



ON A TRAIN TO SOCIAL IMPACT

Training Module on Social Impact Assessment in
youth initiatives of Social Solidarity Economy

www.ssed4youth.org



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ABOUT SSEDs project

SSEDs (Strategies for youth SSSE Entrepreneurship Development and Social impact) is an Erasmus+ project developed by a partnership of 7 organisations from France, Greece, Italy and Spain. The overall goal was to visualize the social impact of entrepreneurship initiatives in Social Solidarity Economy, especially promoted by young people. Specifically, the partnership aimed at:

- > reinforcing methodologies for accompanying young people in entrepreneurship in SSE, especially those with fewer opportunities;
- > strengthening the competences and visions in SSE so that young people can undertake initiatives in their communities;
- > elaborating new tools for SSE, fruit of a collective creation;
- > creating instruments for the evaluation of the social impact of SSE initiatives.

More information and all the tools developed by SSEDs partnership along 2020 and 2021, are available on <https://sseds4youth.org>

The first product of the project is the “Toolbox on values, sustainability and social impact of the Social Solidarity Economy”, which intends to provide SSE actors who guide and educate in sustainable and value-based SSE activities, a user-friendly system of classified SSE tools, methods and resources. These should be useful, at different stages and with different purposes and target groups, to guide young people towards their entrepreneurship in SSE.

ABOUT THIS TRAINING MODULE

“On a train to social impact” is the second product of the project SSEDs. It is a resource for facilitators that support young people in their educational path towards SSE.

The activities described here are aimed at young people who already have a basic understanding of the values and practices of Social Solidarity Economy and are interested to actively participate in it by starting their own SSE initiative. It particularly focusses on the Social Impact Assessment process, and it goes through its various phases, each reflected in one of the four sections of the module:

1. Principles of Social Impact in SSE: The idea is to introduce the topic of social impact in a soft way, connected to real life situations and opening up to the notion of “why I’m engaged into SSE? And why is it important to make it visible?”
2. Hands on the Theory of Change: it accompanies the learners into a practical experimentation of a Theory of Change process on a given case or on a real SSE initiative that the learners might want to develop. It is an important preparatory step for any SSE initiative and provides a solid ground for assessing the social impact at a later stage.
3. IMP’ACT! tool: a self-assessment tool, in the shape of an interactive PDF document, that makes the social impact assessment process accessible to young people, even without further experience on the topic. It accompanies the user on a step-by-step approach to all the practical steps of social impact assessment.
4. Communicating the results of Social Impact Evaluation: we provide a roadmap for the trainer, with specific activities and support materials, to engage the young people who have

undergone the Social Impact Assessment process, in learning how to use the results of the evaluation and communicate them towards various audiences.

GENERAL OBJECTIVES

- Motivate participants to go through the social impact assessment process according to the values of SSE, specifically through the IMP'ACT tool.
- Develop awareness about the competences related to social impact assessment of SSE initiatives.
- Equip participants with insights and arguments to convince others (their team) to do social impact assessment.
- Strengthen the collective approach and peer learning about the social impact assessment process.
- Involve participants in practical exercises according to the learning-by-doing principle.

HOW TO USE IT

The four sections are conceived as separate and complete units: it is on the facilitator to choose which ones are more suitable to the group of learners, and at which moment of their learning process. Ideally, they are meant to be delivered along a long-term learning process to teach or accompany young people into the world of Social Impact Assessment of SSE initiatives.

If the group of learners is a beginner in SSE, it is advisable to implement preparatory educational activities to learn about the values of SSE. Various resources such as manuals, specific workshops and introductory training modules are available on the Toolbox of SSEds project: <http://sseds4youth.org/sse-sseds-toolbox/>

The third part of this Training Module, the *IMP'ACT!*, is a self-explanatory tool that is designed for participants to go through the social impact assessment process also on their own (either alone or ideally with their team). However, if the conditions and timeframe allow it, it is advisable that the facilitator goes through the concrete impact assessment process of *IMP'ACT!* together with the learners. The content of the sections 1, 2 and 4 requires a collective learning environment facilitated by a trainer.

The Training Module "On a train to social impact" is meant to be a compass and support for the facilitator. This is not a training manual! While some activities are quite detailed, others are explained in a way that the facilitator can easily understand the aim and development of the activity, and subsequently adapt it according to the needs of the participants.

METHODOLOGY & TIPS FOR THE FACILITATOR

The group activities proposed in this Training Module are based on the principles of Non-Formal Education.

Non-formal Education (NFE) refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. (...) It should also be:

- voluntary
- accessible to everyone (ideally)
- an organised process with educational objectives
- participatory
- learner-centred
- about learning life skills and preparing for active citizenship
- based on involving both individual and group learning with a collective approach
- holistic and process-oriented
- based on experience and action
- organised on the basis of the needs of the participants.

(Source: <https://www.coe.int/en/web/european-youth-foundation/definitions>)

Some important parts of every educational activity based on NFE are not detailed in this module: the setting of the room, expectations and fears, creating a safe learning environment, getting to know each other, teambuilding, tips for debriefing, final evaluation of the educational session etc.

We provide here the facilitator with the main content of each topic and with suggestions on the methods (at times more detailed, other times more general). There are, though essential elements that are general to a NFE learning setting, as mentioned above. If as a facilitator you are not familiar with Non-Formal Education, we suggest you rely on the following resources to have a clear understanding on the learning process of a group, the principles of NFE and its most important approaches:

- ✓ T-Kit n. 6 Training Essentials: a handbook by the Council of Europe and European Union partnership (<https://pjp-eu.coe.int/en/web/youth-partnership/t-kits>)
- ✓ COMPASS manual on Human Rights Education: Chapter 1, section “Using COMPASS for HR Education” contains useful tips applicable to all kinds of NFE settings (<https://www.coe.int/en/web/compass/using-compass-for-human-rights-education#Facilitation>)

CONTENTS

PART 1 – Principles of Social Impact in Social Solidarity Economy

Introduction

The idea is to introduce the topic of social impact in a soft way, connected to real life situations and opening up to the notion of “why I’m engaged in SSE? And why is it important to make it visible?”

Specific objectives

- To understand the training process on social impact
- To confront the challenges of social impact in SSE
- To understand assessment and evaluation as a guide for the project
- To combine values of SSE with reality of social impact in a concrete initiative

Competencies

- ✓ Self-criticism
- ✓ Self-assessment
- ✓ Basic knowledge of social impact concept
- ✓ Communication skills

Duration

4 hours

Activity 1 - Private stories of evaluation: From a point of view to a fact

Ask participants to start from a real-life experience (health, enjoyment...) with a series of questions that helps to understand the importance of measurement, in order to concretize the idea of objectivity (vs subjectivity).

Step 1: Storytelling in group interviews (30')

- Create groups of 3.
- Choose a theme, common to every group, e.g “a personal story that motivated you to act on the world”.
- Before groups go and work, explain to everybody that a “personal story” is something situated in time, in space and with characters.
- In each group: One of the groups tells the story, one of the group interviews, one of the groups takes notes on 2 columns: what is a fact / what is point of view.
 - Ex of questions for the interviewer: *When did it happen? Where? How did you feel when ...? What makes you say that? How do you know it? How much? What did you learn out of it?*
 - Then you change (10' for each story telling)

Step 2: Share with the other groups (20')

2 groups of 3 merge.

Ask all groups of 6 to share: *How did you proceed to differentiate 'facts' and 'points of view'?*

Step 3: Share with the whole group (15')

- Collective definition. A fact is / A point of view is ...
- Conclusive word: Why it is important to distinguish a fact from a point of view in the assessment of social impact

Activity 2 - Assessing/Evaluating/Measuring:

Assessment is a way to know yourself better, to get to know others and to value your actions.

Questions to address

- Why and how does SSE produce value that is hard to quantify?
- What is value? What kind of value does SSE create?
- To what extent values and principles of SSE are compatible with economic activities?
- How could you transform your dreams and motivation to change the world into a realistic and pragmatic initiative with a real concrete impact?

Method

- World cafe (1 hour): 4 tables with the 4 above mentioned questions. On each table a table cloth with the question written on it. Marker pens. The group designates a host of the table, who will stay at the table after 1st round to keep the memory of the table alive. Each round is about 10' (you can enlarge or shorten). After 10', groups are invited to leave the table and split to form new groups (or move as the same group). A new round starts with the host that explains what is already there. Everything that is being said is being written on the table to keep trace and there is a collective presentation at the end of each table.
- Theoretical input: do it yourself. This could/should tackle topics like "what is evaluation, assessment, what for?"

Activity 3 - Social impact in SSE: a question of languages?

- How to be understandable, hearable by others?
- What are the words we use to describe our project, to raise motivation about our project?
- Are these words adaptable, accessible to everybody?

Method

- Elevator game (2'/participante + 10' preparation): you will have 2 minutes of elevator with ... You have to pitch your project, picking the right words, understandable by the person with whom you share this short journey. What do you tell him/her?
 - Type of persons you can meet in "elevator lift": a beneficiary, a local politician, a partner, your uncle, your little sister

- Debriefing (20'): What are the words that we always use and have lost their meaning? How could you replace them?

Activity 4 - A collective definition of social impact

Create together a definition of social impact. This activity lasts about 1 hour.

Method

- Snowball "5 key-words for a definition", by 2, 4, 8, ...
- One proposal made by a participant starting from all key words and a process of decision by consent in order to come up with the group definition

Suggestion: At the very end of the training, in the evaluation moment, come back to this collective definition: what would you change in this definition? Why?

PART 2 - Hands on the Theory of Change

Introduction

The Theory of Change (ToC) is about understanding the skills, knowledge and resources your group and project need in order to make each step happen on your intended path to change. It defines the long-term goals (or impact) and then maps backward to identify all the necessary preconditions that must be in place and how they relate in a causal perspective "If... then...".

The ToC helps you define whether your work is contributing towards achieving the impact you envision. For this reason, it is an important starting point for all kinds of social initiatives and a reference framework for the impact assessment process: the results of the assessment can indicate if the social initiative is indeed proceeding towards its expected impact.

In this part we provide an easy-to-follow path for the group to work on the Theory of Change of a real or hypothetical project, based on the principles of non-formal education.

Specific objectives

- To understand the elements, principles and process of the Theory of Change
- To prepare a solid ground for the Social Impact Assessment process, in terms of competencies
- To root SSE initiatives in the mission of covering real and identifiable human needs
- To support the sustainability of new SSE initiatives

Competencies

- Analysis and identification of causal links between elements of a complex process
- Envisioning future ideas
- Assessment of social phenomena
- Knowledge and experimentation of concepts and processes related to social impact assessment
- Teamwork as an essential element of planning and assessing

Duration

This section can be delivered as a theoretical input, including short practical exercise moments, in 3 hours. In this case the facilitator should show a ready ToC diagram to participants, following the various steps. The complete process, which includes participants diving themselves into the ToC, should take longer time, depending on the background of the participants. Ideally, it should take place in separate steps throughout several days, to allow ideas to settle and be reconsidered after a while (particularly recommended if the ToC is about a real case of an SSE initiative, not just an exercise on a given scenario).

Step 1 – Introduction to the ToC and related concepts

Divide the group of participants in couples or small groups. Each of them will choose one of the 3 topics proposed and will receive the resources to see or read about it. Explain that there are various ways of producing a Theory of Change, despite the approach and concept being always the same.

They will have a maximum 40 minutes to study the resources and prepare a short presentation. Then they will share in plenary what they have found and learnt. During the sharing, note down open questions that will be answered across the training. The topics and the given resources in English are:

Topic 1: What is the Theory of Change

- https://www.youtube.com/watch?v=6zRre_gB6A4
- <https://www.youtube.com/watch?v=BJDN0cpxJv4>
- https://www.youtube.com/watch?v=1a_rS2QgqnE
- Overview of a ToC process and diagram <https://diytoolkit.org/media/Theory-of-Change-Size-A4.pdf>

Topic 2: The difference between impact, outcome, output, activity, input, indicator

- <https://www.youtube.com/watch?v=IR8FalapJf0>
- <https://www.erasmusplus.nl/en/impacttool-mobility>
- https://www.youtube.com/watch?v=BR-GKEDthy4&ab_channel=ExactFact
- <http://www.mnestudies.com/monitoring/what-indicators-and-types-indicators>

Topic 3: Why is Theory of Change useful

- https://www.youtube.com/watch?v=1a_rS2QgqnE
- Read and listen to the uses of ToC proposed at this page:
<https://hubert.hhh.umn.edu/TheoryOfChangeFinal/index.html#screen/83c8d310-cbd7-4168-aeee-abf157adb727/s1>

Step 2 – ToC simulation: going through the process

The group will proceed to a practical simulation of a ToC process. This is the longest part of the training session and might be delivered throughout several workshops. As an alternative, it can be done in a few hours in a more guided way. If the group is big, it can be divided into subgroups, all of them working on the same case. The simulation is split in various phases:

A) Choose the social issue to work on

Participants should choose a social issue that they are well aware of and that they want to tackle through an SSE initiative. If there is no such idea on the table, or if the participants are beginners in their SSE path, the facilitator can provide one or more given case studies, starting from the social problem, need or gap that is to be addressed with the ToC.

In [Annex I](#) we provide here two examples of ToC that can be used by the facilitator to extrapolate the contents of the various ToC phases, as a reference to see if the group is working on a plausible direction and to suggest possible outcomes and activities if the participants do not know how to proceed:

- Youth, sports, empowerment and inclusion – the example of Streetgames in the UK: see Annex I for the visual ToC and more explanations at https://network.streetgames.org/sites/default/files/Sport%20and%20positive%20Outcomes_Theory%20of%20Change091120.pdf (intro video at: <https://www.youtube.com/watch?v=888flQmG6DM>)

- Women survivors of domestic violence, employability, autonomy: see Annex I for the visual ToC and more explanations at pp. 31-33 of the following document http://www.mspsguide.org/sites/default/files/resource/aspens_institute_-_the_community_builders_guide_to_theory_of_change.pdf

B) Identification of the long-term impact

Ask each participant or subgroup to write down the ideas that describe their vision of “success”: what ideal situation would you imagine, to replace the problem, answer the need or fill the gap?

We start using here the term “Impact”, which is a change we want to see in the community or people we are serving. An impact is also the “positive opposite” of a problem. Now that the group has identified the big problem they want to solve, they should “flip” that problem into desired impact. For example:

At the beginning usually there will be a generic definition of the desired long-term impact. In order to make it more specific, invite participants to create a mindmap around this first idea, stating:

- what is the target population? whom are you addressing, that is affected by the problem?
- the geographical and temporal scope (where and when the ideal situation should appear)
- what is their current status? a definition of the initial problem and the situation in which the target population is in (threshold).

After this more detailed brainstorming, each participant or subgroup should formulate the expected impact into one sentence.

An impactful goal must be simple, clear and specific. Tips for wording the impact:

1. Use simple sentences: Who does/has what.
2. The subject of your sentence should be the people you are serving, not your organization.
3. Strive for clear and concise language.
4. One idea per impact. Avoid commas and the word “and.”
5. Stay positive. Define what is, not what is not.

A practical way to help with the formulation is to ask yourself “If a local newspaper were to write a headline announcing the success of the project, what would it say?” The group can see to what extent the definition of success they have reached is suitable for use as a newspaper headline.

C) Backward mapping: from the problem to the desired outcomes

The purpose of this phase is to identify backwards all the necessary preconditions (outcomes) to produce the desired long-term impact, mapping them into a pathway of change that proceeds in a linear and chronological manner.

- Brainstorming: Ask each participant to write down on post-its the necessary and sufficient preconditions (the outcomes) to produce the final result (the impact). It is important to remind the group that at this moment the focus is on the final outcomes (the situations that will bring the target closer to the final ideal situation), not on the specific activities and outputs (the how we will get there).
- Sharing: Stick the post-its on the board. You should group the most similar outcomes.
- Comparison and processing: help the group to narrow the focus on four to six shared final outcomes that will be placed directly under the impact goal and linked to it through arrows.

At this point the procedure is repeated, taking another step backward: for each of the outcomes identified, ask the group to determine the necessary preconditions to produce it (intermediate outcomes).

The activity will be repeated for each intermediate outcome identified, until identifying the so-called early outcomes, the ones that will be at the bottom of the Outcomes diagram.

Once the group has reached an agreement on the pre-conditions necessary to generate the impact, it is advisable to reorder the outcome map with the correct causal lines, so that the reference model for the subsequent work phases is clear and understandable to all. This means that the final, intermediate and early outcomes should be placed in a relation of “what situation needs to happen in order to be able to move to the next situation”.

By the end of this phase, there should be a map, visually available to the group at all moments, with the impact and the various outcomes. This map will be enriched with more elements along the remaining ToC process.

D) Reality check: can we really do it?

It is now the moment to divide the outcomes in categories. This step is particularly useful if the group is practicing ToC on a real SSE example that is taken from their living context.

First ask the group to shortly consider, for each outcome:

- a. What outcomes we can achieve by ourselves with our current resources (competencies, money, infrastructure, materials)
- b. What outcomes we could achieve, but we need external resources that we still do not have
- c. What outcomes we cannot achieve, for a variety of reasons (too ambitious, too long-term, it involves actors that we cannot reach etc).

Once the mapping of the outcomes is complete, the participants will have realized that their efforts and resources are not sufficient to produce all the preconditions identified. At this point, assist the group in carrying out the so-called "reality check" which consists in considering the mapped outcomes by dividing them into:

- a. outcomes that the team will produce directly, that are most aligned with the experience, skills, focus of the members of the team
- b. outcome on which the team intends to take action at a later time
- c. outcomes that could be achieved by other players active in the reference context (SSE local network, public institutions etc)

Normally at this stage, participants can work all together in plenary to map the organizations and SSE actors that are active in specific areas of interest. At this point, a moment of individual reflection may be appropriate to bring out existing collaborations, possible synergies and, hopefully, opportunities for networking that might arise from the experience of the participants themselves.

In this way, thanks to context analysis and mapping of outcomes, the group will define lines of collaboration with external parties who contribute to the impact model, "outsourcing" the outcomes on which it does not have strong expertise.

E) Definition of outputs/activities

From outcomes we need to get the outputs/activities, that is what activities we should implement in order to achieve the outcomes. Each small group receives one or two outcomes and brainstorms about possible activities.

Questions to help participants identify the activities:

- What type of intervention is needed to produce the outcome?
- What activities that we are already implementing can produce the outcome? (if the participants are already established in an SSE initiative)
- What actions are needed to initiate the partnerships we need to produce specific outcomes?

Once back in plenary, each subgroup shares the activities identified, and the group all together tries to place the proposed activities in the outcomes mapping.

F) Measurement indicators

To make the ToC operational, the group must arrive at the definition of the indicators, both quantitative and qualitative. Setting indicators will considerably help to monitor the impact along the way and evaluate it at the end of a set period, through the Social Impact Assessment process (see Part 3 of this Training Module).

As a very general statement, outcomes are mostly (but not only!) measured through qualitative indicators, while outputs/activities are mostly measured through quantitative indicators. Ideally, each outcome and output in the ToC should carry at least one indicator.

In this exercise we suggest focussing on the outcomes only.

We suggest going through this phase in plenary, not in subgroups. Start at the bottom of the ToC map from the early outcomes and move up. Questions for the participants:

- How will we know if we are successful in this outcome? What is the indicator or indicators?
- On whom will the change occur?
- How much will the beneficiaries change?
- When will the change occur?

This is a challenging and time-consuming phase: since this is just an initial preparatory reflection for the more detailed Impact Assessment process detailed in Part 3 (which includes setting indicators), it is advisable to focus on only a few outcomes during this plenary session. If the group is working on a real case scenario of an SSE initiative they want to start, the complete identification of indicators for all outcomes and outputs can be done in smaller groups at a later stage.

It is advisable to project/show the definitions of the fundamental terms (indicator, target population, threshold, etc.). It is likely that not everyone will be able to make a valuable contribution in this phase, but it is important to stimulate participation to foster the growth of an evidence-based approach and to compare ideas from different participants that are rooted in different life and professional experiences.

G) Verification of assumptions

Once the group has reached the definition of the elements of the ToC, one of the last - but decisive - steps concerns the verification of those conditions that make an activity or outcome possible: what assumptions do we take, for the activity to happen? For example, if we are planning an online course, we should assume that our target population has access to the internet and proper electronic devices.

The goal is to detect the assumptions underlying the prefigured ToC that can determine the success or failure of the model, including internal or external facilitators (enablers) in the reflection and providing, where possible, adequate counter-moves.

To start the process, the facilitator can walk through the ToC, this time proceeding "forward" - starting from the activities to arrive at the desired impact- and dwelling on each causal step to ask the group questions such as:

- What factors ensure the success of this step?
- What evidence do we have of this passage? Is there established evidence or is specific research necessary?
- Which internal or external players can create added value in this phase? Which ones can hinder the achievement of this result? How can we get them involved?

Add the assumptions to the ToC map.

Step 3 – Final debriefing

Congratulations! You have gone through a complete ToC process and obtained a Theory of Change map or diagram for a fictional or real case.

At this point, lead a group discussion about their experience, asking questions such as:

- What aha moments have you experienced in this process? What surprised you most?
- Where did you struggle in these tasks?
- What was easy?
- What competencies are needed to go through this process?
- What competencies can this process develop in a team?
- What other benefits can ToC approach bring to a team or a project?

During the debriefing, you can also go back to the initial open questions (see step 1) and allow participants to find themselves the answers, thanks to the learning process they have been through.

Bibliography and resources for the facilitator

This part of the Training Module is based on a variety of sources, that we propose here for further analysis and reading:

- Various manuals and tools about the Theory of Change - <https://sseds4youth.org/tool/theory-of-change/>
- Leading with Theory of Change, Connecting Nonprofit Mission and Strategy: HubertProject - <https://hubert.hhh.umn.edu/TheoryOfChangeFinal/index.html#screen/4957d7a3-00d3-4b1f-9add-fa3137f3e445>
- *Theory of Change Basics: ActKnowledge* - https://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/ToCBasics.pdf
- *Facilitator's Source Book: ActKnowledge* - https://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/ToCFacilitatorSourcebook.pdf
- *Mapping Change: Using a Theory of Change to Guide Planning and Evaluation* - http://www.grantcraft.org/wp-content/uploads/sites/2/2018/12/theory_change.pdf
- *The Community Builders' Guide to Theory of Change: The Aspen Institute* - http://www.mspguide.org/sites/default/files/resource/aspen_institute_the_community_builders_guide_to_theory_of_change.pdf

PART 3 – IMP’ACT! tool

Introduction

IMP’ACT! guides the users through building their own social impact assessment of an SSE project or initiative. It is based on the values and principles of SSE, but it is applicable to all kinds of social projects and initiatives, also outside the SSE field.

Its innovative approach is that it is simple, interactive and self manageable by users: it is specifically devised for young people, with accessible terminology and concepts that do not require previous expertise in project management or evaluation processes.

The tool is self-explanatory and the support of a facilitator is not a basic requirement. Nevertheless, if the tool is used in the framework of a longer term learning process (an SSE incubator, VET or university course, internship or voluntary service, etc), it is advisable that the facilitator/mentor accompanies the young people also in this step of their learning path.

IMP’ACT! is composed of four sections:

1. What is social impact assessment
2. Planning (impact forecast): defining the context of the assessment process, mapping the project stakeholders, choosing the monitoring methods, planning the data collection
3. Measurement and analysis of the results
4. What’s next? Creating a roadmap to use the results of the assessment process

Each part of this Training Module deepens into an aspect that is mentioned in IMP’ACT!. Specifically:

Part 1 “Principles of Social Impact in SSE” relates to section 1 of the tool

Part 2 “Hands on the Theory of Change” relates to sections 2 and 4 of the tool

Part 4 “Communicate the results of Social Impact evaluation” relates to section 4 of the tool

Specific objective

To help and accompany young people and all those who are not experienced on the topic, in the assessment (plan and measure) of the social impact of an SSE initiative

Duration

Average 4 hours. Depending on the depth of the process and the measuring methods chosen (for example, whether external stakeholders will be involved in the process), it can take longer.

The tool

IMP’ACT! is an interactive PDF document that can be downloaded from SSEd’s webpage (<http://sseds4youth.org/tool/impact/>). The document has been designed for laptops, not smartphones. It includes links to external online support materials and tools, therefore internet connection is needed.

PART 4 - Communicate the results of Social Impact Evaluation

Introduction

There are many ways in which a team can use the results of the Social Impact Evaluation process. No matter what you want to do with the results, most of the times you need to communicate them to other people and partners that were not involved in the process. For example, to the clients or beneficiaries, or to a possible donor, or to the local social network. In this section of the Training Module, we provide a roadmap for the trainer, with specific activities and support materials, to engage the young people who have undergone the Social Impact Evaluation process, in learning how to use and communicate the results towards various audiences.

The section is structured in three activities: an introductory brainstorming to trigger useful questions on why it is important to communicate the results; a role-play to get into the shoes of various stakeholders (actors and receivers of communication); a final reflection activity to explore how to communicate.

Specific objectives

- Identify the different reasons that can lead to communicate the results of the social impact evaluation process
- Identify and understand what is at stake
- Understand better the target audiences of the project (needs, perspectives, priorities)
- Put yourself in the shoes of the target audience and better reach out to them
- Develop ideas and a plan to communicate the results of the Social Impact Evaluation

Duration

Introductory activity: 20-30 min

Simulation - role play: 1h30min

Conclusion: 30 min

Competencies

- Identify problems and suggest solutions by consulting information sources, collecting data, selecting, and organizing information to efficiently analyse a situation.
- Ability to read the needs of the context, understand the characteristics of the involved parts, the objectives addressed and act appropriately with innovative solutions.
- Ability to define desired outcomes and calibrate the objectives.
- Ability to act in front of different groups/audiences, while keeping alive the attention and involvement.
- Ability to define the strategies, methods, and techniques for the realization of a project, determining the methods of communication and promotion.

Activity 1 - Find your reasons to communicate the results of the social impact evaluation

For this first activity we provide the facilitator with ready-to-use slides that present various options of reasons, motivations or barriers on “why and how to communicate one’s results on social impact evaluation”. The slides can also be modified by the facilitator, so as to adapt them to the group of learners.

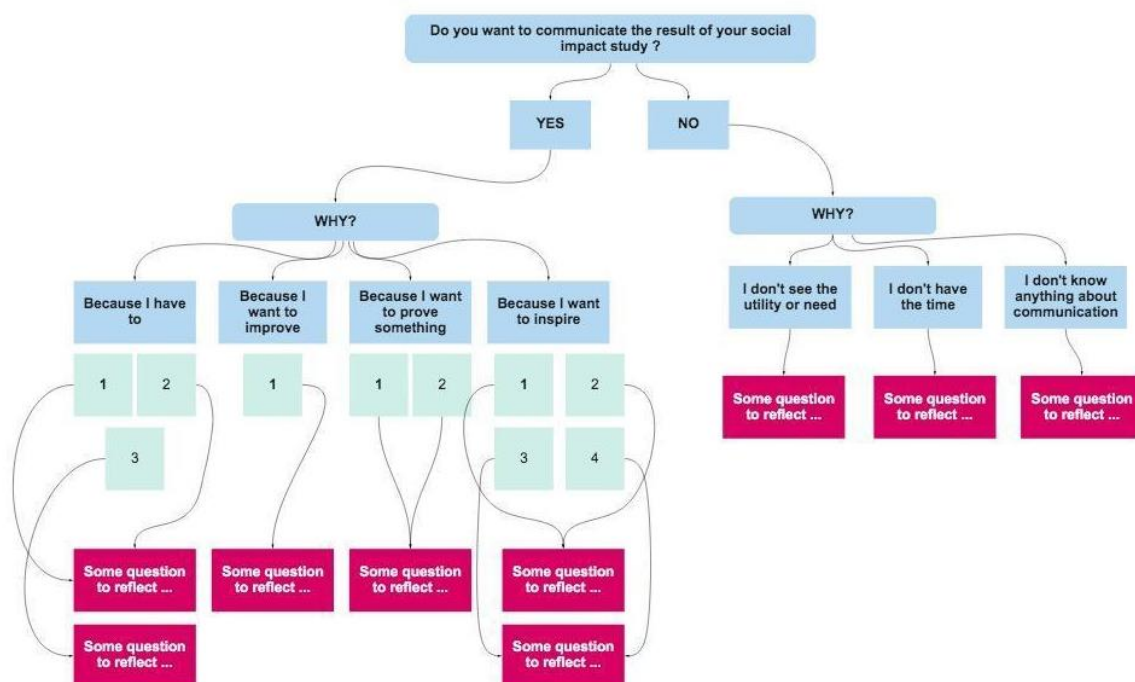
The first part of this “brainstorming-like” slide is to reflect on what could drive us or not in communicating our results. The particularity of these slides is that it’s not a linear PowerPoint presentation. Depending on the answer given by the group to a question, you click on the choice, and the presentation will bring you to a specific slide with the specific follow-up questions.

The second part of the slide is to be presented after the role-play, in the activity 3. It is about “how to communicate” your results. After having identified your motivations and reasons on why you should communicate your results, some questions will come up, to guide your group through common reflections, depending on the prior chosen options.

This is an activity you can do with the whole group, by projecting the slide and exploring together, through the different options available, and then moderating and facilitating the debate with the prompted questions.

You can also let your group members do the first part individually, or in smaller groups, and then come back to the second part, after having completed the role play activity, with the bigger group.

Here is the skeleton of the slides. The boxes in blue are part of the 1st activity, while the boxes in purple are part of the 3rd activity, to be done after the role play.



Download the complete presentation in powerpoint:

<http://sseds4youth.org/sseds-training-module-presentation-why-to-communicate-the-results/>

Activity 2 - In the shoes of my audience

This activity is a simulation of a given case study, for participants to try out on their own how the language and presentation approach should be adapted with regards to the communication with different target audiences.

The facilitator should explain the general context of the simulation to the group of participants and then divide them into smaller groups: some of them are agents of communication, while others are receivers. Each group will receive a paper explaining their role and mission, while, depending on their role, provide some additional support information.

Depending on the size and background of the group of participants, the trainer can choose whether to assign one role to only one person or to a small group, and which roles to exclude from the simulation. The “agents of communication” can also have their strategy preparatory meeting all together and go to their target audiences (“receivers”) in mixed couples.

After dedicating some time to study the material given and devise their internal strategy and communication methods, each group will interact with the others according to their role, for a given period of time, set by the trainer. The trainer should prepare the appropriate setting of the room, in a way that supports the simulation (for example, the donor should be waiting for the project coordinators in his/her office, in a more formal environment, than when for example, at a neighbourhood assembly). It is advisable to use a big space or different rooms, so that the meetings can take place at the same time.

The activity ends with a debriefing plenary session, where participants share their insights and learning points.

An ideal scenario is to have professionals from the real world, invited to the session and act out their roles (a public officer in the role of a municipality/donor, a teacher in their own role, a local association activist etc).

We provide here a case study for simulation, inspired by the project “Commitment to responsible consumption” of SomLaClau NGO in Barcelona.

Background information for the whole group

The NGO SomLaClau from Barcelona, supported by the local Cooperasec network that promotes active citizenship in Poble Sec, has been implementing the project “Commitment to responsible consumption” in three primary and secondary schools of Poble Sec neighborhood, during the last 3 years. The project aims to raise awareness among students, teachers, and the whole educational community (families included) about the climate crisis and the actions they can take to protect the environment, by introducing sustainable practices in the school, drawn from students’ initiatives.

The project coordinators of SomLaClau have evaluated the impact of the project so far, and are now in the process of communicating the results from this evaluation to the various stakeholders/donors involved, with the following general aims:

- For current educators: On how to improve the activities and increase their active involvement

- For the current donor from the Barcelona municipality (Environmental Department)/ potential future donors from a private foundation that supports educational interventions in schools / the local branch of the ethical bank that funds few worthy social projects: On how to obtain more funds and expand the impact of the project to more schools and the neighbourhood.
- For the school director and teachers of a new secondary school: A meeting is organized by initiative of SomLaClau and Cooperasec, to convince them to enter the project and implement the activities in the school with their students.
- For the citizens' assembly of Poble Sec neighbourhood: On how to give greater visibility to the project that has been funded so far, and explore the possibilities of transferring the project practices to other community settings (companies, local associations, youth centres etc.)

A series of meetings have been organized, by initiative of SomLaClau and Cooperasec, with these actors.

See the roles descriptions to be given to each subgroup, and the Support Information, in the [Annexes II and III](#).

At the end of the simulation time, gather participants in a group for the debriefing. Make sure you leave enough space at the beginning for them to express how they felt and fully "get out" from their roles. Here are some guiding questions:

- How was the experience? How did you feel in the process? (confident, frustrated, uncertain, enthusiastic, empowered, inspired...)
- What was difficult or easy for you in your role?
- What was unclear?
- What strategies did the agents of communication put in place for the message to be understandable, hearable by others?
- Which questions did the receivers ask the agents of communication? Based on what elements did you make your final decision?
- What words did you mostly use as agents or did you hear as receivers, to describe and to motivate (or be motivated) around the project?
- Is there any information that you missed from the impact evaluation, and that would have been useful during the meeting (additional info to receive or to give)? Examples...
- If you were to repeat this experience in the same role, how would you have acted differently?
- Which important lessons have you learnt, thinking about a real life situation?

During the discussion, note down key words or learning aspects on the board, for everyone to see.

Activity 3 - Collective reflection on how and what to communicate

The group is now in the position of identifying the reasons why they may want or need to communicate the results of the social impact evaluation; also, they have a better understanding of the various target audiences, what is at stake and the type of message needed to be used according to

whom they're addressing. Now [go back to the slides](#) for the second part of the presentation: it's time to get deeper on the "how" to do it!

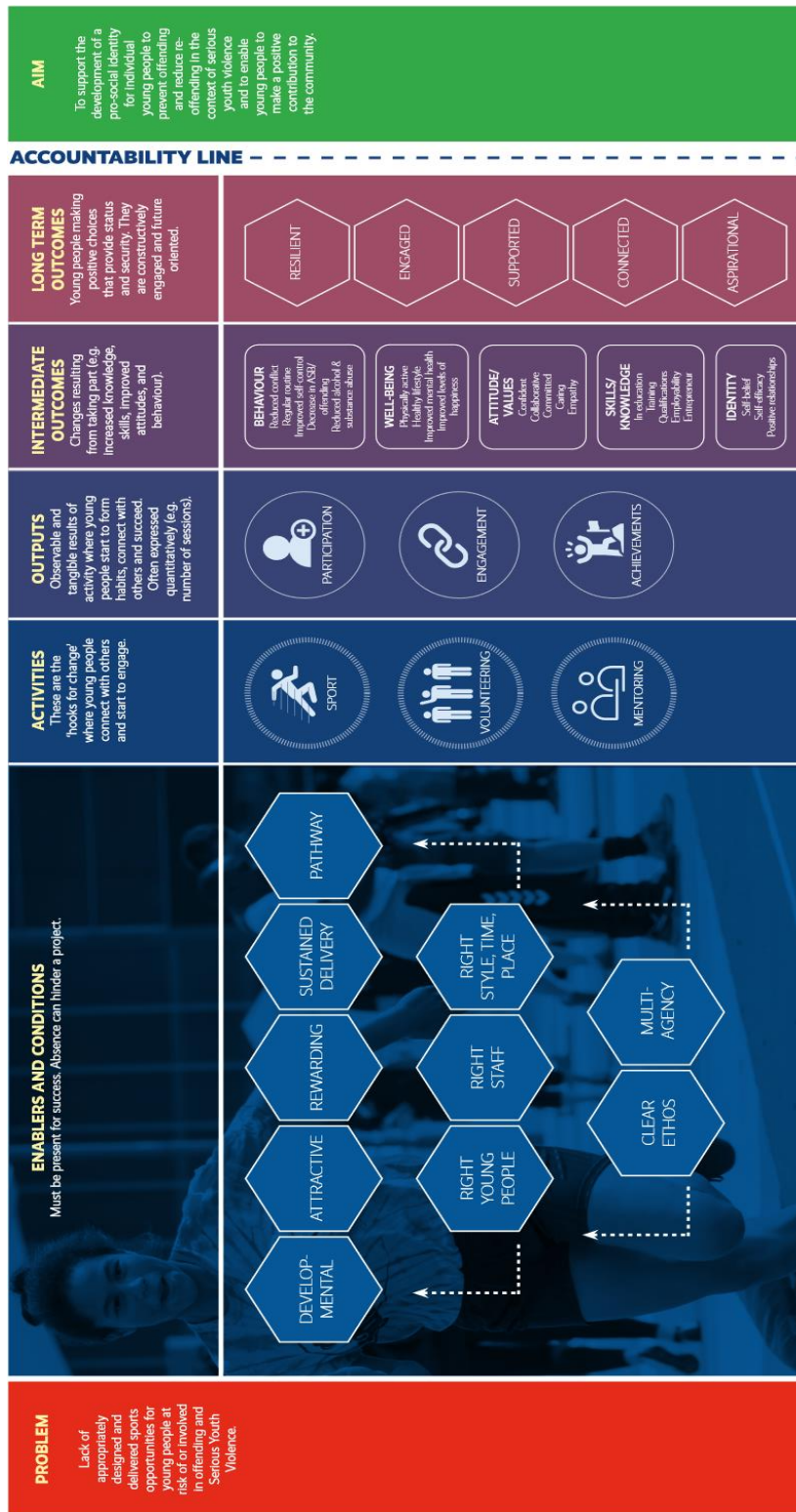
According to the reasons and motivations identified across this module, you can go deeper on the means and ways to communicate by facilitating a group discussion with the questions that are on the initial presentation (purple boxes/slides). These questions are here as guidelines and can be adjusted to the group and to the time limit that you have.

ANNEXES to the activities

Annex I – Theory of Change case studies

Streetgames organisation

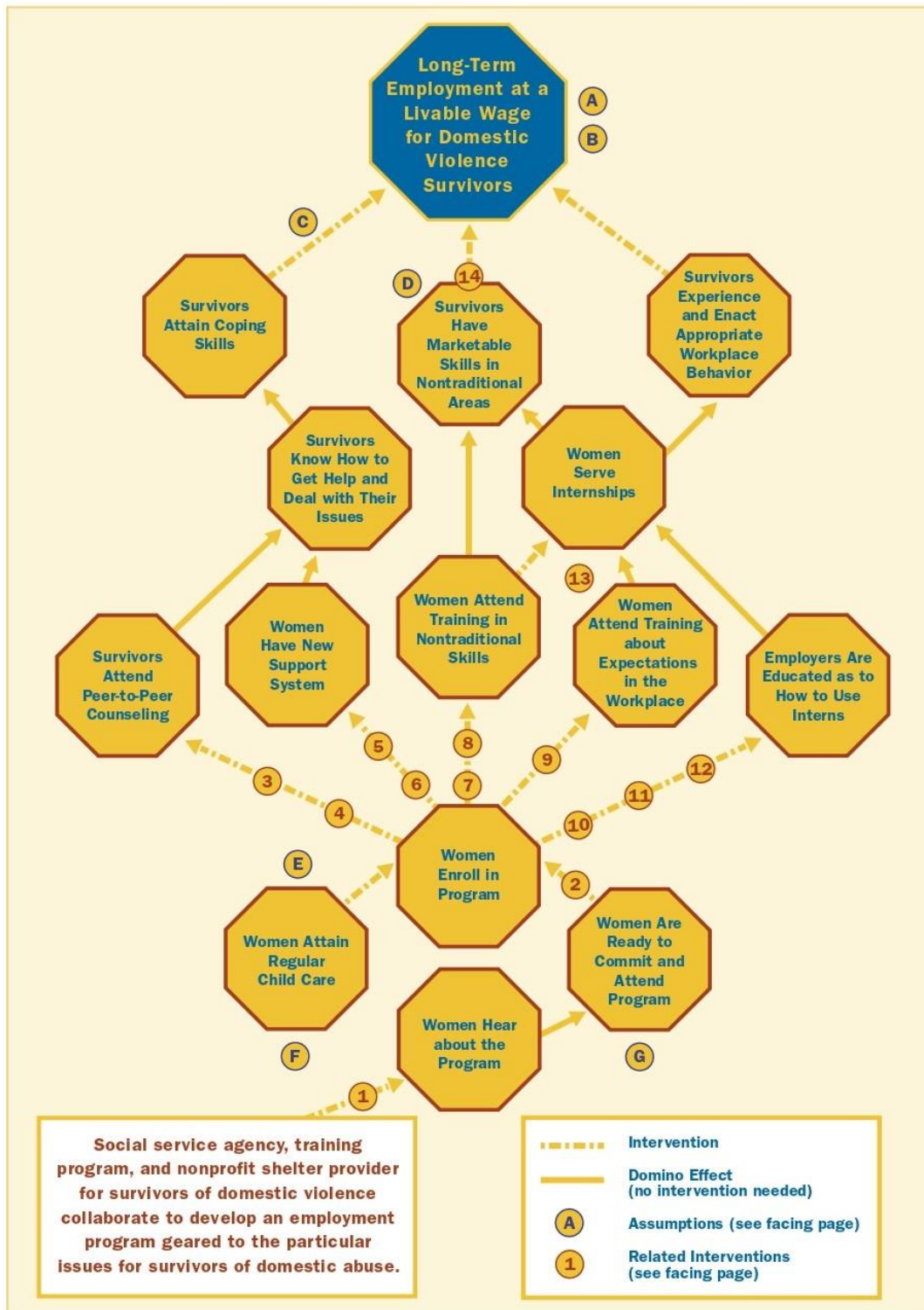
Real case of ToC. The complete ToC with more elements and insights is available [in this pdf](#).



Superwomen

Case study, created by Hel ne Clark, Director of ActKnowledge. More detailed ToC available at [pp. 31-33 of this document](#).

PROJECT SUPERWOMAN: A THEORY OF CHANGE



Annex II - ROLES of “In the shoes of my audience”

A. Agents of communication:

a. Project coordinators of SomLaClau

Profile: You are the initiators and the mastermind behind this project: you have designed it, contacted Cooperasec for bureaucratic support to receive the funds, found the suitable educators, contacted the schools and supervised the activities. You have also implemented the impact evaluation.

Aim: You want to increase the quality and also expand the impact of the project to new schools and in general, the neighborhood of Poble Sec. In order to do this, you need to:

- Have the educators committed to improving the quality of the educational materials and diversifying them, so that they are suitable not only for children but also for youth. You also need them to dedicate more working hours to this project. You still have some money left to pay them for this extra task
- Convince new school directors and teachers to host your project, in the same format as the previous one
- Convince other social realities in the neighbourhood (youth centres, companies, local associations etc) to host your project, because it has had a very good impact on the three schools implemented. The activities will be modified for each different audience targeted, but the format will remain the same.
- Acquire more funds from various donors in the public and private sectors: the Environmental Department of Barcelona Municipality (your first donor), the private foundation “Education4all”, and the Fiare ethical bank that funds proposals which boost cooperation among different actors at local level. The donors have already received the future project proposal but want to listen more in detail about your previous project experience and why you believe it has worked so well that it’s worthy of their funding.

Decide which partners involved, each of you wants to address, if you want to collaborate with other “agents of communication”, and how you will present the results of the impact evaluation, in order to better achieve your aim.

Support information available: Who is SomLaClau, About the project, Impact evaluation process, Results of the Impact evaluation.

b. Project coordinators of Cooperasec

Profile: You have supported SomLaClau coordinators since the very beginning of the project. Thanks to you and your expertise in fundraising and project management, the project could start. In the past 3 years, you have been the reference persons for the project towards the current donor (the municipality of Barcelona), communicating with them about practical issues regarding the grant rules. You have more experience than SomLaClau in project management and contacts with donors, but you lack direct contact with the school community.

Aim: After seeing the results of the impact evaluation, given to you by SomLaClau, you are convinced that this project really brings a change at the community of Poble Sec, and you would like to expand it to other agents of the neighbourhood, such as shops, local associations etc, as well as to other schools. You want climate change to become a hot issue for Poble Sec on all levels of social life. In order for SomLaClau to expand the reach of their project, you need to collaborate with them in order to:

- Have the educators committed to improving the quality of the educational materials and diversifying them so that they are suitable not only for children/youth. You also need them to dedicate more working hours to this project. You still have some money left to pay the educators for this extra task
- Convince new school directors and teachers to host your project, in the same format as the previous one
- Convince other social realities in the neighbourhood (youth centres, companies, local associations etc) to host your project because it has had a very good impact on the three schools implemented. The activities will be modified for each different public, but the format will remain the same.
- Acquire more funds from various donors in the public and private sectors: the Environmental Department of Barcelona municipality (your first donor), the private foundation “Education4all”, and the Fiare ethical bank that funds proposals which boost cooperation among different actors at local level. The donors have already received the future project proposal but want to listen more in detail about your previous project experience and why you believe it has worked so well that it’s worthy of their funding.

Decide which involved partners each of you wants to address, if you want to collaborate with other “agents of communication”, and how you will present the results of the impact evaluation in order to achieve your aim.

Support information available: Who is SomLaClau, About the project, Results of the Impact evaluation

c. 15-year-old students that have already participated in the project

Profile: You have participated in the project activities for 3 years now, and you have seen how your school, your fellow students and the teachers have changed thanks to the project. You have always had a passion for activism, you cannot stay silent when you see that something is not going well.

Aim: You want other schools to have the same opportunity as your school. But why only schools? The private school where you learn to play guitar in the afternoon, your friends with whom you skate in the neighbourhood square... you would love everyone around you to talk about more serious matters than “stupid” movies or trendy clothes, and take responsibility for their way of living! Decide which involved partners each of you wants to address, if you want to collaborate with other “agents of communication”, and how you will present the results of the impact evaluation, in order to achieve your aim.

Support information available: About the project, Impact evaluation process

B. Receivers of communication:

a. Educators of SomLaClau

Profile: Three years ago, you saw a call for educators and because you are an experienced trainer, you were selected to develop the activities in the classrooms. You received some materials (activities, presentations) that you needed to adapt a bit along the way, and you participated in some meetings with the other educators to discuss how the project was going. You liked the experience, and you would like to keep being involved, however, you already have other part-time jobs and not so much time available. Additionally, you are not sure what are the future plans of SomLaClau about the project. By the end of the meeting, you need to decide if this project is worthy of your little time available.

Support information available: Who is SomLaClau, About the project

b. Teachers and/or director of a new school

Profile: You work in a secondary school in the Poble Sec neighborhood. You received an email from SomLaClau inviting you to participate in a meeting and discuss any possible future cooperation, to raise awareness about climate change in the school community, following the example of "Commitment to responsible consumption" project. You understand that the topic is important, but your major doubt about the proposal is whether there will be enough time in the yearly curriculum to have all these extra activities, that also imply a long-term commitment from the whole school community (teachers, students and the technicians in charge of maintaining the school facilities). By the end of the meeting, you need to decide if you accept the proposal and under which conditions.

Support information available: Who is SomLaClau, About the project

c. Officer from the municipality of Barcelona (current donor)

Profile: The department of Environment, where you work, has given SomLaClau and Cooperasec the first grant for a 3-years period of project implementation. Since then, you have received and read the report of the activities and the results achieved, which are in line with what was promised in the initial project description. You also know that there was an impact evaluation done, but you don't know the results yet. Your task is to understand whether this project has good potential to be multiplied to more schools and other social realities at the municipality of Barcelona, and also, outside of the Poble Sec neighbourhood. Another point is that there are many associations that need public funding in Barcelona, and it is a policy of the to give access of the available funds to as many organisations as possible. By the end of the meeting, you need to decide if you will recommend the continuation of the funding to the evaluators' commission.

Support information available: Who is SomLaClau, About the project, Impact evaluation process.

d. Grants manager from the private foundation “Education4all” (possible future donor)

Profile: The private foundation “Education4all” finances educational interventions in primary and secondary schools across the country. The mission of your foundation is to promote the active participation of children and young people in the life of the local community along with other matters that affect society in general, through various forms of education. An important aspect for the foundation is also publicity: a project proposal can be of good quality but you want to make sure that it is also given the proper visibility, and that the foundation becomes known also in local communities (schools, families) for its social responsibility policy. By the end of the meeting, you need to decide if “Education4all” will fund the project.

Support information available: Who is SomLaClau, About the project

e. Representative of the local branch of the Fiare Ethical Bank (possible future donor)

Profile: Your work in Fiare is to identify new projects and associations that are worthy of being funded by the bank. The current funding priorities, set by the general assembly of the bank members, are for social interventions that create links, networks and foster mutual cooperation among various social realities at local level. Your bank wants to consider itself more as a “partner” than a “donor”: once it decides to fund a project, it commits to not only give money but also support the organisation in the long term, for example with expertise and capacity building. This is why you receive every week dozens of proposals, and particularly in the fields of education and environment. After this meeting, you will write a recommendation for the evaluators, whether to consider this project and partnership for funding or not. By the end of the meeting, you need to decide what to write in the recommendation.

Support information available: Who is SomLaClau, About the project

f. Citizens’ assembly of Poble Sec

Profile: You participate in the assembly, which is an informal gathering of individual citizens that live in Poble Sec and care about the good quality of life in the neighbourhood. What the assembly cares more is to have a vivid social life in the neighbourhood, with plenty of small shops, clean and green spaces, associations etc that provide room and opportunities for the inhabitants to meet, spend time together and discuss about what matters in the neighbourhood. You want to avoid going back to the times when Poble Sec was dirty and people didn’t like hanging out in the squares during the summer evenings, because of that. You already know Cooperasec and SomLaClau because of their involvement in the neighbourhood, and you have heard about the project, but you are not sure what they want to propose to you in this meeting. By the end of the meeting your will need to decide if you accept the proposal for cooperation.

Support information available: Who is SomLaClau, About the project

Annex III - SUPPORT INFORMATION of “In the shoes of my audience”

Who is SomLaClau: SomlaClau is an NGO located in Barcelona, born to promote the city's eco-social transition and support its resilience in the face of climate change. In 2014, they carried out the first activities to disseminate sustainable architecture, bioconstruction, and the use of renewable energies. Now, SomlaClau is dedicated to sustainable building, responsible consumption, agroecology, food use, sustainable and resilient cooking, self-production, and permaculture, seeking to integrate all these aspects and generate a community which contributes to the building of a more resilient and happy society. Three people work in SomLaClau, but their activities are possible only thanks to the network of individuals and entities that support them when needed. In this sense, SomLaClau cannot be conceived without considering its relationship to the local community networks of Poble Sec, called Cooperasec.

The centre of their activities is the neighbourhood community and taking care of it. Among various collective initiatives, they keep communication with children always active, and they generate spaces for sharing food and gathering. One of their recent and most successful projects is "Commitment to responsible consumption, implemented in close collaboration with Cooperasec and Coopolis (Cooperasec provides administrative support by managing the funding “Enfortim” that allows the implementation of the project).

About the project: "Commitment to responsible consumption" is a project initiated by SomLaClau organisation in 2018 with local schools of Poble Sec neighbourhood in Barcelona, in close collaboration with Cooperasec. It aims to raise awareness among future generations, teachers and the whole educational community about the climate crisis and the actions they can take to protect the environment, by introducing sustainable practices in their own schools. This is done through a long-term participatory process, lasting two or more years, where the students come up with their own charter “Commitment of Sustainability” and are then the main promoters of the change. What follows is a list of the actions that students want to implement in order to improve the consumption of water, energy, materials and food in their schools. Special emphasis is put on the shared responsibility to solve environmental problems, and on the fact that a transformative, sustainable, social and solidarity economy already exists.

The phases of the project are:

1. We think about the climate emergency and its causes.
2. We talk about what we can do to react to this situation. To inspire us, we study the good practices that exist both near and around the world.
3. We analyse the situation of the school in terms of consumption of energy, water, materials, food, monitor the levels of consumption and needs, and decide what we can improve.
4. Each following year, we launch some of the actions addressed in this Commitment.

In 2018 two primary schools and one high school prepared their charter “Commitment of Sustainability”. In 2019, the team supported the three school communities in putting its charters into practice. In 2020, another primary school joined the project and has prepared its own charter, while the first three schools continued implementing more actions for change.

Impact evaluation process: Throughout 2021, after 3 years from the start of the project, SomLaClau project coordinators made an evaluation of the impact of the activities done in the first three schools.

The initial aim of the evaluation was to understand what the added value of the project for the school communities has been, has identified possible gaps and possible improvements to the activities, in view of the project expanding to more schools. The evaluation was done through interviews and questionnaires to the school community (students, teachers, schools directors). The main challenge was the lack of availability and time from the side of the school: teachers and directors didn't see any direct benefit for their schools in participating in the evaluation process, also considering that it took place after the official ending of the project.

Results of the impact evaluation: The indicators chosen were two:

- 1) Development of knowledge about climate change and the effect of our everyday actions at school
- 2) Changes in the behaviour of the school community

Positive impact achieved at the school community:

- The school community, and particularly students, developed a sense of “mission” and a passion for environmental topics. They know now that they can live with less consumption of materials, resources and energy and still have everything they need. They have become “ambassadors” against climate change in the school and at home.
- Students, and teachers as well, understood the deep and complex causes of the environmental crisis, related to human activity, and its effects. They now have evidence-based arguments to talk about it with others.
- Students are now more environmentally aware at school, but they are also willing to take other initiatives, for example to act against bullying. They feel more confident now about their power and potential for change, when they act all together and not individually.
- Some changes also happened in the students' households because the pupils influenced their parents on implementing environmentally friendly practices at home.

Positive impact achieved for SomLaClau and Cooperasec:

- SomLaClau and Cooperasec are more known in the neighbourhood, they have a wide network of personal contacts with various educators, teachers, young people and families.
- New local associations have come to learn about SomLaClau because of the quality of their social action, thanks to the public event organized by the end of the project, where students were presenting the changes implemented in the schools.

Weaknesses identified:


- The financial resources were not enough: the changes that students wanted to apply in the schools required some extra expenses, and the project didn't have enough budget to cover those costs. Therefore, some changes could not take place because the schools have not dedicated enough funds in the budget for the implementation of those actions.
- More educators were needed: the teachers often had to help the educators in preparing the classroom, printing materials, finding projectors and other equipment.

- The educational material should be updated and enriched with new information. The activities weren't always innovative or attractive to the children and youth.
- Some teachers were not interested in the topic and did not participate actively in the 4th step of the project, while the educators could not be involved because there weren't enough funds to pay for those working hours.
- Once they understood how bad the climate crisis is, many students were frustrated and did not participate actively in the next phases because they didn't believe they could really contribute to making a meaningful change.



www.ssed4youth.org

 ssedsproject@gmail.com

 [@sseds4youth.org](https://www.facebook.com/sseds4youth.org)

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