



EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání

MŠMT
MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

SOCIAL IMPACT

3 P O 6 4 4

TWO BUSINESS

„ Social entrepreneurs must run two business: the one dealing with money, the other dealing with impact.“

(Gordon, M. 2020, p. 181)

TWO BUSINESS

„...You are running a business and impact business, and there are two models there. They may overlap completely, or they may not. One is the set of activities that you do to create impact, and other is the set of activities you do to keep the lights on.“

(Kevin Starr from Mulago Foundation in Gordon. M. 2020, p. 182)

IMPACT AND MISSION STATEMENT

„...your impact model is your compass, and an eight-word mission statement is due north...“

(Gordon, M. 2020, p. 182-184)

WHY IMPACT? MEASURING, REPORTING

- Enhance performance - great feedback for entrepreneur
- Facilitate access to extra resources
- Build organizational legitimacy

(Beurgré 2017, p.281)

-comparison with others

MODELING IMPACT – IMPACT MODEL

- Description of the problem
- Be clear about why you are solving it
- Necessity of your solution
- Metrics

(Gordon, M. 2020, p. 182-184)

STEPS IN MEASURING SOCIAL IMPACT

- Define the social value proposition - connected to mission and vision, What is success of business? Can it be measured?
- Quantify the social value - translate into numbers: identify 3-5 indicators, measure and track over the time
- Monetize the social value - translate into money (if possible)

(Beugré 2017, p.279-280)

Indicators: <http://www.social-impact-navigator.org/impact-analysis/indicators/what-are-indicators/>

•••• PART 1 ••••

PLANNING IMPACT

Determining needs 1

How to assess a project's context factors and define target groups.

Defining project objectives 2

How to define project objectives and choose among various options.

Developing a logic model 3

How to plan social impact.

•••• PART 2 ••••

ANALYZING IMPACT

Preparing impact analysis 4

How to monitor and evaluate a project.

Developing indicators 5

How to make social impact verifiable.

Collecting data 6

How to choose the right evaluation methods and quality criteria.

Analyzing data 7

How to interpret and make use of data.

•••• PART 3 ••••

IMPROVING IMPACT

Learning & improving 8

How to leverage impact analysis results.

Reporting impact 9

How to report impact.

MONITORING AND EVALUATION (1)

	Monitoring	Evaluation
Initial question	What's happening in the project?	Why is something happening, with what degree of quality, and with what consequences (results)?
Why?	<ul style="list-style-type: none">● To review the project's progress● To be able to make informed decisions● To be able to carry out adjustments● To provide a basis for further analysis (e.g., evaluation)	<ul style="list-style-type: none">● To describe and assess progress and results● To draw conclusions and derive recommendations
Who?	Carried out internally by project staff	Carried out internally or externally

Source: Social Impact Navigator, to be continued on the next slide

<https://www.social-impact-navigator.org/impact-analysis/prepare/monitoring-evaluation/>

MONITORING AND EVALUATION (2)

Who?	Carried out internally by project staff	Carried out internally or externally
When?	Continuously (throughout the whole project)	At any given time during the project, at the project's end, or some time after the project's completion
Important for what level of the logic model?	Focus on inputs, outputs, and easily measurable results (outcomes)	Focus on results (outcomes and impact)

Evaluations are no substitute for monitoring

Source: Social Impact Navigator

<https://www.social-impact-navigator.org/impact-analysis/prepare/monitoring-evaluation>

SRS 2014 INDICATORS

- IMPORTANT ABOUT ALL USED INDICATORS:
- Direct and indirect (quality)
- their formulation should be specific, measurable and positive. (SMART)
- Estimates should be made if exact figures are not known or cannot be obtained.
- You should give reasons for these and the assumptions underlying them, as well as specifying your sources for the respective baseline data. (SRS 2014)

CATEGORIES	EXAMPLES OF INDICATORS
<p>actions, attitudes, competencies and capabilities (i.e., motivation, self confidence, sense of responsibility, reliability)</p>	<p>Number / percentage of youths, who</p> <ul style="list-style-type: none"> • regularly participate in trainings • coordinate meetings with their mentors proactively • show up for meetings on time • have a positive attitude with regard to upcoming job interviews • agree that they gained higher self-efficacy beliefs • can stand to look a conversation partner in the eye • share their opinions • are able to speak openly about their problems and wishes • can concentrate on tasks they work on
<p>Practical capabilities and competencies</p>	<p>Number / percentage of youths, who</p> <ul style="list-style-type: none"> • are able to write high-quality applications • show a responsible conduct with money • know their rights and duties and voice them
<p>Professional capabilities and competencies</p>	<ul style="list-style-type: none"> • Number of jobs started / finished • no-show-rate at work <p>Number / percentage of youths, who</p> <ul style="list-style-type: none"> • work together with colleagues in teams • know how to deal with challenges on their own or seek for support proactively • communicate politely and clearly with their colleagues/supervisors/clients. • know how to use relevant IT-systems



<http://www.social-impact-navigator.org/impact-analysis/indicators/develop/>

DEVELOPING INDICATORS (1)



Checklist: Developing indicators

	Yes	No	Comment
Each objective or evaluation question is assigned at least one indicator.			
The indicators meet the SMART criteria.			
Each different aspect of an objective is covered by an indicator.			
There aren't multiple indicators measuring the same thing.			

Social Impact Navigator, Checklist for developing Indicators (part 1)

Online available on <https://www.social-impact-navigator.org/appendix/downloads/>

DEVELOPING INDICATORS (2)

The indicators meet the SMART criteria.

Each different aspect of an objective is covered by an indicator.

There aren't multiple indicators measuring the same thing.

Target values are (where possible and appropriate) assigned to the indicators.

Stakeholders were involved in the development of the indicators.

Social
Impact
Navigator,
Checklist
for
developing
Indicators
(part 1)

Online
available on
[https://www
.social-
impact-
navigator.or
g/appendix/
downloads/](https://www.social-impact-navigator.org/appendix/downloads/)

THEORY OF CHANGE

- CHAIN OF IMPACT, IMPACT CHAIN
- IOOI - inputs - outputs - outcomes - impact

- Globally used method for portraying social effects (SRS 2014, p.3)

THEORY OF CHANGE

[Vše](#)
[Obrázky](#)
[Videa](#)
[Knihy](#)
[Zprávy](#)
[Více](#)
[Nastavení](#)
[Nástroje](#)
[Sbírk](#)
[Bezpečné vyhled](#)

[model](#)
[diagram](#)
[communications](#)
[examples](#)
[implementation](#)
[human rights](#)
[outcomes](#)
[education](#)
[usaid](#)
[toc](#)
[evaluation](#)
[project](#)

THEORY OF CHANGE

GLOBAL THEORY OF CHANGE

Steps in the Theory of Change process established in health. Source: Adapted from Sun et al., 2015.

THEORY OF CHANGE

Google theory of change

What we learned while updating our Theory of Cha...
accountabilitylab.org

Theory of Change | Internews
internews.org

Theory of Change | Managing for Sust...
managingforimpact.org

Why Your Theory of Change is Critical...
genevaglobal.com

What is this thing called 'Theory of Cha...
usaidlearninglab.org

Our Theory of Change - Human Right...
hrfn.org

Theory of Change - Aluminium Stewards...
aluminium-stewardship.org

theory-of-change | Theory of change, Chang...
pinterest.com

Developing theories of change for social program...
nature.com

Simple Definition Of What Is The Th...
youmatter.world

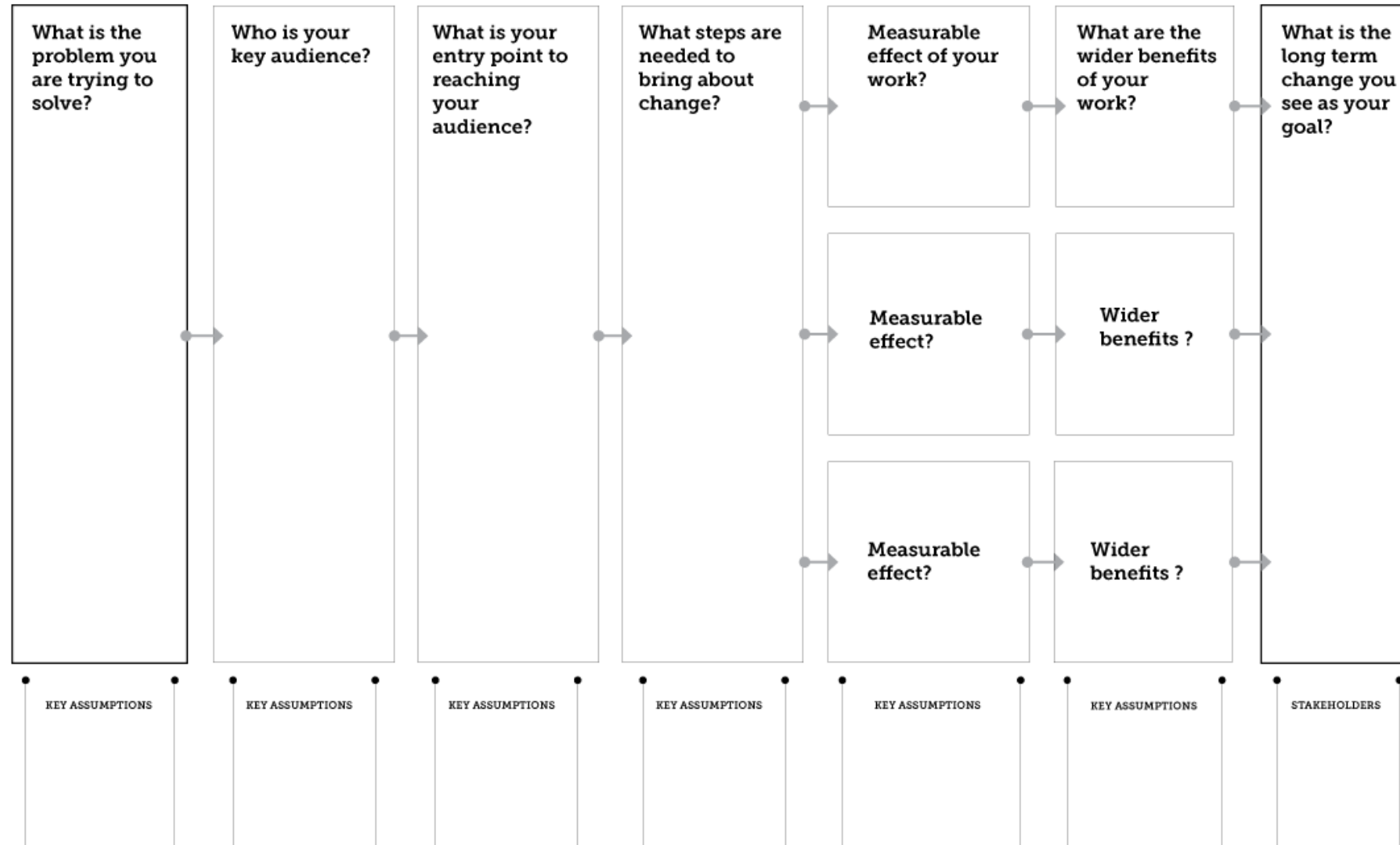
THEORY OF CHANGE



<https://sustainalize.com/2019/04/using-theory-of-change-to-build-a-strategy-with-impact/>

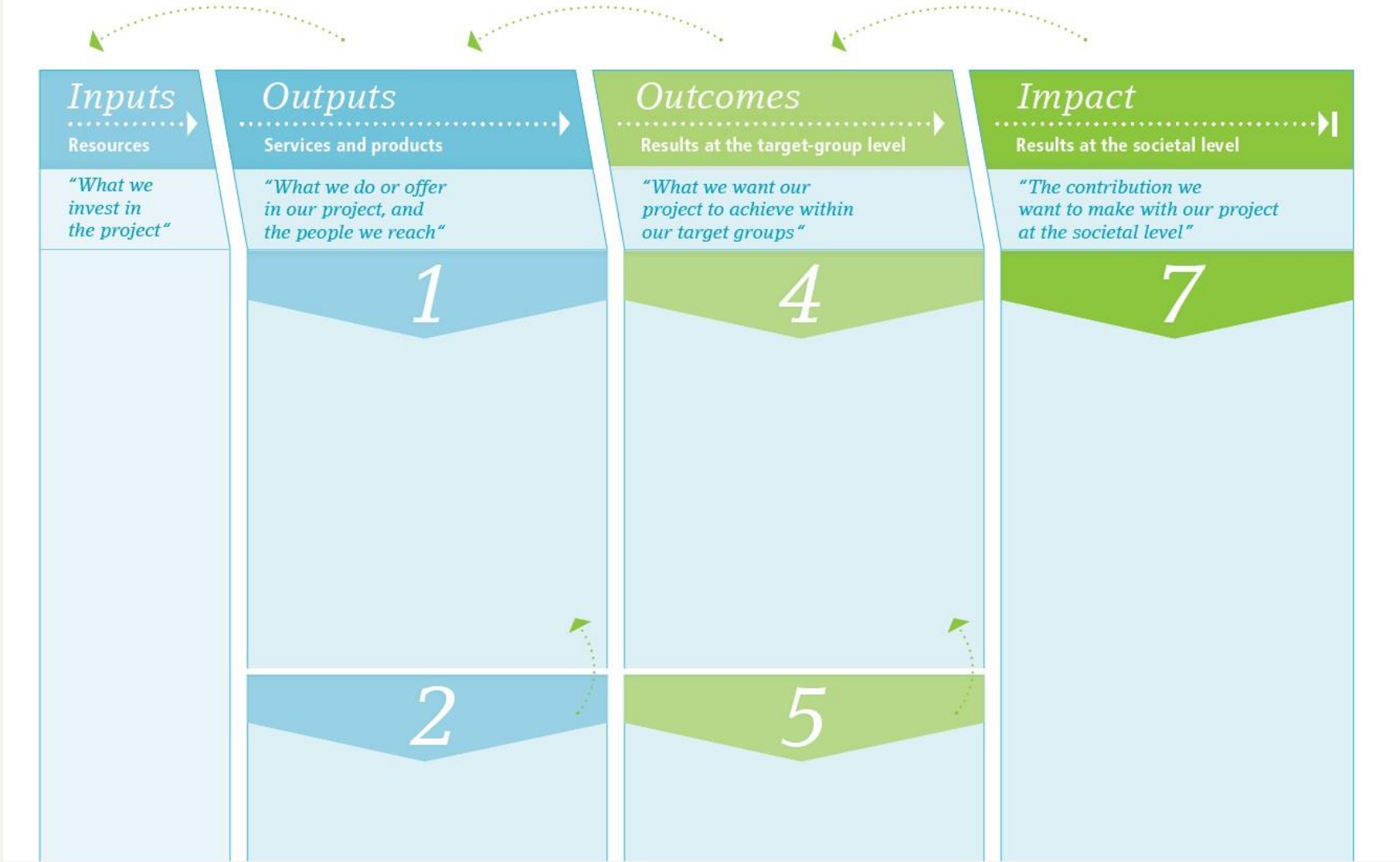
I want to clarify my priorities
 by defining my goals and the path to reach them

THEORY OF CHANGE

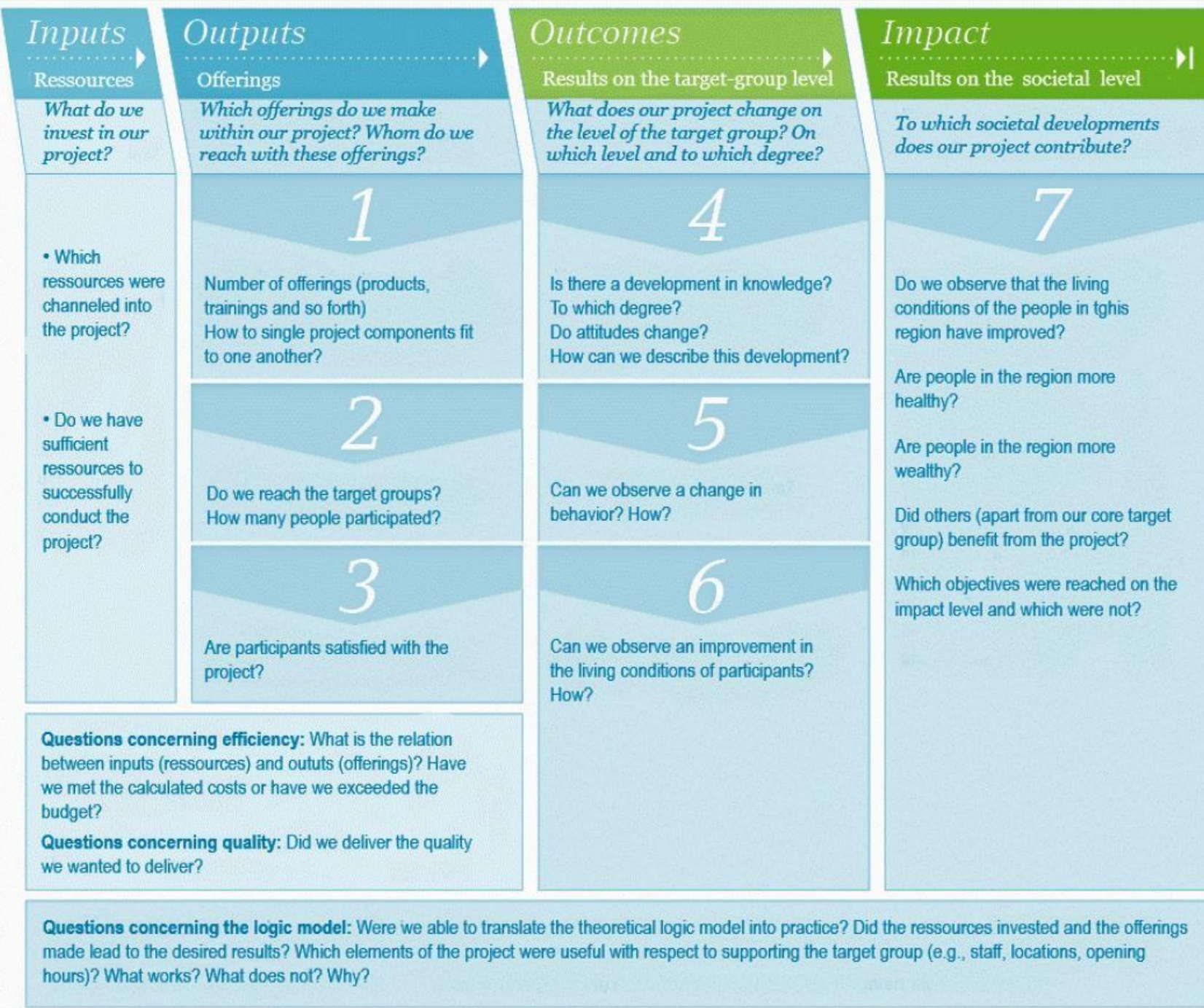


<https://diytoolkit.org/tools/theory-of-change/>

TEMPLATE LOGIC MODEL



Source: Social Impact Navigator, template online <https://www.social-impact-navigator.org/appendix/downloads/>



Template Impact Analysis Monitoring and Evaluation

Source: Social Impact Navigator online
<https://www.social-impact-navigator.org/appendix/downloads/>

- Watch the video, about 3 min.:

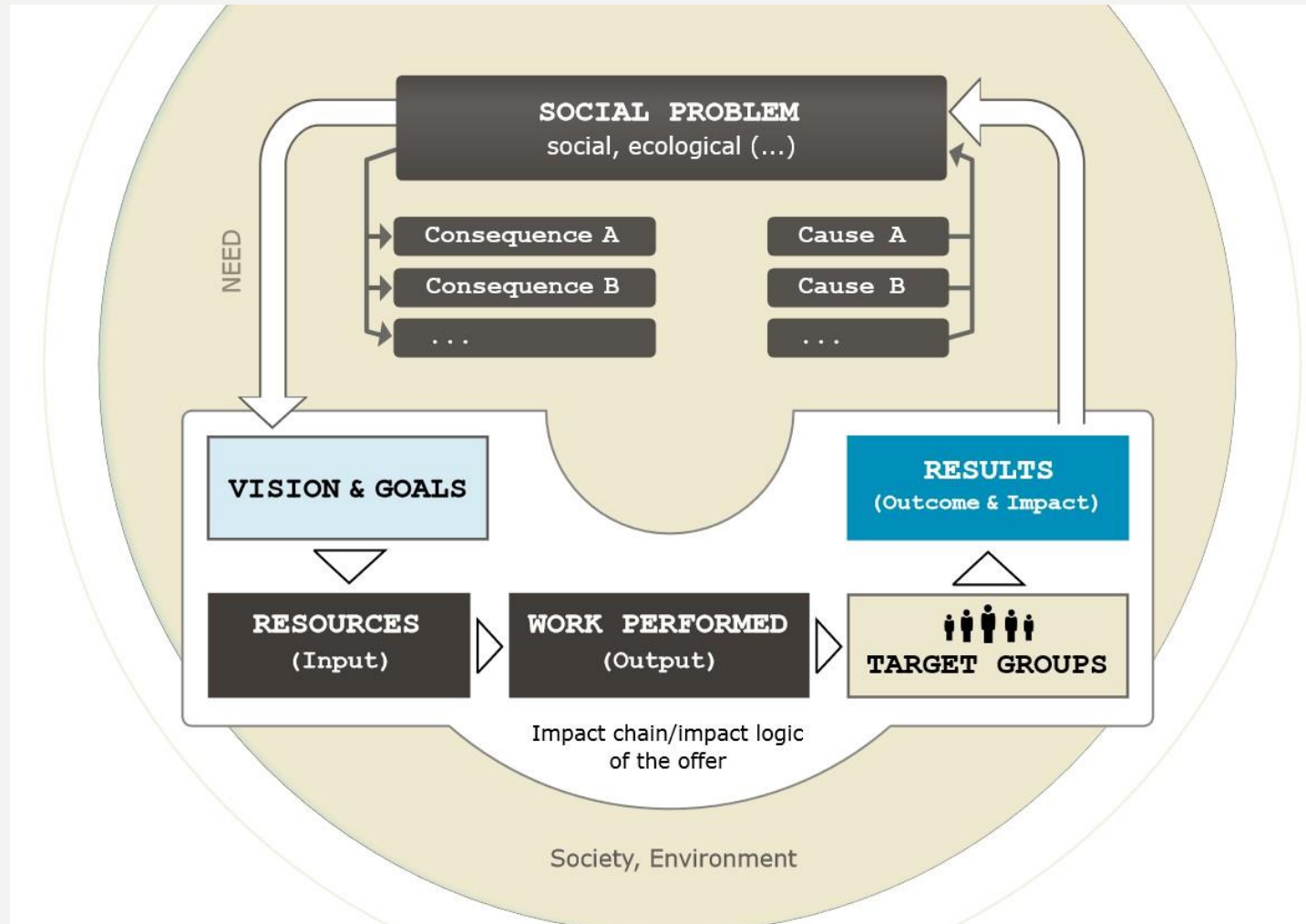
<https://diytoolkit.org/tools/theory-of-change/>

<https://www.youtube.com/watch?v=dpb4AGT684U>

MEASURING SOCIAL IMPACT

- <https://www.youtube.com/watch?v=zHLs503L5Lw>

THEORY OF CHANGE (SRS)



https://www.social-reporting-standard.de/fileadmin/redaktion/downloads/SRS_guidelines_2014_EN.pdf, p.9

OUTPUTS X OUTCOMES



Image: Result ladder. Adapted from the „Kursbuch Wirkung“ (Results Course Book) p. 5, www.kursbuch-wirkung.de, PHINEO gAG 2013

https://www.social-reporting-standard.de/fileadmin/redaktion/downloads/SRS_guidelines_2014_EN.pdf, p.

10

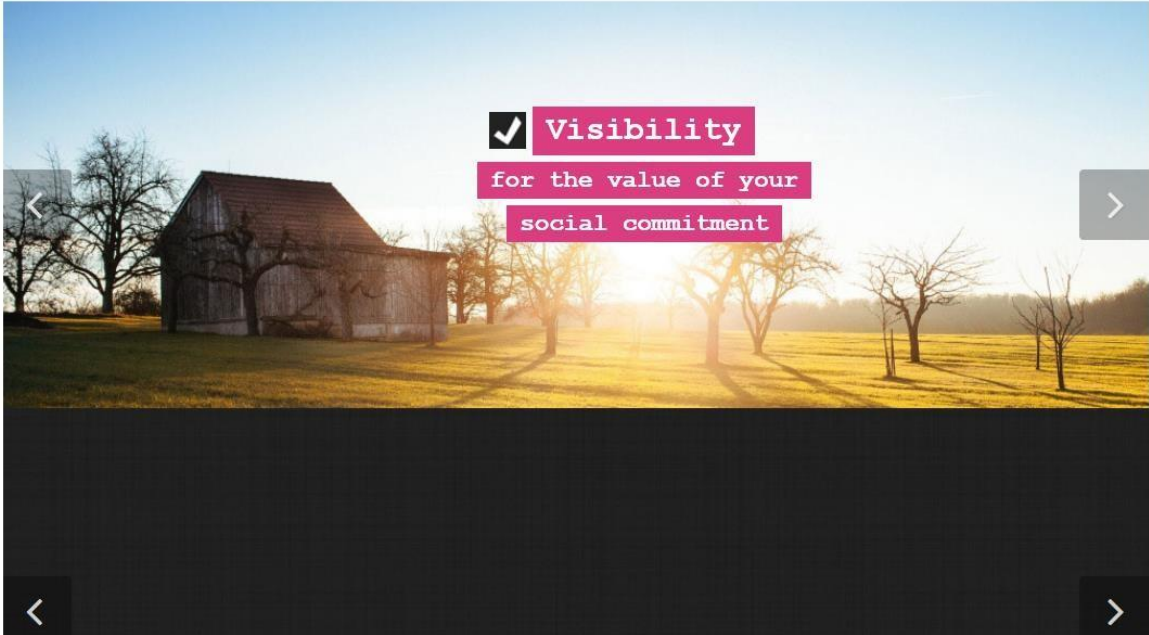
EXAMPLES

- In a small groups please search for the examples...

[HTTPS://WWW.SOCIAL-REPORTING-STANDARD.DE/EN/](https://www.social-reporting-standard.de/en/)

SRS SOCIAL REPORTING STANDARD

- SRI e.V.
- SRS guide
- Support
- SRS-Adopters
- SRS-Veranstaltungen
- News
- Contact



persuade better
learn better
fundraise better

SRS 2014: SOCIAL PROBLEM

Social problem - describe:

- the starting social situation,
- the scope,
- the causes and the consequences of the problem.
- which specific problem is to be solved
- who specifically is affected by the problem and in what way (target group). Describe the consequences for the members of the target group, their environment and society.
- How can the problem be depicted in figures? (SRS 2014, p.7)
- What are the existing solutions of the problem?

Stakeholders	How are they integrated into the project? What are their expectations regarding the project?	What positive influence can they have on the project? Where does their potential lie?	What negative influence can they have on the success of the project? Where do their weaknesses lie?	What are the consequences for the project? How can these stakeholders be integrated?
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.....> Target Groups

.....> Other Stakeholders

--	--	--	--	--

TEMPLATE
<http://www.social-impact-navigator.org/planning-impact/needs/stakeholders/>

SRS 2014: IMPACT LOGIC

Image:
Impact Logic
Table Template

Target group	Work performed	Expected results

Work performed - outputs

Expected results - outcomes and impact

https://www.social-reporting-standard.de/fileadmin/redaktion/downloads/SRS_guidelines_2014_EN.pdf

SRS 2014: INPUTS - RESOURCES

- Financial resources: personnel and operating costs, including (pro-rata) administrative costs
- Material resources: property used (for example, vehicles or non-utilised teaching material), rooms and facilities
- Time resources: hours contributed by the volunteer staff and the commitments of pro-bono partners

Could be included:

- Knowledge and skills of employees
- Organisational knowledge/culture, patents, licenses, copyrights
- Collaborations and relationships with partners, the public, target groups, etc.

https://www.social-reporting-standard.de/fileadmin/redaktion/downloads/SRS_guidelines_2014_EN.pdf, p. 12

SRS 2014 OUTPUTS

- Examples of outputs?

OUTPUTS (SRS 2014, P.25)

- Personal services: number of people who have been served by the activities (e.g. number of students, the participants in a measure)
- Institution-related services: number of served institutions (e.g. number of schools, the cooperation partners)
- Activity-related services: number of activities carried out (e.g. number of courses, training, events, hours of care, trees planted)
- Cost per service unit (e.g. cost for a school or workplace)
- Time required per unit (e.g. time for the implementation of one course, time for the mediation of one job)

OUTCOMES – EXAMPLES (SRS 2014, P.26)

- Details regarding the participants of a training measure about what they have learned and how it has been implemented
- Information about partner organisations that altered their activities either after a training or as part of a cooperation
- Results of child development tests
- Number of participants in a business start-up program who have successfully taken the step to self-employment (still self-employed one year after foundation)
- Changes in the school performance (e.g. average grade, drop-out rate) of students in a tutoring program
- Savings to the national economy (as long as this can be realistically calculated or estimated) due to lower recidivism rates among participants of a rehabilitation program
- Changes in attitudes concerning issues or in population groups as a result of an awareness campaign (as determined by a survey)

OUTPUTS X OUTCOMES

YEA: Example of outputs, outcomes and impact

At YEA, a project is designed to help young people find an apprenticeship in a vocational-training program.

The project's **outputs** (products and services) include **tutoring** and **job-application training sessions**.



However, the mere implementation of tutoring sessions, or even a high number of participants, does not say anything about the effect on the target groups, that is the social impact achieved. This is because participating in these sessions does not automatically imply that the youth will be able to find jobs afterwards. Yet the outputs are, of course, a prerequisite for achieving this goal.

If, as a result of the training, the young people acquire useful job-hunting **knowledge and skills**, gain self-confidence, and can follow through on their applications independently, these are results on the higher level (**outcomes**).

If the project does succeed in helping young people take on positions in vocational training, which in turn contributes to an overall **decline in unemployment** in the region, then a change at the societal level has been made (this is what we call impact).

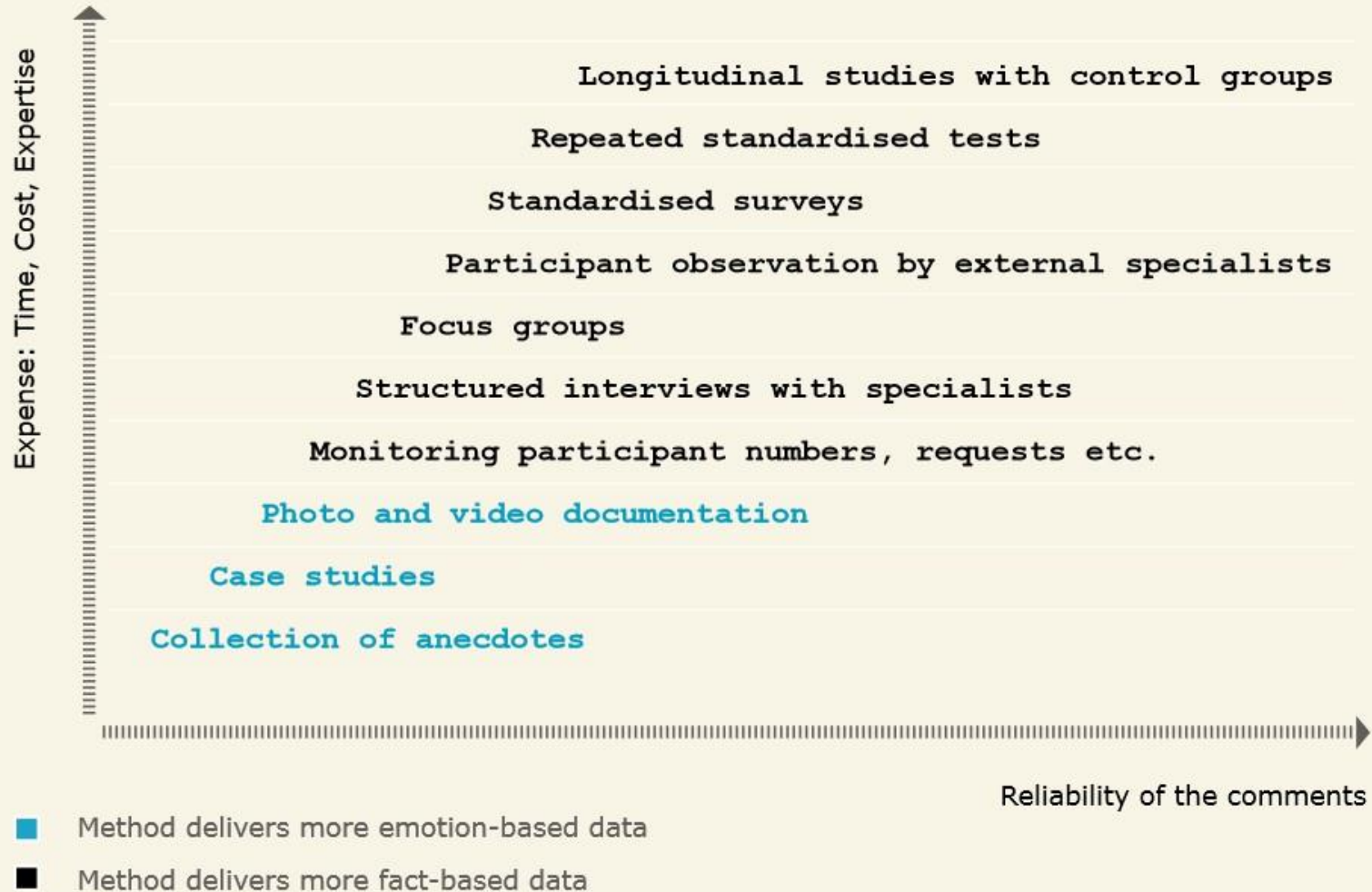


Social
Impact
Navigator

[https://www.social-
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navigator.o
rg/planning
-
impact/defi
ning-social-
impact/](https://www.social-impact-navigator.org/planning-impact/defining-social-impact/)

- How to obtain the data?

Selection of survey method



https://www.social-reporting-standard.de/fileadmin/redaktion/downloads/SRS_guidelines_2014_EN.pdf, p. 26

DOT GLASSES

- https://www.youtube.com/watch?v=-q0k8r_jqRI short version, introduction
- <https://www.youtube.com/watch?v=KVA-xQjCWoA> konference video
- <https://dotglasses.org/> - homepage

DOT GLASSES

- What social problem does DG solve? Causes and causalities of the problem?
- Description of the solution, what could be the social change?
- Impact logic: target group-activity-impact
- Impact: how is presented and measured?

PROBLEM DESCRIPTION

DOT GLASSES

- A relatively large part of the population in developing countries has vision problems and due to poor availability of medical care and glasses (price, sales network) suffers from impaired vision for a lifetime or long term, this leads to their poorer opportunities for further education, employment and worsening overall quality of life, poor functioning of the economy

SOLUTION AND SOCIAL CHANGE

- DT offers very affordable (2USD) design variable glasses in two basic designs, which can be easily adjusted to the individual needs of each
- Thanks to a network of local distributors, the glasses are available in many places - local markets, permanent shops, travel sellers
- With the help of these glasses, the eyesight of disabled people will be improved, which enables an increase in the labor market, better education of school-age children, and will also support local entrepreneurs and organizations - increasing the performance of the local economy,...

IMPACT LOGIC: TARGET GROUP- ACTIVITY-IMPACT

- Target group?
- Activity and impact examples?

Target group	Outputs	Outcomes and Impact
People with visual impairments	Sales of glasses: thousands of satisfied users in more than 10 countries	Improving the quality of life Supporting the weakest sections of the population and improving their situation Better employment, better productivity, improvement of economical situation Possibility of further education especially for children and youth
Local entrepreneurs and vendors/salesmen	Delivery of sales sets, support of know-how, finance, training	Support for local entrepreneurs and the economy
Local charity/nonprofit organizations	Cooperation, communication, delivery of sales sets	Support for local organizations, improving of economical situation
Existing network of optics shops	Delivery of sales sets	Support for local entrepreneurs and the economy

Global effects of providing corrective eyeglasses

Large, positive effects of providing eyeglasses have been recorded in multiple studies in low- and mid-income settings. In a broadly accepted study among tea pickers in India, research has shown the following average impact of glasses provision.



Glasses impact on worker productivity



Glasses impact on monthly income



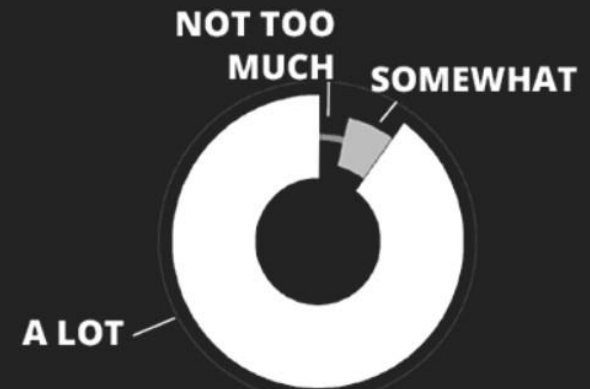
Economic impact of \$1 invested into glasses

<https://dotglasses.org/our-impact/>

Thousands of satisfied users in more than 10 countries



“Overall, has the quality of your life improved as a result of wearing DOT Glasses?”



“How do you like the visual appearance of DOT Glasses?”

Source: Mary Immaculate VCT Centre, Nairobi, Kenya, March/2020, randomly selected respondents from 120 glasses users

PŘESTUPNÍ STANICE



<https://prestupnistanice.cz/en/>

PŘESTUPNÍ STANICE

- What is the social impact of Přestupní stanice - what can you find on the webpage?
- Could there be any improvement?

[Home](#)[Impact](#)[MIWA in action](#)[About us](#)[Minimum Waste](#)[Blog](#)[Contact](#)

Reduced
environmental
footprint by **71%**

The Life Cycle Analysis (LCA) is a scientifically respected method used for quantifying the impact a product or a technology has on the environment. It takes into account a wide range of aspects, reflecting all the life phases of a product from its production requirements to its consequences as waste.

In 2018, an LCA of the MIWA system was conducted by a team of experts from the University of Chemistry and Technology in Prague. It brought us great results: in comparison to the normal distribution of food in disposable packaging, MIWA can reduce the overall negative environmental impact up to 71%!

This number doesn't stand only for packaging waste reduction. In LCA, numerous factors are taken into account such as ecotoxicity, fossil fuel consumption, influence on climate change, and water consumption.

How does it work in practice?



Small company

The family car service added over 1,000 liters of used oils to the market (which it has once every 2 months), for which it now paid 60 EUR for liquidation and 80 EUR for collection.

The recycler via Cyrkl offered **regular pick-up** every two months and **recycling at no cost**. The car service thus received a pleasant annual saving.

Annual savings for a small business



680 EUR



3 tons of CO₂



Big company

Thanks to long-term cooperation and the application of our recommendations in the entire waste management of a large company, **significant savings** have been found.

The company created financial savings through **the application of a circular waste scan** and the sale of a full range of waste materials at the market.

Annual savings for a big business



1,2M EUR



121 tons of CO₂

TOOLS FOR MEASURING AND REPORTING SOCIAL IMPACT

- Cost-effectiveness analysis - used when impossible monetize the impact
- Cost-benefit analysis
- Social accounting and auditing
- Blended value accounting
- SROI

(Beugré 2017, p.282)

SROI – WHAT IS IT

„Social Return on Investment (SROI) is a framework for measuring and accounting for this much broader concept of value; it seeks to reduce inequality and environmental degradation and improve wellbeing by incorporating social, environmental and economic costs and benefits.

SROI measures change in ways that are relevant to the people or organisations that experience or contribute to it. It tells the story of how change is being created by measuring social, environmental and economic outcomes and uses monetary values to represent them. This enables a ratio of benefits to costs to be calculated. For example, a ratio of 3:1 indicates that an investment of £1 delivers £3 of social value.

SROI is about value, rather than money. Money is simply a common unit and as such is a useful and widely accepted way of conveying value.“

The Guide to Social Return on Investment, online <https://socialvalueuk.org/wp-content/uploads/2016/03/The%20Guide%20to%20Social%20Return%20on%20Investment%202015.pdf>

The principles of SROI

SROI was developed from social accounting and cost-benefit analysis and is based on seven principles. These principles underpin how SROI should be applied and are set out in full in the Resources Section (see page 96-98). The principles are:

- Involve stakeholders.
- Understand what changes.
- Value the things that matter.
- Only include what is material.
- Do not over-claim.
- Be transparent.
- Verify the result.

Source: The Guide to Social Return on Investment, online <https://socialvalueuk.org/wp-content/uploads/2016/03/The%20Guide%20to%20Social%20Return%20on%20Investment%202015.pdf>

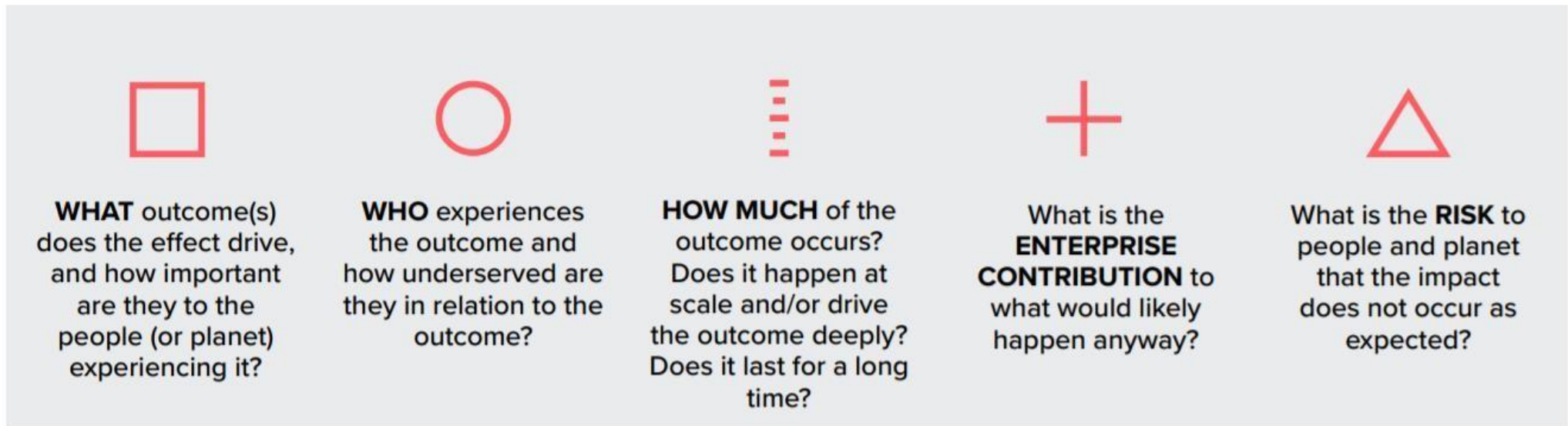
THE STAGES IN SROI

- 1 Establishing scope and identifying keystakeholders.
- 2 Mapping outcomes.
- 3 Evidencing outcomes and giving them a value.
- 4 Establishing impact
- 5 Calculating the SROI
- 6 Reporting, using and embedding

The Guide to Social Return on Investment, online <https://socialvalueuk.org/wp-content/uploads/2016/03/The%20Guide%20to%20Social%20Return%20on%20Investment%202015.pdf>

IMPACT INVESTMENT

Figure 2 | The five dimensions of impact



Source: The Guide to classifying the Impact...

<https://29kjwb3armds2g3gi4lq2sx1-wpengine.netdna-ssl.com/wp-content/uploads/A-Guide-to-Classifying-the-Impact-of-an-Investment-2021.pdf>

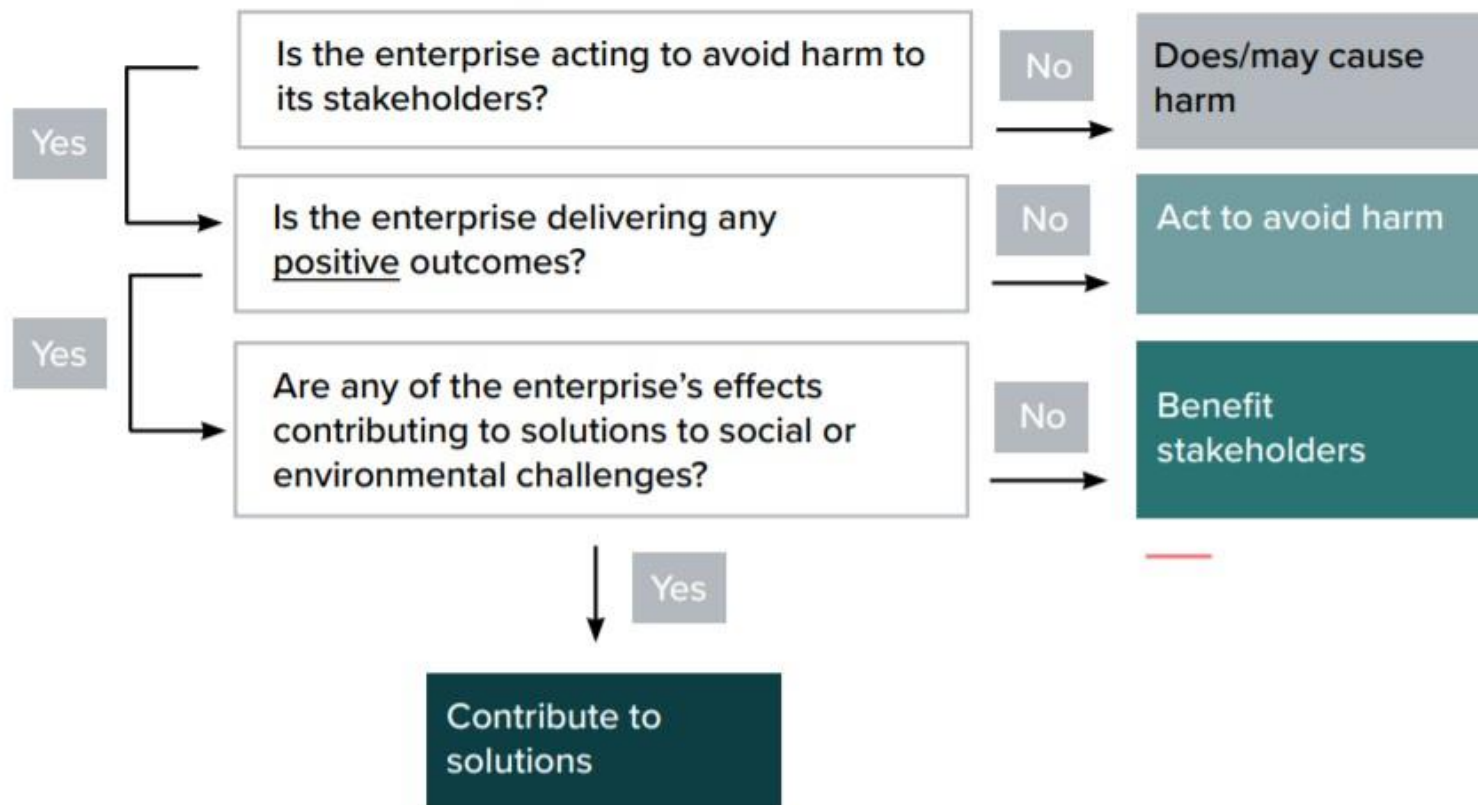
Figure 3.1 The fifteen impact data categories

		<input checked="" type="checkbox"/> Performance	<input type="checkbox"/> Goal or threshold for success	
IMPACT	CATEGORIES OF	ASSESSMENT		
<input type="checkbox"/> WHAT	<p>Outcome: The outcome experienced by the stakeholder when engaging with the enterprise. The outcome can be positive or negative, intended or unintended.</p> <p>Outcome Threshold: The level of outcome that the stakeholder considers to be positive or 'good enough'. The threshold can be a nationally- or internationally-agreed standard.</p> <p>Importance of Outcome to Stakeholder: Stakeholders' view of whether the outcome they experience is important</p> <p>SDG: The Sustainable Development Goal(s) that the outcome relates to, along with the specific target(s)</p>	<p>Negative outcome</p> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Positive outcome</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
		<p>Unimportant outcome</p> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Important outcome</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
<input type="radio"/> WHO	<p>Stakeholder: The type of stakeholder experiencing the outcome</p> <p>Geographical Boundary: The geographical location where the stakeholder experiences the social and/or environmental outcome. Other attributes other than the geographical location can be used to define the boundary.</p> <p>Baseline: The level of outcome experienced by the stakeholder prior to engaging with the enterprise</p> <p>Stakeholder Characteristics: Socio-demographics and behavioural characteristics of the stakeholder to enable segmentation during the intervention</p>	<p>Well-served</p> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Under-served</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
<input type="checkbox"/> HOW MUCH	<p>Scale: The number of individuals experiencing the outcome</p> <p>Depth: The degree of change experienced by the stakeholder</p> <p>Duration: The time period for which the stakeholder experiences the outcome</p>	<p>Small scale</p> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Large scale</p> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	
		<p>Low degree</p> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>High degree</p> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
		<p>Short-term</p> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p>Long-term</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	

The fifteen impact data categories - shortened as an example from the Guide to classifying the Impact...









<https://29kjwb3armds2g3gi4lq2sx1-wpengine.netdna-ssl.com/wp-content/uploads/A-Guide-to-Classifying-the-Impact-of-an-Investment-2021.pdf>

Figure 5 | Classifying the impact of an enterprise



from the Guide to classifying the Impact...

<https://29kjwb3armds2g3gi4lq2sx1-wpengine.netdna-ssl.com/wp-content/uploads/A-Guide-to-Classifying-the-Impact-of-an-Investment-2021.pdf>

DIMENSION	EFFECT #1	EFFECT #2	EFFECT #3
 WHAT What outcome(s) does the effect relate to, and how important are they to the people (or planet) experiencing it?	Important positive outcome: CO2 emissions	Important positive outcome: Access to healthcare services	Important positive outcome: Decent income
 HOW MUCH How significant is the effect that occurs in the time period?	Marginal depth	At scale; marginal change	Deep change, at scale, long-term
 WHO Who experiences the effect and how underserved are they in relation to the outcome?	The planet, underserved	Customers, not underserved	Employees, underserved
 CONTRIBUTION How does the effect compare and contribute to what is likely to occur anyway?	Likely the same	Likely better	Likely better
 RISK Which risk factors are material and how likely is the effect different from the expectation?	Low risk	Medium risk	Low risk
	 Act to avoid harm	 Benefit stakeholders	 Contribute to solutions

from the Guide to classifying the Impact...

<https://29kjwb3armds2g3gi4lq2sx1-wpengine.netdna-ssl.com/wp-content/uploads/A-Guide-to-Classifying-the-Impact-of-an-Investment-2021.pdf>

RESOURCES:

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