

# Appendix: GROW Educare Centres Impact Statement

Period: 2014-2019

All indicators, except (d) Scale and (g) Counterfactual, refer to GROW Educare Centres that have been running for 2 years or more.

## Impact 1: Improved child learning outcomes

Dimension	Impact Category	Definition	Indicator	Data / Value	Analysis	Source	
What	a Outcome level in period	The level of outcome experienced by the stakeholder when engaging with the enterprise. The outcome can be positive or negative, intended or unintended.	Average child assessment score against developmental milestones	88%	10%	Bi-annual assessments by GROW teachers	
	b Outcome/target threshold	The level of outcome that the stakeholder or organisation considers to be a positive outcome. Anything below this level is considered a negative outcome. The outcome threshold can be a nationally or internationally-agreed standard.	Target threshold score for development of children	80%	n/a	GROW goals per 5 Star Rating System	
	Importance of the outcome to stakeholder	The stakeholder's view of whether the outcome they experience is important (relevant to other outcomes). Where possible, the people experiencing the outcome provide this data, although third-party research may also be considered. For the environment, scientific research provides this view.	Importance of children developing according to milestones	This information has not historically been tracked, but it will be introduced in stakeholder surveys for the future		n/a	n/a
	SDG target or other global goal	The Sustainable Development Goal target or other global goal that the outcome relates to. An outcome might relate to more than one goal.	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	4.2.1	n/a	Global Indicator Framework for the SDGs and targets of the 2030 Agenda for Sustainable Development	
Who	Stakeholder	The type of stakeholder experiencing the outcome.	Type of stakeholder influenced by child development	Children attending GROW Educare Centres	n/a	n/a	
	Geographical Boundary	The geographical location where the stakeholder experiences the social and/or environmental outcome	Geographic location	Western Cape, KwaZulu-Natal, Gauteng	n/a	GROW Educare Centres database	
	c Outcome level at baseline	The level of outcome being experienced by the stakeholder prior to engaging with, or otherwise being affected by, the enterprise	Child development % for GROW Educare Centres at baseline	Historically this information was not measured at baseline		n/a	Assessments by GROW teachers
	Stakeholder characteristics	Socio-demographic and/ or behavioural characteristics and/or ecosystem characteristics of the stakeholder to enable segmentation	Children aged 2-5 years old from low-income households in developing communities	n/a	n/a	n/a	

Dimension	Impact Category	Definition	Indicator	Data / Value	Analysis	Source
How Much	d Scale	The number of individuals experiencing the outcome. When the planet is the stakeholder, this category is not relevant.	Number of children achieving the target threshold score of 80% in child assessments	406	n/a	Bi-annual assessments by GROW teachers
	e Depth	The degree of change experienced by the stakeholder. Depth is calculated by analysing the change that has occurred between the 'Outcome level at baseline' (Who - ii) and the 'Outcome level in period' (What - i).	Difference between child development % at outcome level and at baseline	n/a	n/a	n/a
	f Duration	The time period for which the stakeholder experiences the outcome	Average period of child development rating sustained	This information has not historically been tracked yearly, but it will be tracked on the app in future	n/a	n/a
Contribution	g Depth counterfactual	The estimated degree of change that would have happened anyway - without engaging with, or being affected by, the enterprise. Performance of peer enterprises, industry or local benchmarks, and/or stakeholder feedback are examples of counterfactuals that can be used to estimate the degree of change likely to occur anyway for the stakeholder.	% of children in South Africa aged 4-6 years old that are developing on track according to the Early Learning Outcomes Measure	29%	203%	South African Early Childhood Review 2019
	h Duration counterfactual	The estimated time period that the outcome would have lasted for anyway - without engaging with, or being affected by, the enterprise. Performance of peer enterprises, industry or local benchmarks, and/or stakeholder feedback are examples of counterfactuals that can be used to estimate the duration likely to occur anyway for the stakeholder.	The time period that the above child development % of South Africa would have lasted for anyway	Industry data is not available	n/a	n/a
Risk	Risk type	The type of risk that may undermine the delivery of the expected impact for people and/or the planet. There are nine types of impact risk.	Risk type	Evidence risk, Execution risk, External risk	Risk associated with comparable benchmark data to assess depth and duration of counterfactual for this employment type	n/a
	Risk level	The level of risk, assessed by combining the likelihood of the risk occurring, and the severity of the consequences for people and/or the planet if it does.	Risk level	Evidence risk: Medium; Execution risk: Low; External risk: Medium	n/a	n/a

## Impact 2: Improved quality ECD services and learning environments

Dimension	Impact Category	Definition	Indicator	Data / Value	Analysis	Source	Indicator	Data / Value	Analysis	Source
What	a Outcome level in period	The level of outcome experienced by the stakeholder when engaging with the enterprise. The outcome can be positive or negative, intended or unintended.	Quality teaching % calculated as an average of the following four outcomes: 1) Correct teacher child ratio; 2) Teachers and principals are qualified; 3) Teachers are GROW trained; 4) Teachers are competent	81%	1%	Assessments by GROW mentors, enrolment forms, employee contracts and attendance registers	GROW Educare Centres comply to GROW standards % calculated as an average of the following two outcomes: 1) Centre is registered; 2) Centre is professionally managed;	70%	-22%	DSD certificates and assessments by GROW mentors
	b Outcome/target threshold	The level of outcome that the stakeholder or organisation considers to be a positive outcome. Anything below this level is considered a negative outcome. The outcome threshold can be a nationally or internationally-agreed standard.	Target threshold score for quality teaching	80%	n/a	GROW goals per 5 Star Rating System	Target threshold score for compliance to GROW standards	90%	n/a	GROW goals per 5 Star Rating System
	Importance of the outcome to stakeholder	The stakeholder's view of whether the outcome they experience is important (relevant to other outcomes). Where possible, the people experiencing the outcome provide this data, although third-party research may also be considered. For the environment, scientific research provides this view.	Importance of quality teaching	This information has not historically been tracked, but it will be introduced in stakeholder surveys for the future	n/a	n/a	Importance of compliance to GROW standards	This information has not historically been tracked, but it will be introduced in stakeholder surveys for the future	n/a	n/a
	SDG target or other global goal	The Sustainable Development Goal target or other global goal that the outcome relates to. An outcome might relate to more than one goal.	Proportion of teachers in (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country	4.c.1	n/a	Global Indicator Framework for the SDGs and targets of the 2030 Agenda for Sustainable Development	n/a	n/a	n/a	n/a

Dimension	Impact Category	Definition	Indicator	Data / Value	Analysis	Source	Indicator	Data / Value	Analysis	Source
Who	Stakeholder	The type of stakeholder experiencing the outcome.	Type of stakeholder influenced by the quality of teaching	Teachers and principals that work at GROW Educare Centres	n/a	n/a	Type of stakeholder influenced by the compliance of centres to GROW standards	Children attending GROW Educare Centres	n/a	n/a
	Geographical Boundary	The geographical location where the stakeholder experiences the social and/or environmental outcome	Geographic location	Western Cape, KwaZulu-Natal, Gauteng	n/a	GROW Educare Centres database	Geographic location	Western Cape, KwaZulu-Natal, Gauteng	n/a	GROW Educare Centres database
	c Outcome level at baseline	The level of outcome being experienced by the stakeholder prior to engaging with, or otherwise being affected by, the enterprise	Data regarding quality teaching from GROW Educare Centres that started in 2019 has been assumed as the baseline, since this was not measured at baseline.	78%	-4%	Assessments by GROW mentors	Data from centres that started in 2019 regarding the compliance of centres to GROW standards has been assumed as the baseline, since this was not measured at baseline.	42%	-53%	Assessments by GROW mentors
	Stakeholder characteristics	Socio-demographic and/ or behavioural characteristics and/ or ecosystem characteristics of the stakeholder to enable segmentation	Women from low-income and developing communities.	More specific data regarding stakeholder characteristics will be gathered in future.	n/a	n/a	Children aged 2-5 years old from low-income households in developing communities	More specific data regarding stakeholder characteristics will be gathered in future	n/a	n/a
How Much	d Scale	The number of individuals experiencing the outcome. When the planet is the stakeholder, this category is not relevant.	Number of teachers and principals working at GROW Educare Centres that achieved the target threshold quality teaching score of 80%	33	n/a	Assessments by GROW mentors	Number of children attending all GROW Educare Centres that achieved the target threshold GROW compliancy score of 90%	280	n/a	Assessments by GROW mentors
	e Depth	The degree of change experienced by the stakeholder. Depth is calculated by analysing the change that has occurred between the 'Outcome level at baseline' (Who - ii) and the 'Outcome level in period' (What - i).	Difference between quality teaching % at outcome level and at baseline	n/a	4%	n/a	Difference between compliance to GROW standards % at outcome level and at baseline	n/a	67%	n/a
	f Duration	The time period for which the stakeholder experiences the outcome	Average period of quality teaching rating sustained	This information has not historically been tracked yearly, but it will be tracked yearly in future	n/a	n/a	Average period of compliance to GROW standards sustained	This information has not historically been tracked yearly, but it will be tracked on the app in future	n/a	n/a

Dimension	Impact Category	Definition	Indicator	Data / Value	Analysis	Source	Indicator	Data / Value	Analysis	Source
Contribution	g Depth counterfactual	The estimated degree of change that would have happened anyway - without engaging with, or being affected by, the enterprise. Performance of peer enterprises, industry or local benchmarks, and/or stakeholder feedback are examples of counterfactuals that can be used to estimate the degree of change likely to occur anyway for the stakeholder.	Sufficient industry data of 2 of the 4 outcomes are not available and therefore the 2019 baseline information has been assumed as a proxy counterfactual	78%	4%	Assessments by GROW mentors	Industry data is not available and therefore the 2019 baseline information has been assumed as a proxy counterfactual	42%	67%	Assessments by GROW mentors
	h Duration counterfactual	The estimated time period that the outcome would have lasted for anyway - without engaging with, or being affected by, the enterprise. Performance of peer enterprises, industry or local benchmarks, and/or stakeholder feedback are examples of counterfactuals that can be used to estimate the duration likely to occur anyway for the stakeholder.	The time period that the above % of quality teaching of South Africa would have lasted for anyway	Industry data is not available	n/a	n/a	The time period that the above % of compliance to GROW standards of South Africa would have lasted for anyway	Industry data is not available	n/a	n/a
Risk	Risk type	The type of risk that may undermine the delivery of the expected impact for people and/or the planet. There are nine types of impact risk.	Risk type	Evidence risk, Execution risk; External risk; Drop-off risk	Risk associated with comparable benchmark data to assess depth and duration of counterfactual for this employment type	n/a	Risk type	Evidence risk, Execution risk, External risk; Drop-off risk; Endurance risk	Risk associated with comparable benchmark data to assess depth and duration of counterfactual for this employment type	n/a
	Risk level	The level of risk, assessed by combining the likelihood of the risk occurring, and the severity of the consequences for people and/or the planet if it does.	Risk level	Evidence risk: Medium; Execution risk: Low; External risk: Low; Drop-off risk: Low	n/a	n/a	Risk level	Evidence risk: Low; Execution risk: Low; External risk: High; Drop-off risk: Low; Endurance risk: Low	n/a	n/a

## Impact 3: Improved financially sustainable ECD centres

Dimension	Impact Category	Definition	Indicator	Data / Value	Analysis	Source
What	a Outcome level in period	The level of outcome experienced by the stakeholder when engaging with the enterprise. The outcome can be positive or negative, intended or unintended.	Financial sustainability % calculated as an average of the following three outcomes: 1) School is at capacity; 2) Fees are at target level; 3) Franchise fees are paid on time.	92%	0%	Attendance registers, bank statements, subsidy approval letters, GROW records on payment of debtors accounts
	b Outcome/target threshold	The level of outcome that the stakeholder or organisation considers to be a positive outcome. Anything below this level is considered a negative outcome. The outcome threshold can be a nationally or internationally-agreed standard.	Target threshold score for financial sustainability	92%	n/a	GROW goals per 5 Star Rating System
	Importance of the outcome to stakeholder	The stakeholder's view of whether the outcome they experience is important (relevant to other outcomes). Where possible, the people experiencing the outcome provide this data, although third-party research may also be considered. For the environment, scientific research provides this view.	Importance of financial sustainability	This information has not historically been tracked, but it will be introduced in stakeholder surveys for the future	n/a	n/a
	SDG target or other global goal	The Sustainable Development Goal target or other global goal that the outcome relates to. An outcome might relate to more than one goal.	n/a	n/a	n/a	n/a
Who	Stakeholder	The type of stakeholder experiencing the outcome.	Type of stakeholder influenced by the financial sustainability of GROW educare centres	Teachers and principals of GROW educare centres	n/a	n/a
	Geographical Boundary	The geographical location where the stakeholder experiences the social and/or environmental outcome	Geographic location	Western Cape, KwaZulu-Natal, Gauteng	n/a	GROW Educare Centres database
	c Outcome level at baseline	The level of outcome being experienced by the stakeholder prior to engaging with, or otherwise being affected by, the enterprise	Financial sustainability data from centres that started in 2019 has been assumed as the baseline, since this was not measured at baseline.	77%	16%	Assessments by GROW mentors
	Stakeholder characteristics	Socio-demographic and/ or behavioural characteristics and/or ecosystem characteristics of the stakeholder to enable segmentation	Women from low-income and developing communities.	More specific data regarding stakeholder characteristics will be gathered in future.	n/a	n/a

Dimension	Impact Category	Definition	Indicator	Data / Value	Analysis	Source
How Much	d Scale	The number of individuals experiencing the outcome. When the planet is the stakeholder, this category is not relevant.	Number of teachers and principals working at GROW Educare Centres that achieved a financial sustainability target threshold score of 92%	18	n/a	Assessments by GROW mentors
	e Depth	The degree of change experienced by the stakeholder. Depth is calculated by analysing the change that has occurred between the 'Outcome level at baseline' (Who - ii) and the 'Outcome level in period' (What - i).	Difference between financial sustainability % at outcome level and at baseline	n/a	19%	n/a
	f Duration	The time period for which the stakeholder experiences the outcome	Average period of financial sustainability rating sustained	This information has not historically been tracked yearly, but it will be tracked yearly in future	n/a	n/a
Contribution	g Depth counterfactual	The estimated degree of change that would have happened anyway - without engaging with, or being affected by, the enterprise. Performance of peer enterprises, industry or local benchmarks, and/or stakeholder feedback are examples of counterfactuals that can be used to estimate the degree of change likely to occur anyway for the stakeholder.	Industry data is not available and therefore the 2019 baseline information has been assumed as a proxy counterfactual	77%	19%	Assessments by GROW mentors
	h Duration counterfactual	The estimated time period that the outcome would have lasted for anyway - without engaging with, or being affected by, the enterprise. Performance of peer enterprises, industry or local benchmarks, and/or stakeholder feedback are examples of counterfactuals that can be used to estimate the duration likely to occur anyway for the stakeholder.	The time period that the above % of financial sustainability of educare centres in South Africa would have lasted for anyway	Industry data is not available	n/a	n/a
Risk	Risk type	The type of risk that may undermine the delivery of the expected impact for people and/or the planet. There are nine types of impact risk.	Risk type	Evidence risk, External risk, Execution risk; Drop-off risk	Risk associated with comparable benchmark data to assess depth and duration of counterfactual for this employment type	n/a
	Risk level	The level of risk, assessed by combining the likelihood of the risk occurring, and the severity of the consequences for people and/or the planet if it does.	Risk level	Evidence risk: Low; External risk: Medium; Execution risk: Medium - High; Drop-off risk: Low	n/a	n/a

## Impact 4: Increased income for ECD sector / decent pay

Dimension	Impact Category	Definition	Indicator	Data / Value	Analysis	Source	Indicator	Data / Value	Analysis	Source
What	a Outcome level in period	The level of outcome experienced by the stakeholder when engaging with the enterprise. The outcome can be positive or negative, intended or unintended.	Average monthly income for teachers working at GROW educare centres	R2 865	-18%	Employment contracts and bank statements	Average monthly income for principals working at GROW educare centres	R5 159	3%	Employment contracts and bank statements
	b Outcome/target threshold	The level of outcome that the stakeholder or organisation considers to be a positive outcome. Anything below this level is considered a negative outcome. The outcome threshold can be a nationally or internationally-agreed standard.	Income target threshold for teachers as defined by GROW educare centres	R3 500	n/a	GROW goals per 5 Star Rating System	Income target threshold for principals as defined by GROW educare centres	R5 000	n/a	GROW goals per 5 Star Rating System
	Importance of the outcome to stakeholder	The stakeholder's view of whether the outcome they experience is important (relevant to other outcomes). Where possible, the people experiencing the outcome provide this data, although third-party research may also be considered. For the environment, scientific research provides this view.	Importance of decent income for teachers	This information has not historically been tracked, but it will be introduced in stakeholder surveys for the future	n/a	n/a	Importance of decent income for principals	This information has not historically been tracked, but it will be introduced in stakeholder surveys for the future	n/a	n/a
	SDG target or other global goal	The Sustainable Development Goal target or other global goal that the outcome relates to. An outcome might relate to more than one goal.	Average hourly earnings of female and male employees, by occupation, age and persons with disabilities	8.5.1	n/a	Global Indicator Framework for the SDGs and targets of the 2030 Agenda for Sustainable Development	Average hourly earnings of female and male employees, by occupation, age and persons with disabilities	8.5.1	n/a	Global Indicator Framework for the SDGs and targets of the 2030 Agenda for Sustainable Development

Dimension	Impact Category	Definition	Indicator	Data / Value	Analysis	Source	Indicator	Data / Value	Analysis	Source
Who	Stakeholder	The type of stakeholder experiencing the outcome.	The type of stakeholder experiencing the outcome.	Teachers that work at GROW educare centres	n/a	n/a	Type of stakeholder influenced by decent pay	Principals that work at GROW educare centres	n/a	n/a
	Geographical Boundary	The geographical location where the stakeholder experiences the social and/or environmental outcome	The geographical location where the stakeholder experiences the social and/or environmental outcome	Western Cape, KwaZulu-Natal, Gauteng	na	GROW Educare Centres database	Geographic location	Western Cape, KwaZulu-Natal, Gauteng	na	GROW Educare Centres database
	<sup>c</sup> Outcome level at baseline	The level of outcome being experienced by the stakeholder prior to engaging with, or otherwise being affected by, the enterprise	The level of outcome being experienced by the stakeholder prior to engaging with, or otherwise being affected by, the enterprise	R1 805,00	-48%	Employment contracts and bank statements	Average monthly income for principals working at GROW educare centres at baseline	R3 198,00	-36%	Employment contracts and bank statements
	Stakeholder characteristics	Socio-demographic and/ or behavioural characteristics and/ or ecosystem characteristics of the stakeholder to enable segmentation	Socio-demographic and/ or behavioural characteristics and/ or ecosystem characteristics of the stakeholder to enable segmentation	More specific data regarding stakeholder characteristics will be gathered in future.	n/a	n/a	Avg highest school qualification, Avg. tertiary qualification level	n/a	n/a	n/a
How Much	<sup>d</sup> Scale	The number of individuals experiencing the outcome. When the planet is the stakeholder, this category is not relevant.	Number of teachers working at GROW Educare Centres that receive the target income of R3500	9	n/a	Employment contracts and bank statements	Number of principals working at GROW educare centres that receive the target income of R5000	11	n/a	Employment contracts and bank statements
	<sup>e</sup> Depth	The degree of change experienced by the stakeholder. Depth is calculated by analysing the change that has occurred between the 'Outcome level at baseline' (Who - ii) and the 'Outcome level in period' (What - i).	Difference between average monthly income for teachers at GROW educare centres at outcome level and at baseline	n/a	59%	n/a	Difference between average monthly income for principals at GROW educare centres at outcome level and at baseline	n/a	61%	n/a
	<sup>f</sup> Duration	The time period for which the stakeholder experiences the outcome	Average period (in years) of monthly teacher income sustained	1 year	n/a	Employment contracts and bank statements	Average period (in years) of monthly principal income sustained	0	n/a	Employment contracts and bank statements

Dimension	Impact Category	Definition	Indicator	Data / Value	Analysis	Source	Indicator	Data / Value	Analysis	Source
Contribution	g Depth counterfactual	The estimated degree of change that would have happened anyway - without engaging with, or being affected by, the enterprise. Performance of peer enterprises, industry or local benchmarks, and/or stakeholder feedback are examples of counterfactuals that can be used to estimate the degree of change likely to occur anyway for the stakeholder.	Average monthly income for teachers working at GROW educare centres in 2014 at baseline	R1 816,00	58%	Employment contracts and bank statements	Average monthly income for principals working at GROW educare centres in 2014 at baseline	R3320,00	55%	Employment contracts and bank statements
	h Duration counterfactual	The estimated time period that the outcome would have lasted for anyway - without engaging with, or being affected by, the enterprise. Performance of peer enterprises, industry or local benchmarks, and/or stakeholder feedback are examples of counterfactuals that can be used to estimate the duration likely to occur anyway for the stakeholder.	The time period that the monthly income for teachers working at educare centres in South Africa would have lasted for anyway	Industry data is not available	n/a	n/a	The time period that the monthly income for principals working at educare centres in South Africa would have lasted for anyway	Industry data is not available	n/a	n/a
Risk	Risk type	The type of risk that may undermine the delivery of the expected impact for people and/or the planet. There are nine types of impact risk.	Risk type	Evidence risk; Execution risk; Stakeholder participation risk; External risk; Drop-off risk	Risk associated with comparable benchmark data to assess depth and duration of counterfactual for this employment type	n/a	Risk type	Evidence risk; Execution risk; Stakeholder participation risk; External risk; Drop-off risk	Risk associated with comparable benchmark data to assess depth and duration of counterfactual for this employment type	n/a
	Risk level	The level of risk, assessed by combining the likelihood of the risk occurring, and the severity of the consequences for people and/or the planet if it does.	Risk level	Evidence risk; Execution risk; Stakeholder participation risk; External risk;	n/a	n/a	Risk level	Evidence risk: Medium; Execution risk: Medium; Stakeholder participation risk: Low ; External risk: Low; Drop-off risk: Low	n/a	n/a