Making space for multiple perspectives

Collaborative design of Value for Investment evaluations

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the sense makers

Certified B Corporation

This presentation

Defining value inclusively

Inclusive facilitative approaches

Rubrics as the collective roadmap

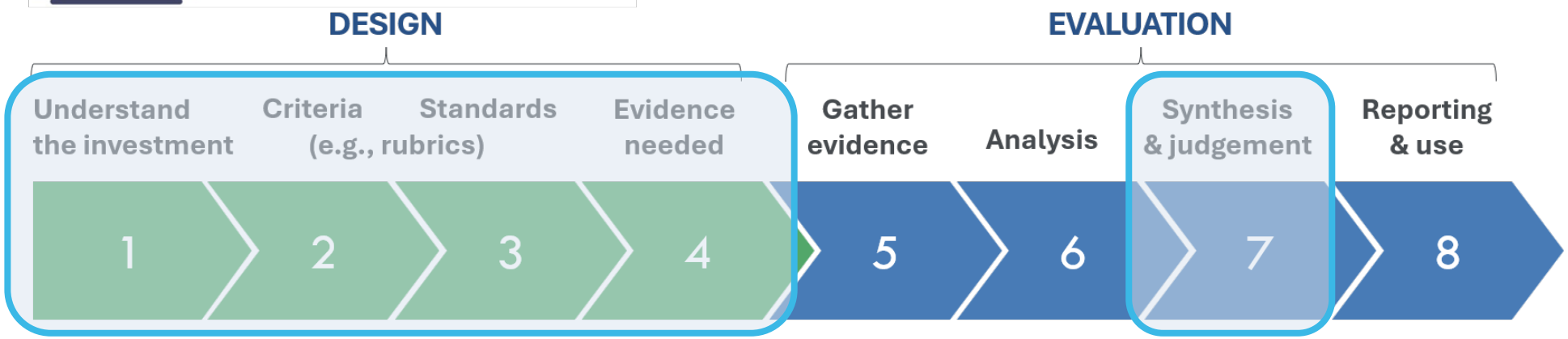
Collaborative sense-making

Final reflections



Value for Investment

Value for Investment
Te Kounga o te Werawera



For example:

Context

Stakeholders and users

Needs

Questions

Theory of change

Value proposition

Context-specific definitions:

Criteria (aspects of good resource use, e.g., economy, efficiency, effectiveness, cost-effectiveness, equity)

Standards (performance levels, e.g., excellent, good, adequate, poor)

What evidence is needed and will be credible to address the criteria and standards?

What design and methods should be used to collect and analyse the evidence?

Mixing qualitative, quantitative, and economic evaluation methods appropriate to the context

Descriptive analysis of each stream of evidence

Causality/ contribution

Bring the streams of evidence together

Evaluative judgements using the criteria and standards

For example:

How is value created, for whom?

How well are resources used?

Is enough value created?

How can more value be created?

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inter-disciplinary | mixed methods | evaluative reasoning | participatory

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Defining value inclusively

Defining value inclusively

Value is fundamentally about what matters about something

What is the value that people see in front of them?

Why does this matter to you?

Why does this matter to your community?



A story told in successive chapters of work

Intentionally power-sharing

- Socialising evaluation and VfI
- Designing KEQs
- Theory of Value Creation
- Criteria and standards
- Data source identification
- Evidence gathering design



Inclusive KEQs

Enabling people to engage with value in a broad sense, e.g.

- How does the intervention create value, and for whom?
- To what extent is it delivering the value that is sought/expected?
- In what ways can more value be delivered?

But be open to what the burning issues for people

- Likely to require more specific KEQs
- People need to see their needs reflected

Building a theory of value creation

- Who gets value from investment in the intervention? How is it valuable to them?
- What kinds of resources are invested, and by whom? What does good stewardship of those resources look like?
- What ways of working could maximise value from the investment?
- What factors might affect whether the investment creates a lot of value or a little?

Working alongside the theory of change

Theory of value creation sits alongside theory of change

- Parallel stories of achieving outcomes and generating value

A theory of value creation offers key shifts in thinking

- Transforming inputs into stewardship of resources
  - Economic and equitable
- Transforming activities into mechanisms for value
  - Efficient, effective and equitable
- Transforming outcomes into the value sought
  - Cost-effective and equitable



Urban95/Ateliê Navio Theory of Change

Aim: Creating healthy, safe and vibrant cities where babies, toddlers and their families thrive

Contribution towards longer term outcomes (alongside other Urban95-related initiatives)

- Improved child development outcomes (e.g., physical and cognitive)
- Improved caregiver wellbeing (e.g., reduced stress, feeling safe, empowered)
- Reduction in social disparities
- Environmental benefits (e.g., less air pollution)

Medium term outcomes

- Children play outdoors, on a regular basis
- Children connect with nature
- Social interaction between children/caregivers in and between neighbourhoods
- Community gaining sense of ownership and responsibility for their local areas
- Improved road safety
- Children and caregivers use active mobility
- ECD embedded in urban infrastructure and service planning

Shorter term outcomes

Caregivers perceive urban spaces as safe, and utilise them

- Playful and fun public spaces, including nature spaces
- Safe, walkable neighbourhoods
- Accessible educational and creative environments

Child-oriented changes to urban environments

- Individuals take action to enable changes in policies, budgets or public opinion
- Institutions consider ECD in policies, protocols and regulations
- Cross-sector collaboration

Awareness of importance and benefits of ECD

Activities

- Bringing children and caregivers' perspectives into community design
- Neighbourhood plans
- Tactical interventions (e.g., 'Streets for kids')
- Support to factory of Children - JAPI
- Knowledge products
- Capacity building for managers and frontline workers
- Monitoring and evaluation

Inputs

- Staff, time, design skills equipment
- Existing local infrastructure

Funding

- BVLF resources/ funding
- Co-investment (Municipality, Alana Institute)

Intangible resources

- ECD, urban design, local intellectual, social and cultural capital (know-how, networks, values, ways of working, etc.)
- BVL expertise
- Political buy-in and support

Urban95/Ateliê Navio Theory of Value Creation

Generating social value for children and communities

- Improved life outcomes for children
- Healthier towns and cities for all

Building social capital for children and communities

- 'Linking' – between children and decision-makers
- 'Bridging' – between children and community interests
- 'Bonding' – between children, caregivers and close social networks

Delivering improved physical capital for children and communities

- A fairer allocation of public spaces
- Improved urban and natural infrastructure
- Spaces that are safe, fun and accessible for children

Looking after resources

- Political buy-in
- Performance management & accountability support equitable outcomes
- Design and knowledge base build on existing infrastructure and expertise
- Funding processes work in partnership

Urban95/ Ateliê Navio
Teoria da Mudança

Objetivo: Criar cidades saudáveis, seguras e vibrantes onde bebês, crianças pequenas e suas famílias prosperam

Contribuição para resultados de longo prazo (junto com outras iniciativas relacionadas ao Urban95)

- Melhores resultados de desenvolvimento infantil (por exemplo, físico e cognitivo)
- Melhoria no bem-estar do cuidador (por exemplo, estresse reduzido, sensação de segurança, autonomia)
- Redução das disigualdades sociais
- Benefícios ambientais (por exemplo, menos poluição do ar)

Resultados de medio prazo

- Crianças brincam ao ar livre, regularmente
- Crianças se conectam com a natureza
- Crianças e cuidadores usam mobilidade ativa
- Interação Social entre crianças / cuidadores e vizinhos
- Comunidade adquire senso de propriedade e de responsabilidade por suas áreas locais
- Melhoria na segurança dos pedestres/ transito
- DPI incorporado na infraestrutura urbana e no planejamento de serviços

Resultados de curto prazo

- Cuidadores percebem que os espaços urbanos são seguros e os utilizam
- Espaços públicos lúdicos e divertidos, incluindo espaços naturais
- Bairros seguros e caminháveis
- Ambientes educacionais e criativos acessíveis
- Indivíduos agem para possibilitar mudanças em políticas, orçamentos ou opinião pública
- As instituições consideram o DPI em políticas, protocolos e regulamentos
- Colaboração intersetorial

Mudanças orientadas para crianças em ambientes urbanos

Conscientização sobre a importância e os benefícios do DPI

Atividades

- Trazendo as perspectivas das crianças e cuidadores para o planejamento comunitário
- Planos de bairro
- Intervenções táticas (por exemplo, 'ruas de brincar')
- Apoio à fábrica da Infância - JAPI
- Produtos de conhecimento
- Capacitação para gerentes e trabalhadores da linha de frente
- Monitoramento e Avaliação

Insumos

- Pessoas, tempo, habilidades de planejamento, equipamentos
- Infraestrutura local existente

Financiamento

- Recursos/ Financiamento da BVLF
- Co-investimento (Município, Instituto Alana)

Recursos intangíveis

- DPI, desenho urbano, capital intelectual, social e cultural local (know-how, redes, valores, formas de trabalhar, etc.)
- Expertise da BVLF
- Adesão e apoio político

Urban95/Ateliê Navio
Teoria da Criação de Valor

Gerando valor social para crianças e comunidades

Melhores “resultados de vida” para as crianças

Cidades mais saudáveis para todos

Construindo capital social para crianças e comunidades

'Conectando’ – crianças e tomadores de decisão

‘Criando pontes' – entre as crianças e os interesses da comunidade

‘Vinculando’ – crianças, cuidadores e redes sociais próximas

Oferecendo melhor capital físico para crianças e comunidades

Uma alocação mais justa de espaços públicos

Infraestrutura urbana e natural melhoradas

Espaços seguros, divertidos e acessíveis para as crianças

Cuidando dos recursos

Adesão política

Responsabilidade e desempenho da gestão apoiam resultados equitativos

O planejamento e a base do conhecimento estão baseados na infraestrutura e no conhecimento existentes

As fontes de financiamento atuam em parceria

Inclusive facilitation



It’s the vibe

Bringing a broad group together who have a stake in the evaluation

- Consciously exploring what's at stake

Inclusive and accessible engagement throughout the design

- Online, in person
- Translation/interpreters
- Venue
- Tools



Active online engagement

Online spans geography but needs many techniques to keep people engaged

- Active awareness of who has participated, drawing others in
- Monitoring the mics, encouraging use of hand-raising
- Step away from the PowerPoint as often as you can

Range of tools and techniques

- Mural boards
- Chat areas
- Breakouts
- Mentimeters
- Short breaks if a longer workshop

Rubrics as the collective roadmap





Building a rubric

Frame around the theory of value creation

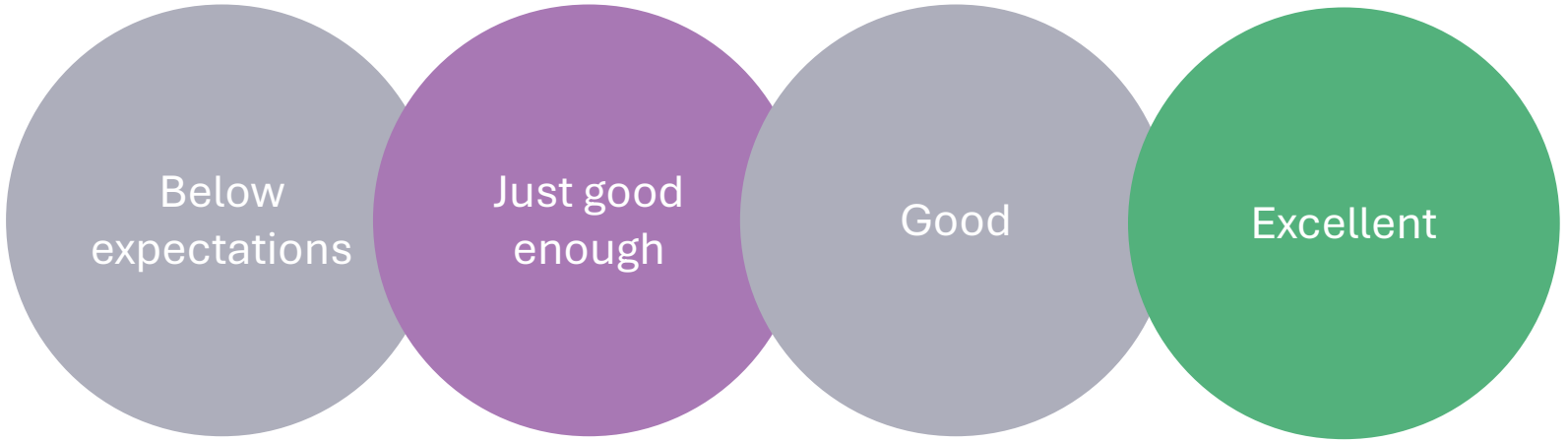
- Provides the framework for assessing value
- Ideally develop rubrics in the second or third session; take time to absorb what value means
- If only have one chance, keep it general and retrofit in the framework

Brainstorm indicators and metrics of performance within the rubric

Only when criteria are agreed should data collection be decided (and agreed)

Allowing space for interpolation

Interpolation allows for flexibility in evaluative judgements, but with clear boundaries.



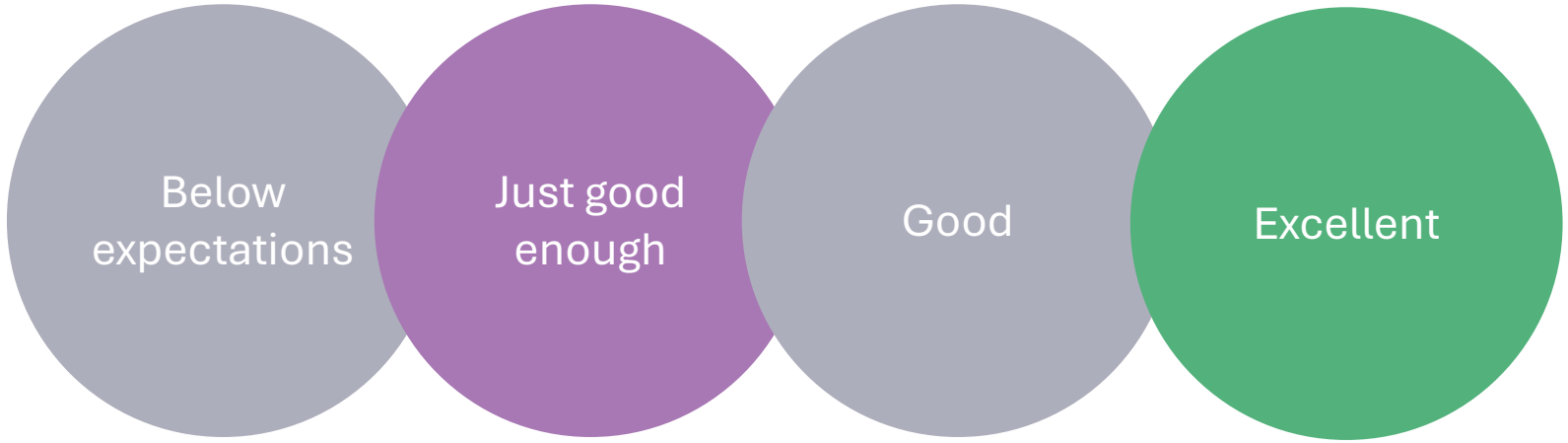
Not meeting minimum 'bottom line' requirements or not showing acceptable progress

Meeting minimum requirements (but not all) and showing acceptable progress overall

Generally meeting expectations, allowing for minor exceptions

Meeting or exceeding expectations, bearing in mind the realities of the context

Interpolation in practice



Improved urban infrastructure	Urban95 develops urban spaces that are considered safe and fun by children and caregivers	Urban95 develops urban spaces that are considered easy to access, safe and fun by children and caregivers, and support safer active mobility
Spaces that are safe, fun and accessible	Playstreets are implemented in a few neighborhoods in the city	Communities are instigating more playstreets over time, most of which are sustained over time

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Collaborative sense-making



Collaborative sense-making

Bring the design group back together

- Honour the stake they put in by participating

Deliver sense-making ideally before writing

- Opportunity to test findings, explore contextual factors and lived experience/service provider knowledge
- Minimise surprises

Following the KEQs provides a structured approach to reporting findings

- Test the criteria judgements

Final reflections





Establishing collective ownership of value

Maintaining inclusion and participation from design into sense-making

How we collectively frame value determines the value we explore

- Places CBA and SROI in context
- Giving voice to what we collectively value

Manage expectations – verify against the data available

Allows a broad-based understanding of value for money

Value is more than a number

But when you do use a number...

Measure what you value, don't value what you measure



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