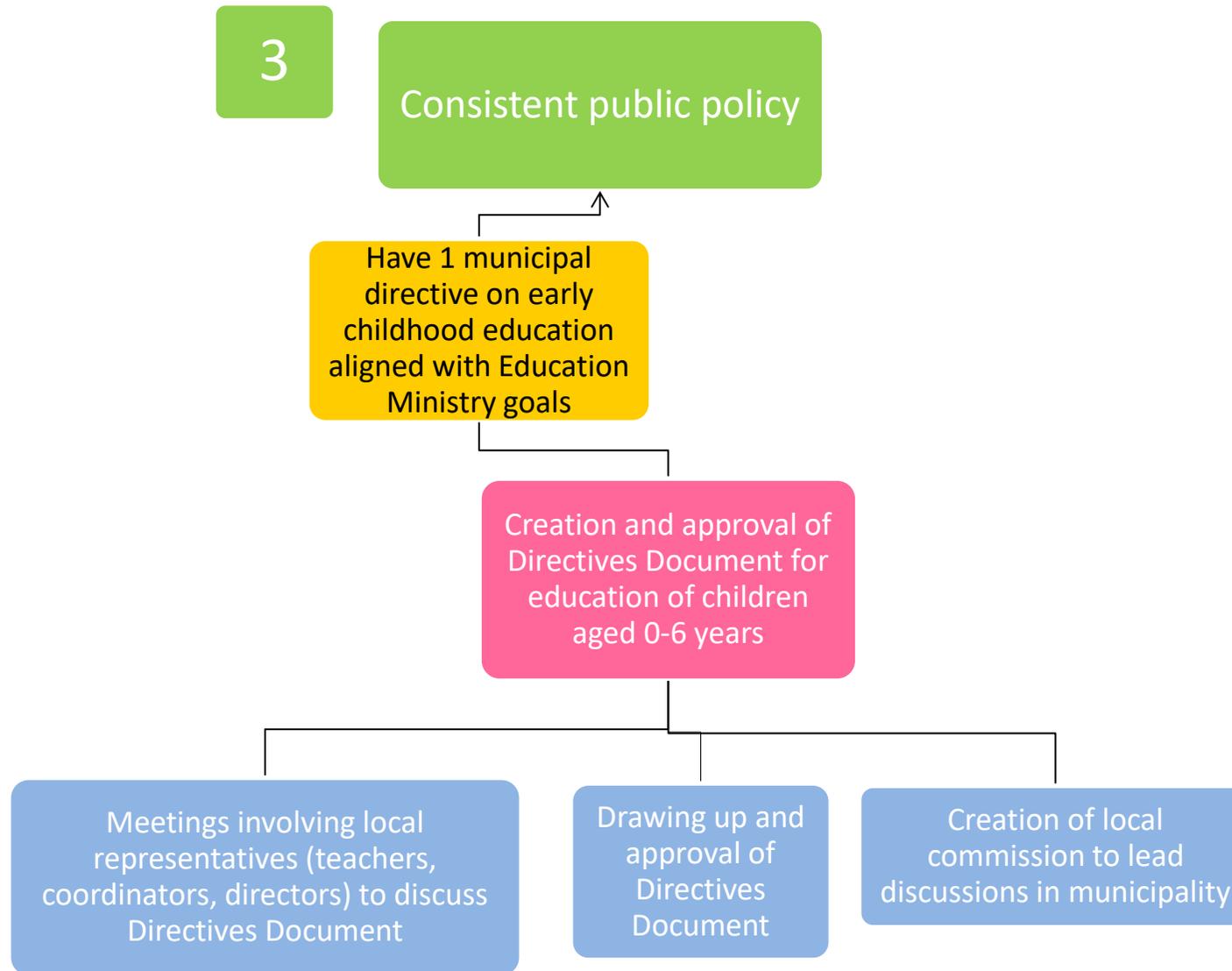


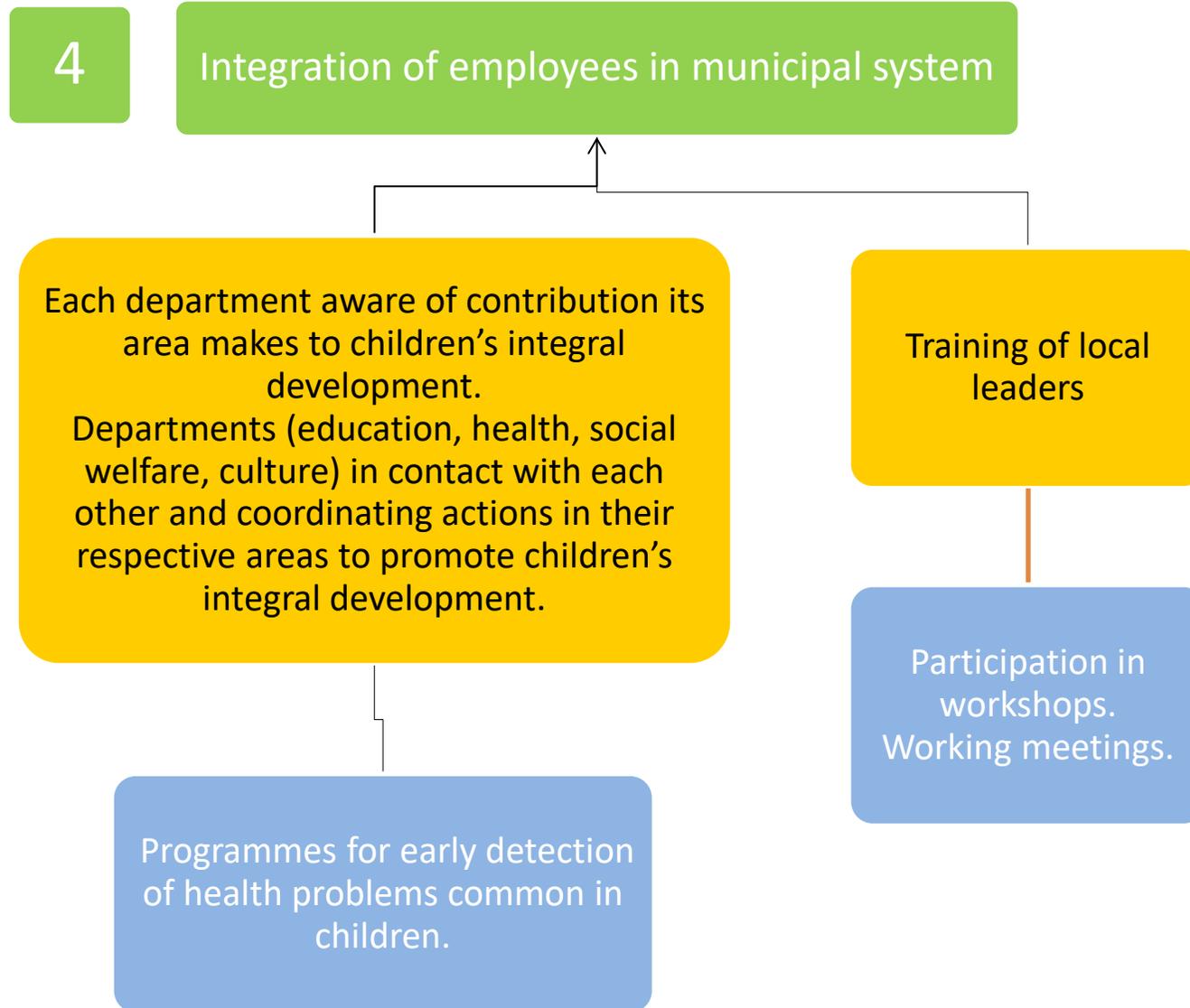


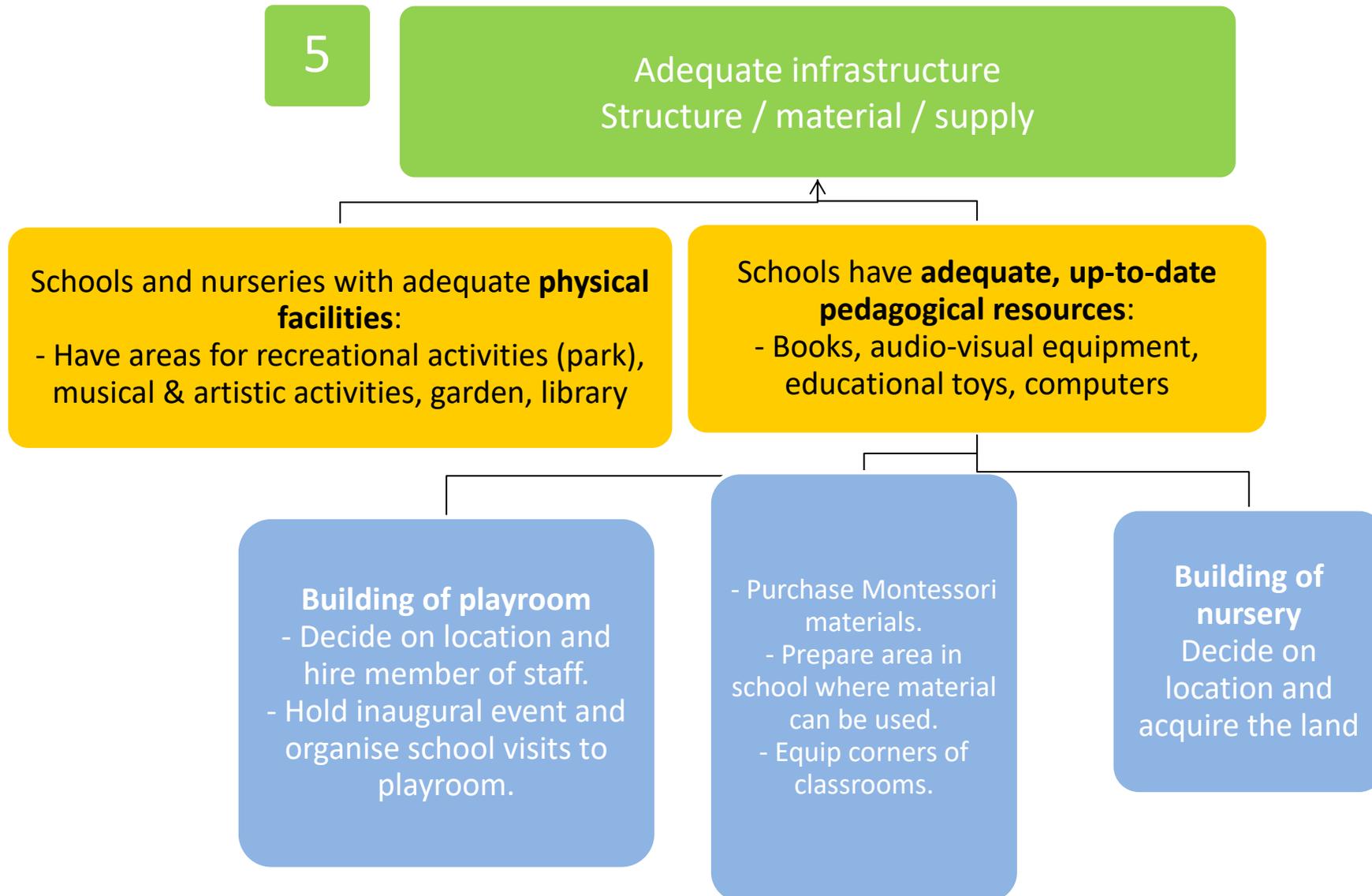












## **Appendix 6**

### **Calculating the financial proxies**

## 1. Educators

Based on results for groups of teachers – “Willingness to Pay”

### 1.1. Professional development

	Prof. development (R\$)		Prof. Development Avge.	Relationsh ips	Self-esteem
	Spontaneous Group Avge.	Range R\$ 0-500 Group Avge.		%	%
<b>GROUP 1</b>	143.00	202.00	172.50	34.00	55.50
<b>GROUP 2</b>	273.00	295.00	284.00	64.00	52.00

Calculation of professional development proxy  
 $= (((172.50 \times 12) \times 35) + ((284.00 \times 12) \times 13)) / 48 = \text{R\$ } 2,432.00 / \text{year}$

### 1.2. Improved professional relationships:

Would pay 34 per cent and 64 per cent extra, respectively, to have this benefit if they were paying for a course similar to that in the *VIM* programme.

Calculation of improved professional relationships proxy  
 $= (((2,070.00 \times 0.34) \times 35) + ((3,408.00 \times 0.64) \times 13)) / 48 = \text{R\$ } 1,103.91$   
 $= 1,104.00 / \text{year}$

Would pay 55 per cent and 52 per cent extra, respectively, to have this benefit if they were paying for a course similar to that in the *VIM* programme.

### 1.3. Improved self-esteem:

Calculation of improved self-esteem proxy  
 $= (((2,070.00 \times 0.555) \times 35) + ((3,408.00 \times 0.52) \times 13)) / 48 = \text{R\$ } 1,317.66 = 1,318.00 / \text{year}$

## 2. Parents, family members and carers of children aged 4 to 5 years

### 2.1. Improved family life / home environment:

The details of this proxy can be found in [Chapter 5, item 5.4](#).

## 2.2. Positive feelings

In the absence of private early education schools in the *Roseira* municipality, the monthly fees used as references were those of two schools in the *Vale do Paraíba* region, for the 2015 school year.

The fees quoted by these **private** schools/nurseries were:

- 1) Escola Florescer (in Taubaté)
  - **Part-time: R\$ 275.00 / month**
  - Full-time: R\$ 545.00 / month
  
- 2) Escola Bem-Viver (in Tremembé)
  - **Part-time: R\$ 317.00 / month**
  - Full-time: R\$ 438.00 / month

Although in *Roseira* there are 4-year-old children who attend school 'full time', they are exceptions in that they spend part of their time in the school and part in the nursery.

**The figure used in the calculation of the proxy, therefore, is the average of the monthly part-time fees of the private schools in the *Vale do Paraíba* region.**

$$\begin{aligned} &\text{Calculation of positive feelings proxy} \\ &= (\text{R\$ } 275.00 + \text{R\$ } 317.00) / 2 = \text{R\$ } 296.00 \times 12 \text{ (months)} = \text{R\$ } 3,552.00 \\ &\text{/ year} \end{aligned}$$

## 3. Children aged 4 to 5 years

### 3.1. Improved cognitive development

In the absence of private early education schools in the *Roseira* municipality, the monthly fees used as references were those of two schools in the *Vale do Paraíba* region, for the 2015 school year.

The fees quoted by these **private** schools/nurseries were:

- 1) Escola Florescer (in Taubaté)
  - **Part-time: R\$ 275.00 / month**
  - Full-time: R\$ 545.00 / month
  
- 2) Escola Bem-Viver (in Tremembé)
  - **Part-time: R\$ 317.00 / month**
  - Full-time: R\$ 438.00 / month

Although in *Roseira* there are 4-year-old children who attend school ‘full time’, they are exceptions in that they spend part of their time in the school and part in the nursery.

**The figure used in the calculation of the proxy, therefore, is the average of the monthly part-time fees of the private schools in the *Vale do Paraíba* region.**

Calculation of improved cognitive development proxy $= (R + R \$ 275.00 \$ 317.00) / 2 = R \$ 296.00 \times 12 \text{ (months)} = R \$ 3,552.00 / \text{year}$
---

### 3.2. Improved emotional development

The value of this proxy corresponds to the cost of psychological treatment for a child provided through sessions of play therapy.

In this case it was estimated that there would be 2 sessions per week; the final cost was calculated on the assumption that the sessions would continue for 10 months of the year.

The prices used in the calculation were those quoted by a *São Paulo*-based psychotherapist in September 2014:

- Play therapy services for children
- Price per session (*São Paulo*): R\$ 160.00
- Price per session (*Roseira*): R\$ 80.00

<b>Calculation of improved emotional development proxy</b> $= R\$ 80.00 \times 2 \text{ (sessions per week)} \times 40 \text{ (weeks in 10 months)}$ $= R\$ 6,400.00 / \text{year}$
---

### 3.3. Improved sociability

In calculating this proxy we researched prices in *São Paulo* and *Vale do Paraíba* in November 2014, considering two options:

- 1) How much it would cost for a child to attend a football school in towns close to *Roseira* (*São José dos Campos*, *Taubaté* and *Tremembé*) and *São Paulo*.
- 2) How much it would cost for a child to have drama lessons (in the absence of drama schools in the *Vale do Paraíba* region we researched prices in *São Paulo*).

See the figures and details in the tables below:

SROI Evaluation – VIM Programme

Football school	Town	Age group	Registration fee (R\$)	Price of kit (R\$)	Monthly fee (R\$)	Lessons per week	Cost per year (R\$)
						(1-hour lessons)	
Esplanada Society	São José dos Campos	4-14 years	45.00	100.00	105.00	3 per week	1,405.00
			45.00	100.00	85.00	2 per week	1,165.00
			45.00	100.00	45.00	1 per week	685.00
Chute inicial Corinthians	2 schools in Taubaté	4-17 years	10.00	120.00	95.00	3 per week	1,270.00
	1 school in Tremembé		10.00	120.00	80.00	2 per week	1,090.00
			10.00	120.00	60.00	1 per week	850.00
Rivellino Sport Center	São Paulo (Brooklyn)	6-13 years	120.00	130.00			
			120.00	130.00	172.00	2 per week	2,314.00
			120.00	130.00			
Drama school	Town / district	Age group	Registration fee (R\$)	Monthly fee (R\$)	Lessons per week	Cost per year (R\$)	
Teatro Escola Recriarte	São Paulo (Pinheiros)	Children's group	300.00				
		(4-10 years)		159.00	2 hours per week	<b>2,208.00</b>	
		Teenagers' group					
Indac Escola de Atores	São Paulo (Sumaré)	16 and upwards	80.00 per six months	895.00 for first six months	1 <sup>st</sup> six months: 3 hours per week	2,580.00	
				1,525.00 for second six months	2 <sup>nd</sup> six months: 5 hours per week		
Amarte Espaço Cultural	São Paulo (Tucuruvi)	10-13 years	50.00	150.00	One 4-hour lesson per week	1,850.00	

The value of this proxy corresponds to the annual cost for a child to attend a drama school (children's group) in the city of *São Paulo* for one year, but with a 50 per cent reduction to represent a proportionally lower price in the *Vale do Paraíba* region.

<p><b>Calculation of improved sociability proxy</b> <b>= R\$ 2,208.00 x 0.5 (approx. lower cost in <i>Vale do Paraíba</i>) = R\$ 1,104.00 / year</b></p>
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## Appendix 7

### **Suggestions and Expectations of Stakeholders** (Recorded at time of contact with stakeholders to assess impact of *VIM* programme)

#### **I. *VIM* programme: suggestions and expectations**

##### 1. Training parents

- Carry out some form of intervention or work with the parents (almost like a “training”/“immersion”) to combat the perception that a nursery is just for “taking care” of a child and instead make them realise it is principally a place in which children develop and are educated. Changing this perception on the part of the parents would lead to them becoming more engaged with and aware of their children, including in the home environment. (*Suggestion in focus group from teachers/instructors and from parents of children aged 0-3 years*)

##### 2. Coping with Extreme Situations

- Organise lectures or another activity to guide/train teachers on how to deal with (or who to approach for assistance in) extreme cases, e.g. extremely aggressive children with psychopathic traits, hyperactive children, etc. Some teachers have to deal with such cases in their day-to-day work and would like more guidance on how to proceed. (*Suggestion in focus group from teachers/monitors*)

##### 3. Activities for fathers

- Provide more activities for fathers, because they think the activities are currently aimed mostly at the mothers. If parents come to school more frequently, and attend more events, they will become more involved with their children's education. (*Suggestion from mother of child aged 0-3 years*)

##### 4. Publicising the *VIM*

- Greater promotion of the programme, aiming to increase appreciation of it and to help parents understand their role (greater understanding = greater participation) (*Suggestion in focus group from teachers/monitors*)

- Greater promotion within the municipal government so as to mobilise councillors in relation to bills focused on early childhood education. Although this is one of the LMGs' responsibilities, this promotional work is not taking place.

**II. Problems/suggestions for Department of Education or LMG to address** (Recorded at time of contact with teachers, monitors and nursery workers to assess impact of *VIM* programme)

- Having lots of children in one room (27 or 28) makes it difficult to develop activities.
- School exclusively for early childhood education. At the moment the nursery occupies part of the school, alongside the primary education area; the suggestion is to separate the two and have a space just for ECE.
- Lack of materials in nursery.
- Split up the B1 and B2 age groups, because the younger children demand more attention.
- On the days when the nursery workers' training takes place, the children are sent home for half the day, which creates problems for parents who go out to work. Suggestion: do the training after school. On the plus side, the recent introduction of a substitute teacher on training days was recognised as an improvement.
- Go back to having a teacher in nursery – but in order to share the workload with the nursery workers, not to coordinate/supervise them.

## **Appendix 8**

This appendix presents the value map of the VIM SROI evaluation for each stakeholder.

SROI Evaluation – VIM Programme

Calculations to children (4-5 years old):

SROI Network		VIM programme																		
Stakeholders	Inputs		Outputs	The Outcomes								Deadweight %	Displacement %	Attribution %	Drop off %	Impact				
	Who do we have an effect on? - Who has an effect on us?	What do they invest (description)	What they invest (value R\$)	Summary of activity (quantified)	Description	Indicator	Source	Quantity*	Duration	Financial Proxy Description	Value	Source	What would have happened without us?	What activity did you displace?	Who else contributed to the change	Does the outcome drop off in future years?	Outcomes times proxy less attribution and deadweight			
Children (4-5)	Time for participating in activities.	R\$ 0		Improved cognitive development	Curiosity to learn / discover new things, to recognize and to avoid dangerous behaviours / situations (C)	Questionnaire	178	5	Average cost of annual fee for sending child to private school	3.552	Research of cost of annual fee of private school in the region	33%	0%	0%	50%	R\$ 426.078				
					Interest in exploring / occupying different spaces (C)	Questionnaire														
					To be able to perform tasks by him/herself (put their shoes on, carry rucksacks, eat, get dressed and put things away) (C)	Questionnaire														
					Interest in reading and book handling (perusing books (C)	Questionnaire														
					More willingness to retell what he/she did while away from home, to express her/his feelings and emotions (C)	Questionnaire														
					To create new ways to play and the amount of time he/she focuses on that play/games (C)	Questionnaire														
				Improved emotional development	Dexterity while drawing and painting, handling of pencil / objects (C)	Questionnaire	180	5	Cost of sending child to a psychologist (just a semester for emotional adjustment)	6.400	Research of cost of sending child to a psychologist in the region	34%	0%	0%	50%	R\$ 758.485				
					Signals of Wellbeing: good mood and willingness / energy to play and perform daily tasks (E)	Questionnaire														
				Improved sociability	Her/his arrives at school with joy / excitement and it is easy to say goodbye to the person taking her/him to school (E)	Questionnaire	180	5	Cost of sending child to a Theatre Course to overcome sociability gap	1.104	Research of cost of Theatre Course in the region	34%	0%	0%	50%	R\$ 130.388				
					Ability to relate to other children and people through playing / talking (S)	Questionnaire														
									Cooperation in groups or with siblings (S)	Questionnaire										

\* The model considers the resulting average number of children for each Indicator discounted the recall bias of 25%.

SROI Evaluation – VIM Programme

Calculating Social Return of Investment to children (4-5 years old) considering the benefit period:

SROI Network		VIM programme						Calculating Social Return																													
Stakeholders	Inputs		Outputs	The Outcomes				Calculating Social Return																													
Who do we have an effect on? - Who has an effect on us?	What do they invest (description)	What they invest (value R\$ )	Summary of activity (quantified)	Description	Indicator	Source	Quantity*	Discount rate (%)	6,32%	Year 1	Year 2	Year 3	Year 4	Year 4	Year 5																						
<i>(START ON NEXT ROW)</i>																																					
Children (4-5)	Time for participating in activities.	R\$ 0		Improved cognitive development	Curiosity to learn / discover new things, to recognize and to avoid dangerous behaviours / situations (C)	Questionnaire	178	R\$ 426.078	R\$ 213.039	R\$ 106.520	R\$ 53.260	R\$ 26.630	R\$ 0																								
					Interest in exploring / occupying different spaces (C)	Questionnaire																															
					To be able to perform tasks by him/herself (put their shoes on, carry rucksacks, eat, get dressed and put things away) (C)	Questionnaire																															
					Interest in reading and book handling / perusing books (C)	Questionnaire																															
					More willingness to retell what he/she did while away from home, to express her/his feelings and emotions (C)	Questionnaire																															
					To create new ways to play and the amount of time he/she focuses on that play/game (C)	Questionnaire																															
					Dexterity while drawing and painting, handling of pencil / objects (C)	Questionnaire																															
				Improved emotional development	Signals of Wellbeing: good mood and willingness / energy to play and perform daily tasks (E)	Questionnaire	180									R\$ 758.485	R\$ 379.242	R\$ 189.621	R\$ 94.811	R\$ 47.405	R\$ 0																
					He/she arrives at school with joy / excitement and it is easy to say goodbye to the person taking her/him to school (E)	Questionnaire																															
				Improved sociability	Ability to relate to other children and people through playing / talking (S)	Questionnaire	180																				R\$ 130.989	R\$ 65.494	R\$ 32.747	R\$ 16.374	R\$ 8.187	R\$ 0					
					Cooperation in groups or with siblings (S)	Questionnaire																															

\* The model considers the resulting average number of children for each Indicator discounted the recall bias of 25%.

Calculations to parents:

SROI Network		VIM programme														
Stakeholders	Inputs		Outputs	The Outcomes								Deadweight %	Displacement %	Attribution %	Drop off %	Impact
Who do we have an effect on? - Who has an effect on us?	What do they invest (description)	What they invest (value R\$)	Summary of activity (quantified)	Description	Indicator	Source	Quantity*	Duration	Financial Proxy Description	Value	Source	What would have happened without us?	What activity did you displace?	Who else contributed to the change	Does the outcome drop off in future years?	Outcomes times proxy less attribution and deadweight
Parents	Time spent by parents to participate in school activities and FLUPP investment in community projects.	R\$ 271.618	Participation in meetings, workshops and activities with parents at school.	Development of positive feelings	Trustiness in your child's teachers (PF)	Questionnaire	79	5	Average cost of annual fee for sending child to private school	3.552	Research of cost of annual fee of private school in the region	33%	0%	0%	50%	R\$ 188.836
					Amount of value / respect towards teachers and their work with children (PF)	Questionnaire										
					Feeling proud of your child (PF)	Questionnaire										
					Feeling you are a better mother or father (PF)	Questionnaire										
				Improvement in family life	Amount of activities / tasks with your child at home, for instance, playing, listening to music or singing, reading stories (BFL)	Questionnaire	76	5	Cost of government funded house programme	5.640	Simulation of government funded house programme	34%	0%	0%	50%	R\$ 282.745
					Attentiveness to your child at home (BFL)	Questionnaire										
					Your child's progress / development, how much he/she is learning (BFL)	Questionnaire										
					Interest to hear your child telling about school. (BFL)	Questionnaire										

\* The model considers the resulting average number of children for each Indicator discounted the recall bias of 25%.

Calculating Social Return of Investment to parents considering the benefit period:

SROI Network	VIM programme																		
Stakeholders	Inputs		Outputs	The Outcomes				Calculating Social Return											
Who do we have an effect on? - Who has an effect on us?	What do they invest (description)	What they invest (value R\$ )	Summary of activity (quantified)	Description	Indicator	Source	Quantity*	Discount rate (%)	6,32%										
(START ON NEXT ROW)																			
								Year 1	Year 2	Year 3	Year 4	Year 4	Year 5						
Parents	Time spent by parents to participate in school activities and FLUPP investment in community projects.	R\$ 271.618	Participation in meetings, workshops and activities with parents at school.	Development of positive feelings	Trustiness in your child's teachers (PF)	Questionnaire	79												
					Amount of value / respect towards teachers and their work with children (PF)	Questionnaire		R\$ 188.898	R\$ 94.449	R\$ 47.225	R\$ 23.612	R\$ 11.806	R\$ 0						
					Feeling proud of your child (PF)	Questionnaire													
					Feeling you are a better mother or father (PF)	Questionnaire													
				Improvement in family life	Amount of activities / tasks with your child at home, for instance, playing, listening to music or singing, reading stories (BFL)	Questionnaire	76												
					Attentiveness to your child at home (BFL)	Questionnaire		R\$ 282.745	R\$ 141.373	R\$ 70.686	R\$ 35.343	R\$ 17.672	R\$ 0						
					Your child's progress / development, how much he/she is learning (BFL)	Questionnaire													
					Interest to hear your child telling about school. (BFL)	Questionnaire													

\* The model considers the resulting average number of children for each Indicator discounted the recall bias of 25%.

SROI Evaluation – VIM Programme

Calculations to educators:

SROI Network		VIM programme														
Stakeholders	Inputs		Outputs	The Outcomes								Deadweight %	Displacement %	Attribution %	Drop off %	Impact
	Who do we have an effect on? - Who has an effect on us?	What do they invest (description)		What they invest (value R\$)	Description	Indicator	Source	Quantity*	Duration	Financial Proxy Description	Value					
Educators	Time spent in training, meetings and activities and FLUPP investment in training.	R\$ 528.218	Participation in seminars, working meetings, workshop, training course, guidance and assessment of practical activities, work exhibits, guided pedagogical sessions, series of talks.	Professional development	Your understanding of how each activity affects / develops the child (M)	Questionnaire	32	6	Willingness to pay for training experience	2.432	Willingness to pay exercise	33%	0%	0%	50%	R\$ 47.831
					Feeling capable of / secure to define or to decide which activities are most appropriate for each moment, knowing how to make things up (M)	Questionnaire										
					Your attentiveness to the child's emotional aspects, your attentiveness to the child's well-being (M)	Questionnaire										
					Time focused on the child. Attentive observation of the child (M)	Questionnaire										
				Improved social and professional relationships	Your cooperation / relationship with other teachers, your interaction as a working group (Rel)	Questionnaire	33	6	Additional % value for gaining this benefit	1.104	Willingness to pay exercise	42%	0%	0%	50%	R\$ 24.608
					Feeling at ease / comfortable to report facts, problems or child's achievements to parents (Rel)	Questionnaire										
				Improved self-esteem	Feeling confident, aware of your capacities, self-assured (SE)	Questionnaire	26	6	Additional % value for gaining this benefit	1.318	Willingness to pay exercise	44%	0%	0%	50%	R\$ 18.475
					Feeling valued / respected / appreciated by student's parents (SE)	Questionnaire										
					Feeling valued / respected / appreciated by your own relatives (SE)	Questionnaire										

\* The model considers the resulting average number of children for each Indicator discounted the recall bias of 25%.

Calculating Social Return of Investment to educators considering the benefit period:

SROI Network		VIM programme						Calculating Social Return																			
Stakeholders	Inputs	Outputs	The Outcomes																								
Who do we have an effect on? - Who has an effect on us?	What do they invest (description)	What they invest (value R\$)	Summary of activity (quantified)	Description	Indicator	Source	Quantity*	Discount rate (%)	6,32%																		
<i>(START ON NEXT ROW)</i>																											
								<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 4</b>	<b>Year 5</b>														
Educators	Time spent in training, meetings and activities and FLUPP investment in training.	R\$ 528.218	Participation in seminars, working meetings, workshop, training course, guidance and assessment of practical activities, work exhibits, guided pedagogical sessions, series of talks.	Professional development	Your understanding of how each activity affects / develops the child (M)	Questionnaire	32	R\$ 47.831	R\$ 23.915	R\$ 11.958	R\$ 5.979	R\$ 2.989	R\$ 1.495														
					Feeling capable of / secure to define or to decide which activities are most appropriate for each moment, knowing how to make things up (M)	Questionnaire																					
					Your attentiveness to the child's emotional aspects, your attentiveness to the child's well-being (M)	Questionnaire																					
					Time focused on the child. Attentive observation of the child (M)	Questionnaire																					
				Improved social and professional relationships	Your cooperation / relationship with other teachers, your interaction as a working group (Rel)	Questionnaire	39							R\$ 24.608	R\$ 12.304	R\$ 6.152	R\$ 3.076	R\$ 1.538	R\$ 769								
					Feeling at ease / comfortable to report facts, problems or child's achievements to parents (Rel)	Questionnaire																					
				Improved self-esteem	Feeling confident, aware of your capacities, self-assured (SE)	Questionnaire	26													R\$ 19.475	R\$ 9.737	R\$ 4.869	R\$ 2.434	R\$ 1.217	R\$ 609		
					Feeling valued / respected / appreciated by student's parents (SE)	Questionnaire																					
					Feeling valued / respected / appreciated by your own relatives (SE)	Questionnaire																					

\* The model considers the resulting average number of children for each Indicator discounted the recall bias of 25%.

Value map results:

SROI Network		VIM programme		
Stakeholders	Inputs		Outputs	The Outcomes
Who do we have an effect on? - Who has an effect on us?	What do they invest (description)	What they invest (value R\$ )	Summary of activity (quantified)	Description
(START ON NEXT ROW)				
Children (4-5)	Time for participating in activities.	R\$ 0		Improved cognitive development
				Improved emotional development
				Improved sociability
Parents	Time spent by parents to participate in school activities and FLUPP investment in community projects.	R\$ 271.618	Participation in meetings, workshops and activities with parents at school.	Development of positive feelings

Calculating Social Return					
Discount rate (%)		6,32%			
Year 1	Year 2	Year 3	Year 4	Year 4	Year 5
R\$ 426.078	R\$ 213.039	R\$ 106.520	R\$ 53.260	R\$ 26.630	R\$ 0
R\$ 758.485	R\$ 379.242	R\$ 189.621	R\$ 94.811	R\$ 47.405	R\$ 0
R\$ 130.989	R\$ 65.494	R\$ 32.747	R\$ 16.374	R\$ 8.187	R\$ 0
R\$ 188.898	R\$ 94.449	R\$ 47.225	R\$ 23.612	R\$ 11.806	R\$ 0

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				Improvement in family life	R\$ 282.745	R\$ 141.373	R\$ 70.686	R\$ 35.343	R\$ 17.672	R\$ 0
Educators	Time spent in training, meetings and activities and FLUPP investment in training.	R\$ 528.218	Participation in seminars, working meetings, workshop, training course, guidance and assessment of practical activities, work exhibits, guided pedagogical sessions, series of talks.	Professional development	R\$ 47.831	R\$ 23.915	R\$ 11.958	R\$ 5.979	R\$ 2.989	R\$ 1.495
				Improved social and professional relationships	R\$ 24.608	R\$ 12.304	R\$ 6.152	R\$ 3.076	R\$ 1.538	R\$ 769
				Improved self-esteem	R\$ 19.475	R\$ 9.737	R\$ 4.869	R\$ 2.434	R\$ 1.217	R\$ 609
Total		R\$ 799.836			R\$ 1.879.108	R\$ 939.554	R\$ 469.777	R\$ 234.889	R\$ 117.444	R\$ 2.872

Total Present Value (PV)	R\$ 3.261.726
Net Present Value	R\$ 2.461.890
SROI	4,08

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## Glossary

Sensitivity analysis	Process of measuring the sensitivity of an SROI model to alterations in different variables.
Value assignment	An evaluation of the extent to which the outcome of a project was caused by the contribution of other organisations or people
Deadweight	A measure of the results that would have occurred even if the project had not taken place
Discount rate	Rate of interest used in order to express future costs and benefits as a current value
Displacement	A measure of the part of the outcome that was affected by outcomes that occurred in other locations
Drop-off	The extent to which the effects of a project lessen over time
Impact	The final outcome for the participants, taking into account what would have happened anyway, the contribution of others, and the duration of the results
Indicator	Information that can be measured and which helps to determine the changes that have occurred. The SROI methodology is especially concerned with the outcomes, rather than the outputs.
Proxy	An approximate value, used when it is not possible to obtain an exact measurement
Social Return on Investment	Total present value of impact divided by total present value of investment
Stakeholders	People, organisations or entities that experience change, whether positive or negative, as a result of the project
Theory of change	Representation of how the project will change the situation and achieve its long-term goal
Family members	Parents, family members and carers
Educators	Teachers, monitors and nursery workers
R\$	Brazilian currency called real