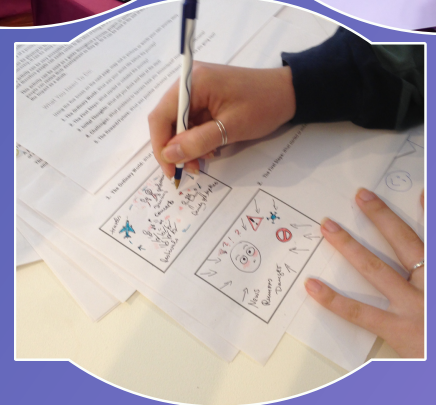
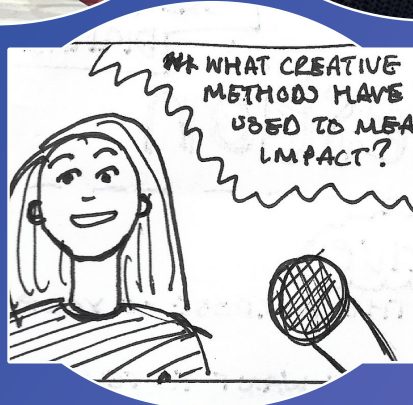
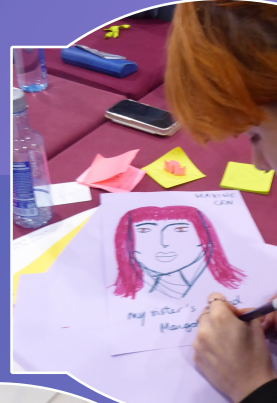
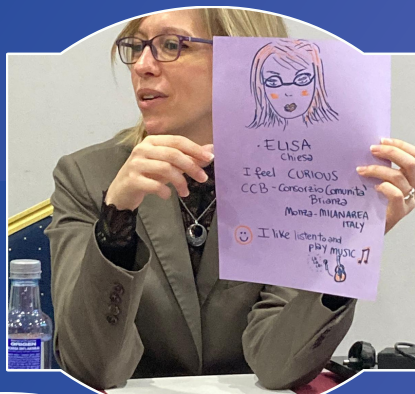


Narratives of Impact

A guide to use storytelling as a tool to measure impact

This toolkit and accompanying video guides are designed for organisations, individuals, and teams to use storytelling as a method for measuring impact.



Co-funded by the Erasmus+ Programme of the European Union

Published 2023 by the Comparative Research Network e.V. Berlin

The eBook was edited in the frame of the Erasmus+ Partnership Narratives of Impact: Digital Storytelling as a Change-Making Tool - 2020-1-UK01-KA202-078866

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ISBN eBook 978-3-946832-28-7

Last update: 18th of July 2023



Co-funded by the
Erasmus+ Programme
of the European Union



The eBook was edited and published in the frame of the Erasmus+ Strategic Partnership Narratives of Impact. Erasmus Plus is financed by the European Union. The European Commission support to produce this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Open Educational Resources



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Introduction



Using storytelling to measure impact is a creative way to engage with people in an evaluation and learning process. Stories are useful tools for helping us to see what is working and what needs to be improved. Stories can be valuable ways of collecting important data and sharing it in interesting ways. Using different storytelling methods can help people to engage with data collection and learning processes, enhance inclusion and access, as well as interest and commitment.

This toolkit and the accompanying video guides are designed for organisations, individuals, and teams to use storytelling as a method for measuring impact.

The toolkit is divided into the following chapters:

Chapter 1 – Working with People and Using Stories to Measure Impact

This chapter looks at working with specific groups of people.

Chapter 2 – Using Gaming to Create and Measure Impact

In this chapter specific 'Gaming' methods including the 'Hackathon', which takes data such as statistics and turns it into visual stories, are looked at.

Chapter 3 – Measuring Impact with Digital Stories

Chapter 3 explores how you can use digital tools such as mobile phones, tablets, video cameras, etc. to help record stories that measure impact.

Chapter 4 – Methods for Measuring Impact with Stories.

This chapter presents different methods and activities that can be used to measure impact, connecting to storytelling.

Each chapter has an accompanying video guide.

A CREATIVE APPROACH

Using stories of lived experience to measure your impact will help you to connect with people in way that quantitative techniques such as surveys cannot. More so, creative formats such as art, poetry, photography engage with people on a different level and can help people to express their feelings, thoughts, and ideas in a more insightful and meaningful way. A creative approach can be very effective when working with people who have different ways of communicating, neurodiversity, or struggle to express themselves, lack confidence or are shy.

Checking Out Poem

Checking in
And checking out.
Curious to hear
How we are,
how we feel,
what we say,
what we think,
what we do.
Curiosity Guided by our values.
Like stars twinkling in a clear night sky
providing us a map to journey by.
Deep feelings maybe shared, heard and said.
Safe and sound
space.
Listening and hearing
Creates connections beyond words.

This poem was created from an activity in the APPENDIX and can be used at the beginning and at the end of an activity or session.

It's not just the participants who will benefit from a creative approach, but team members will too. Using different, simple creative methods can help team members become more interested in and involved with the process of measuring impact.

USING QUALITY INDICATORS

When measuring impact, you will usually want to find out the specifics of an outcome or an ongoing issue to find out what impact the service, project, organisation, etc. is having on the individual or group. To do this effectively, it is useful to have a framework to work with that includes quality indicators.

Quality Indicators could include the following:

- Inclusion
- Creativity
- Social change
- Feeling safe
- Accessibility
- Personal development
- Learning specific skills

There will be many more that are specific to your organisation, the services you provide and the work that you do.

Quality Indicators help to keep focus on the specific information that needs to be collected and keeps organisations focused on their main aims and core values as well as the practicalities and logistics of running services, training, day to day care/support, etc.

CO-CREATING AN IMPACT MEASUREMENT FRAMEWORK

An extremely effective way to implement impact measurement in your organisation is to co-create and design it with everyone in the organisation: managers, staff, and people who use the service/s. This way you can create effective engagement and ownership of an impact measurement process as well as ensuring that the:

- quality indicators you are measuring against are relevant.
- methods you use are accessible to all.

One of the Narratives of Impact stakeholders is Collective Encounters in Liverpool, UK. They have a co-created manifesto and a QA framework that has derived from the manifesto. They use several creative methods and activities to co-design their manifesto. You can find out more about these activities and the Collective Encounters Manifesto in the APPENDIX.

There is a video guide to go along with this chapter. [Find it here.](#)

Chapter 1

Working with People to Create and Measure Impact

Measuring Impact in the Health & Social Sector

In the health and social sector, activities/programs/services are undertaken with different groups of people and are used to achieve certain aims.

Certain activities may help with:

- social inclusion,
- community cohesion,
- wellbeing,
- developing individual skills, etc.

The impact measured refers to the benefits, changes, improvements (or not), that have occurred as a direct result of the outcomes of the activity/program/service etc.

Measuring impact will help to determine the effectiveness of your actions and evaluate the need to adjust or adapt your activities/programs/services. An article from the Minneapolis Fed sums it up:

"If organisations don't measure their impact, they risk not being able to demonstrate the effectiveness of their programs."

The implementation of certain activities, exercises and discussions can help to embed the conscious measurement of impact in community work and social activities. For the process to be efficient and interesting, collaboration with each other is needed:

"With man being a social being, one can never separate himself not only from his immediate community but to the larger society as well."

The same applies for smaller working groups.

Often people taking part in social activities say that they like it, and it helps them overcome loneliness, depression, or inactivity. However, there may be several reasons why they say they like it. Often, they might just say because they think that's what you want to hear. To discover how effective activities are you need to dig deeper to find out what they really think and feel about the activities. Having effective tools available to measure the impact of such activities and their outcomes is key for measuring impact and success.

It is a cyclical process where first you determine objectives regarding what the project or service aims are. Then you determine what is it you want to measure, develop the strategy, and then collect the results obtained (cause-effect). The procedure requires that the social impact be measured through specific quality indicators (inclusion, accessibility, communication skills, etc) so that you can assess whether your strategy has achieved the desired effect.

Finding out how people feel and think about their relationships, current life situations, the meaning of abuse, or justice at the workplace, etc., should be carried out in a safe space provided by a facilitator and the organisation, in which people can give their opinions and listen without judgment, where the facilitator's purpose is to facilitate people to express their thoughts and feelings freely and safely.

KEY POINTS WHEN WORKING WITH DIFFERENT GROUPS

Depending on the community you are working with, it is useful to consider the specific complexities they present. You would work with a group of teenagers in a different way than with older people. The same will apply to groups because of their diagnoses, their backgrounds, their stigmatisation, or their exclusion, and must deal with a specific type of difficulties and stress.

There are 4 guidelines that should be met with all groups.

- Create a warm and welcoming environment where people feel comfortable to be themselves and get involved, or not, in activities.
- Actively listen to everyone in the group.
- Show empathy, respect, and compassion for everyone's current emotional state.
- Support their capacity for change.

Facilitate their ownership and involvement in the service/program/activity.

People Experiencing Mental Health Issues

When working with people who have a mental illness, you need to be aware of the specific complexities they may experience, depending on the type of illness they have and the medication they are taking. Therefore, it is important to have some understanding of the background of the people you work with. With some people the relational area may be affected, presenting few social relationships and, in the most serious cases, isolation.

In case of crisis (high emotionality, or negative behaviour when carrying out an activity) it is important to:

- stay calm.
- reassure them and let them know that it is not necessary to continue with the activity.

- give the person space for expression and offer them time to meet 'one-to-one' to talk and then find out how they are feeling.
- offer them an individual space to help them feel better.

How can the facilitator adapt to the target group?

- Use simple and accessible language.
- Illustrate with examples.
- Promote motivation to carry out the task by showing the benefits of it.

Migrant Communities

Firstly, who is a migrant? According to the United Nations*, a long-term migrant is "a person who moves to a country other than that of his or her usual residence for a period of at least a year".

Migrants face many challenges such as:

- dealing with their new country's bureaucracy
- finding a job
- speaking a new language
- building trustful relationships with people
- finding asylum
- adapting to the culture.

As the target groups might be on an early stage of integration, some participants might be unable to communicate with fluency in the language of the country of residence yet. They may have also experienced trauma of war and persecution in their home countries. For this reason, it is important that the facilitator be aware of:

- where they have come from
- reasons why they left.
- cultural sensitivity
- their needs and emotions.

How can the facilitator adapt to the target group?

- Use visual supports such as pictures or videos.
- Ensure that activities are 'person-centred' and meaningful for the individual.
- Speak slowly and clearly, using simple language.
- Consider using a second language if possible.
- Have a support worker or a peer who can interpret/translate.

Adults with Learning Disabilities

A learning disability is a reduced intellectual ability and difficulty with everyday activities – for example household tasks, socialising or managing money – which affects someone for their whole life. With support, most people with a learning disability can lead independent and fulfilling lives.

How can the facilitator adapt to the target group?

- Simplify the language. Use simple and accessible words to facilitate understanding.
- Use support material if necessary: drawings, diagrams... to make the explanation of the activity more visual.
- Ensure that activities are 'person-centred' and meaningful for the individual.
- Monitor the activity by asking questions and giving more intense support where it is needed.
- Ensure the activities are enjoyable.

People Disengaged from Society

Socially disengaged people are a varied group and include all genders, people from different ethnic groups, people with disabilities, and people of all ages.

Offender behaviour programmes and interventions aim to change the thinking, attitudes and behaviours which may lead people to reoffend and offers the opportunity to address the needs and circumstances of groups of offenders.

Most programmes and interventions are delivered in groups, but one-to-one provision is available in some circumstances.

They encourage pro-social attitudes and goals for the future and are designed to help people develop new skills to stop their offending. These include:

- problem solving
- perspective taking
- managing relationships
- self-management.

Offending behaviour programmes often use cognitive-behavioural techniques. There is good international evidence that these are most effective in reducing reoffending.

People that are disengaged from society might have experienced violence and trauma. For this reason, it is important to take the best from a person's life experience, move on and put an accent on collaboration and pragmatism.

How can the facilitator adapt to the target group?

- Avoid using examples of a 'traditional' social life, such as: "Imagine going to the cinema with your friends".
- Ensure that activities are 'person-centred' and meaningful for the individual.
- Monitor the activity by asking questions and giving more intense support where it is needed.

It is interesting to see the UK government's Principles of Effective Interventions when working with offenders.

These principles state that high-quality programmes and interventions:

- are evidence based and/or have a credible rationale for reducing reoffending or promoting desistance
- address factors relevant to reoffending and desistance.
- are targeted at appropriate users.
- develop new skills (as opposed to only awareness-raising)
- motivate, engage, and retain participants.
- are delivered as intended.
- are evaluated.

<https://www.gov.uk/guidance/offending-behaviour-programmes-and-interventions>

Importantly it states that the programme/activity/service should be evaluated. Using different methods to measure impact, like storytelling, can help to organisations to use different tools and methods to evaluate effectively.

CONCLUSION

We can see how important it is to have robust and highly effective systems in place that can measure impact. This way organisations have the chance to:

- improve
- celebrate what they do well.
- listen to their beneficiaries.
- listen to their staff.
- make effective changes.
- meet regulations.
- offer a quality service.

It is undeniable that measuring the impact against the clear specific intentions is beneficial for both the organisation that delivers the activities and its stakeholders, and the relationship between these two.

Impact measurement should be viewed as a process that undergoes specific planning rather than being a one-time event. A model known as Theory of Change* shows and explains the link between the activities being undertaken and their targeted outcomes and impact.

As human beings we differ greatly from one another. Individual differences, temperament, age, cultural background, and membership of particular social groups all play a part. However, we still have the possibility to identify some common features which can make it

*<https://www.theoryofchange.org/what-is-theory-of-change/>

easier for us to understand the specificity of a given group, although we must remember to see each person as an individual. Working with groups can only enrich us and bring to light the needs and impacts of the entire social spectrum without exception.

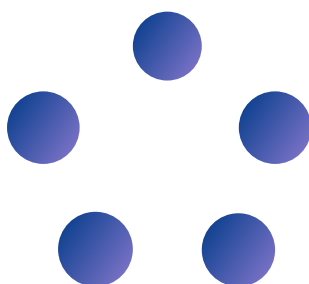
PRACTICAL ACTIVITY - MY SOCIAL PENTAGRAM

This activity can be undertaken with individuals, one-to-one, or in groups. There is a video guide that goes along with this activity you can [find it here](#).

Learning outcomes:

- Learn and develop communication skills.
- Learn and build personal development skills.
- Improve relationships with different people.
- Generate empathy between the members of the group.
- Give the facilitator/support worker insight to an individual's life.

1. Ask the participants to draw 5 circles as in the diagram onto a sheet of paper.



Explain that the pattern (pentagram) represents their life.

This could be -

- family life
- work life
- social life
- health or social care
- another area of their life.

Explain that each circle represents a person involved in that specific area of their life, including the participant.

Next, ask the participant/s to write the name of a person they know inside each circle. If they can't recall it, they might write a nickname, as long as they know who they are.

Explain that the circle at the top is perceived to be the leader of the community or someone that they see as the leader.

The participant can choose to put themselves in any of the circles.
 The three other circles should represent persons that the participant knows, closely or from afar.

Ask the participants to draw connections between their own circle and the others using the red, green, and black pens to indicate what sort of relationship they have with them; good, bad, or indifferent.

- A red line represents difficulties or problems.
- A green line represents ease, joy, or fun.
- A black line is neutral (indifferent).

4. The facilitator then invites the participant/s to comment on their drawing. This can lead to an interesting discussion about how they feel about themselves and their relationships.

It can help people to look at themselves and their lives in a different perspective and it gives the facilitator the opportunity to have an insight to how the participant feels about themselves and the people around them.

This can be used in future sessions to check in on the development of their relationships with others and the world around them.

Strengths	Weaknesses
Personal and empathetic.	May need specific support in place for past trauma.
Simple and easy to follow.	
Easy to apply in most situations.	
Timeframe is very flexible. It can be used during one session or over a period of time to ascertain someone's progress.	
Can be drawn so is good for people with literacy or language barriers.	
Can be used for individuals or in a group activity.	
Can be carried out online.	

What enables My Social Pentagon to work well?

- The facilitators/support workers/trainers must have good interpersonal skills.
- Depending on the group or individual they are working with, there may be some very personal subjects, themes, and issues that come up and the facilitator will need to be prepared for this and have support in place accordingly.
- Adequate time is needed to apply the method so that the individuals can really explore the relationships that they have.

It can be used individually or as a group. People can find common themes, thoughts, feelings, and life events.

This can be used as a one-off activity, or it can be used ongoing throughout the project/service.

FURTHER READING

- <https://www.todofp.es/dam/jcr:a74fbbf6-db70-45ae-95de-dfea9e03d86e/ke-04-14-665-en-n-pdf.pdf>
- https://media.hugendubel.de/shop/coverscans/219PDF/21991537_lprob_1.pdf
- http://www.unifiedcommunities.com/ucs/Rogers_Person-Centered-Approach_1979.pdf
- <https://www.mayoclinic.org/diseases-conditions/mental-illness/symptoms-causes/syc-20374968>
- <https://uktraumacouncil.org/trauma/ptsd-and-complex-ptsd?cn-reloaded=1>
- <https://www.nice.org.uk/guidance/ng116/chapter/Recommendations#management-of-ptsd-in-children-young-people-and-adults>
- <https://www.mentalhealth.org.uk/fa/node/1955>
- <https://www.mencap.org.uk/learning-disability-explained/communicating-people-learning-disability>
- <https://www.downsyndrome.org.au/wp-content/uploads/2020/02/DSA-communication-and-language-C03.pdf>
- <https://www.borderlineintheact.org.au/service-providers-working-with-people-with-bpd/key-principles-for-working-with-people-with-bpd/>

Chapter 2

Using Gaming to Create and Measure Impact

'Games are unique as a medium in that they're interactive and participatory. ... Games can be that bridge to more civic engagement'

Alan Gershenfeld, Chairman of Games for Change

The use of games in the context of civic learning and engagement is a rapidly emerging phenomenon. But can games play a role in creating or measuring impact in society and how does storytelling come into play? If we assume that participatory processes create change and we include game elements in fostering those processes, we can assume that it could also reflect - and measure - the impact.

According to Mitchel and McGee [1], "storytelling games are a form of competitive storytelling framed in the context of gameplay". Storytelling is an essential part of gaming and, in this way, feeds into creating impact as well as measuring it. These days, communities have a chance to build their participatory skills via Serious Games and transfer those skills into real life situations. There are many definitions of Serious Games, but a classic one was provided by Clark C. Apt: Serious Games are games that "have an explicit and carefully thought-out educational purpose and are not intended to be played primarily for amusement"[2].

Initial research carried out by the Narratives of Impact partners has already identified some storytelling practices that include game elements or are games by design and it will be referenced later in this chapter under Activities.

Gamification or game-based learning is a process that itself generates participation. Gaming does not only let educators transfer information to the learners in a fun and playful way. Gaming in itself teaches participation through the following elements:

- *Interactivity: certain board games or video games are based on the interaction of players who have to find common solutions or compromises in order to achieve a goal.*
- *Strategy making: Games teach us how to take risks, how to deal with the consequences of our decisions and how to sum up and reorient our actions.*
- *Evaluating/Monitoring: Gaming is a permanent repetition, offering the possibility of experiencing different scenarios, different solutions for the same challenge. Repetition permits the consolidation of the mastery. [3]*

[1] Mitchell, Alex, and Kevin McGee. "Designing storytelling games that encourage narrative play." Joint International Conference on Interactive Digital Storytelling. Springer, Berlin, Heidelberg, 2009.

[2] Apt, C. C. (1970). *Serious Games*.

[3] Keresztely, Krisztina. "From storytelling to Eurbanities - co- creation of a curriculum through scenario building, gaming and training". *Gamification & Participation. Journal for Comparative Research Vol. 1, 2021*

Key Points

If you intend to employ games and play to create or measure impact in the social realm, there are a few aspects to consider.

Building on Chris Swain[4], we will outline best practices for designing games to affect social change as follows:

1. Define intended outcomes - Defining intended outcomes for the game at the beginning of the project will enable you to design elegant solutions to facilitate those outcomes.
2. Integrate subject matter experts - Games about social issues benefit from inclusion of team members with a deep understanding of such issues; these people are generically called "subject matter experts". They should be integrated into the team from the beginning and participate directly in the system design. Even better, to also include the community members and make it a co-creative process.
3. Partner with like-minded organisations - Smart partnering with credible, like-minded organisations can be a way to maximize the impact a game may have.
4. Build sustainable community - Because games for change are inherently social undertakings – striving to gather players and empower those players to take civic action – it is important that the games integrate community at a fundamental level.
5. Embrace "wicked problems" - Dr. Jeffrey Conklin [5], in his research on the subject, defines two key things that must happen for progress to be made on a wicked problem[6]. The first is for stakeholders to collaboratively gain a shared understanding of a problem, as opposing stakeholders usually do not even agree on what the problem is. The second is for opposing stakeholders to have dialogue and a shared commitment to alleviating the problem.
6. Maintain authenticity - Games can provide a more accessible and deeper understanding of complexities in the world through interactivity and hands-on engagement, and thus measure the impact and present it in an accessible and empathic way
7. Measure transference of knowledge - It is valuable for games about social causes to define the core, objective messages (creating impact) that are to be communicated up front and then incorporate plans for measuring impact whether or not players are receiving those messages through play (measuring impact)
8. Make it fun - this aspect is crucial, but can be difficult to achieve, as often you need to address complex social issues. However, creating a play experience that is both fun and imparts social messages ensures more engagement and longer-term impact.

[4] Chris Swain "Designing Games to Effect Social Change" <http://www.digra.org/wp-content/uploads/digital-library/07311.09363.pdf>

[5] Conklin J "Wicked Problems and Social Complexity", Cognexus Institute (2001)

[6] In planning and policy, a wicked problem is a problem that is difficult or impossible to solve because of incomplete, contradictory, and changing requirements that are often difficult to recognize. More on Wikipedia

Different Ways to Use Gaming and Play in Participatory Projects

There are a few ways to use gaming and play in the context of participation and democracy. One of them is employing games that are designed specifically for fostering those processes and teaching the needed skills. Another way is integrating gamification into any other process (e.g. gamification of learning). Hacking a game could be used to measure impact of a gamified participatory process or a participatory game.

Participatory Games

Games can be used for engagement and participation in two main ways. First, by explicitly inserting games into participatory processes, as in "popular education"[7] and "Theatre of the Oppressed"[8] movements.

Games can benefit participatory processes by providing contexts for engaging, as well as educating, stakeholders. Game-like contexts enable stakeholders to explore, plan, test, and train in a safe environment (Mayer, 2009)[9], typically allowing users not to fear (legal) consequences and other real-world implications.

Gamification

In simplest terms, gamification is adding game mechanics into nongame environments. Content/process gamification refers to when elements of gamification are built into the content itself. Interactive storytelling elements are especially relevant in this context. Structural gamification is when the content is very much kept the same, but the structure around the content is gamified by, for example, using the scoring element of games, such as points and leader boards (read more here). A widespread example of gamified approach to participation is participatory budgeting [10].

Hackathons

Hackathons can be defined simply as creative problem-solving events. They don't have to involve technology. Games (digital or physical) are often a topic at hackathons. By hacking something you create something new, so by hacking a game you can create a new game which reflects your experience and knowledge as a group. If you combine game hacking with training or other interventions, the newly hacked game can be used as impact measurement tool. The same logic can be applied to gamifying any process. For example, if you deliver a training workshop about participation, and then let participants hack a participatory game, you could measure the impact of the workshop through the new version of the game.

[7]<http://www.preventconnect.org/wp-content/uploads/2015/02/What-exactly-is-Popular-Education-Learnng-Heads.pdf>

[8]<http://actingnow.co.uk/what-is-theatre-of-the-oppressed/#:~:text=The%20Theatre%20of%20the%20Oppressed,the%201950's%20and%201960's.&text=From%20his%20work%20Boal%20evolved,thinking%2C%20action%2C%20and%20fun.>

[9] Mayer, I. S. (2009). The Gaming of Policy and the Politics of Gaming: A Review. *Simulation & Gaming*, 40(6), 825–862.

[10] <https://omastadi.hel.fi/?locale=en>

Practical Activity - Impact (data) Storytelling Hackathon

Data storytelling hackathons are short events where people come together to create interesting stories from data collection in various formats using a variety of mediums, including:

- photos
- GIFs
- videos
- drawings
- presentations, etc.

Taking numbers, statistics, and feedback, and transforming it into interesting visual stories can be used as an impact measurement tool, as it gives context and scope for the impact data.

Data can be used from several sources, for example:

- end of project evaluations,
- annual report information, etc.

For example, an organisation that has been running a community project for a year, in which they had a certain number of activities, events, participants, workshops, and trainings. Then at the end of the project, the staff and the community can come together and create visual stories based on the evaluation data; the numbers, the participant feedback and the outputs from the project. Then the stories created from the data can be presented in whatever medium (displayed, performed, screened, presented, etc.) to the people involved and the wider community, including community members, participants, commissioners, funders, councillors, or anyone who has a vested interest.

Interpreting the information and taking it from written data (stats and info) and creating something more appealing in a visual way can help people to engage with the data in a different way, making it more accessible and meaningful than numbers on a page, and helps to convey the impact of the project, service, or organisation in a more understandable way.

It is important to have a diverse group of people because including participants from different backgrounds can initiate new perspectives on scrutinising data and expressing the stories.

Apply this activity by using the following method.

There is a video guide that goes along with this activity, you can [find it here](#).

Instructions

Prepare for the activity beforehand by choosing data (impact reporting data if possible) that participants will use in the activity.

Step 1.

Make teams of 2-3 participants

Step 2.

Teams can choose the same or different sets of data

Step 3.

Give time for participants to create a story reflecting the impact data. The story can be told in any way - video, drawings photos, presentation, GIF's etc. The time frame is flexible for this activity it may be just a 1 hour taster, or it could be a much longer project running over several weeks.

Step 4.

Review the results with the whole group and or with an external audience i.e., peers, team members, other participants, etc.

Step 5.

Feedback round and questions.

Strengths	Weaknesses
It helps people to engage with data and to measure impact in an interesting and creative way.	
Simple and easy to follow.	
Easy to apply in most situations.	
Timeframe is flexible. It can be used during one session or over a period of time, to ascertain someone's progress.	Although the timeframe is flexible it does take time and will need at least an hour as a taster activity.
Images can be used, or it can be drawn so it is good for people with literacy or language barriers.	If the data is in written format, then it will need to be made accessible or interpreted for people with literacy or language barriers.
Can be used for individuals or in a group activity.	
Can be carried out online.	
This can be used as a one-off activity, or it can be used ongoing throughout the project/service.	

What enables the impact (data) storytelling hackathon to work well?

- Adequate time is needed to apply the method so that the individuals can really discover how to make the data into a visual story.
- The data needs to be in an accessible format for all target groups to understand it.
- Having diversity within the groups helps to gain a broader perspective on the data interpretation.
- Use public data: Do not expose confidential data to audiences that should not have access to it.

There is an example of a data hackathon in the APPENDIX.

Conclusion – Considerations

Games have been used in the context of democratic participation in different ways for a long time. Games as metaphors (e.g., comparing political process to a game) or research methodology (e.g., game theory) have had little impact in increasing engagement or participation. The more effective way is to design games about democratic participation (e.g., simulation games), or using gamified approach to democratic participation (e.g., participatory budgeting).

Building on the storytelling elements of the game, they always bring out a narrative. This reflects the social impact and changes in society. Serious Games can both create and measure impact when used together with other educational interventions. Storytelling hackathons can transform dry numbers into an impact story. Sometimes specific projects or groups could connect better to games or gamification and deliver a more authentic account.

It's a useful tool to consider because games can be accessible and fun, so can work with many different types of groups of people. They can be especially effective when you have a divided group and want to create cohesion, or if you need to provide a structured process for individuals to become involved and integrate into a group. They also provide a way for people to share an experience, by playing a game together, or to see an issue from a different perspective and they can help to create stimulation and inspiration.

FURTHER READING

- *Digital games, developing democracies, and civic engagement: a study of games in Kenya and Nigeria* by Jolene Fisher
- *Potential of Games in the Field of Urban Planning* by Eszter Tóth
- *Making Democracy Fun: How Game Design Can Empower Citizens and Transform Politics* Book by Josh Lerner

Chapter 3

Using Digital Storytelling to Measure Impact

This chapter focuses on measuring impact using digital storytelling. Digital storytelling is a way to create stories using digital tools and multimedia such as photos, graphics, audio, and video files. A digital story can take different forms, allowing you to combine various media in an engaging and interesting way.

Thanks to the interactivity of a digital story, it can help the audience to be more engaged in the subject. Encouraging them to discover new perspectives, points of view, attitudes, and opinions. This information can help the audience to gain a better understanding of a subject or an issue.

Collecting stories of lived experience using digital tools to measure impact can also be a creative and interesting way to explore different subjects and issues with individuals and groups, and these activities can be incorporated into project work or integrated into service delivery.

How Digital Stories Measure Impact

Recording people's stories of lived experience using digital tools can help to collect important, rich anecdotal data. This can be used to see how well a service, organisation, or project, is performing and measure the impact of it and its success (or lack thereof). This can help people who use the service to voice their opinions about it.

They can:

- express themselves and voice their concerns, opinions, etc.
- inspire others through sharing stories of lived experience
- connect with different groups of people
- discover and unite multiple voices.

This information will help organisations to reflect upon their work and see what they need to focus on to develop and to improve.

It is important that the organisation understands that measuring impact doesn't mean they should just collect stories about their successes. For them to really improve, they need to hear the more difficult stories of disappointment and problems. To measure success correctly means you need to know what's not working as well as what is.

Using Digital Tools to Collect Stories That Measure Impact

Organisations and their teams can access and use digital tools to help them gather important information. Digital tools needed to make a digital story include a camera, smartphone, or tablet to record either video or audio, and a computer to store and possibly edit the video or audio recorded.

These days, digital tools are very easy to use, and many people have access to them and know how to use a camera to record a video on their phone or tablet. This can be to the advantage of an organisation who want to collect stories to find out how they are performing and what kind of impact they are making.

Different Digital Storytelling Methods

Personal stories

Investing in the organisation's ability to find and share personal stories can be one of the most powerful, cost-effective, and dynamic ways to communicate and measure impact. Personal stories can help give a human face to quantitative data. They are vibrant and provocative in a way that numbers and reports can only hope to be. People's personal stories help to capture and communicate in a more qualitative way that words and numbers alone cannot, capturing the 'essence' and the 'unspoken' impact through facial expressions, body movements and vocal inflection. Thus, captivating the hearts and minds of the audience at the same time. Personal stories give people the chance to interact and connect and can help to foster a sense of belonging and pride for stakeholders making them an effective way to strengthen a project or service.

However, to measure impact effectively using personal stories it is important to create a space where the participant or stakeholder feels comfortable in being completely honest about a project or service. Therefore, it is crucial that the setting where the recording of the personal story takes place is a safe space so that the person can speak the truth about how they really feel about a project or service.

Reflective Interviews

A reflective interview is a very simple method in which a participant records themselves reflecting on something. This could be their reflections of a workshop, meeting, activity, service, organisation, or project.

The participant recounts what they:

- enjoyed
- didn't enjoy.
- thought was successful.
- believe could be improved.

It can be recorded as a monologue by the participant, or it could be recorded by someone else.

Participatory Video

Participatory Video is a method that can be used to involve a group or community in shaping and creating a film. The idea behind this is that making a video is extremely accessible and is a great way of bringing people together to explore issues, voice concerns or simply be creative and tell stories. This process can be very empowering, enabling a group or community to see improvements and to communicate their needs and ideas to decision-makers and/or other groups and communities. As such, Participatory Video can be a highly effective tool to engage and mobilise people. Helping them implement their forms of sustainable development based on local needs. Participatory video can be powerful because it creates an opportunity for participants, and for communities, to measure the impact of the needs and expectations that probably would not have been expressed. Through the co-creation of a common purpose using video as the digital tool, individuals develop their self-confidence and their ability to express and share their views, regardless of their age, gender, situation, or level of education.

Led by group members and communities themselves, participatory video is a powerful process of qualitative monitoring and evaluation. The information and testimonies collected and explored in the video during the process, by their endogenous nature, constitute a view from within the community's feelings and helps to support transparent communication, awareness-raising and advocacy.

Here is an example of Participatory Video, [Link to Superwoman film](#). It was devised and created by people who have learning disabilities and uses lived experience storytelling to demonstrate the best way to support people who have learning disabilities in a comic and imaginative way.

Stories of Lived Experience

Lived experience means that the real and personal experiences of people shape the story, sharing their perspective about an experience from their lives. Lived experience is so powerful in storytelling because it provides deeper insights and knowledge that people have gained from their experiences and choices during life, which is a valuable source of knowledge. For example, people with disabilities are experts in their own circumstance, as they have deep and personal understandings of their condition and its implications on every aspect of their lives, but they do not always have the chance to talk about this.

Lived experience reflects experiences which are varied and different. There is no single experience, even amongst people who share specific circumstances. When many people share their stories, it provides diverse views, voices, and perspectives. This allows stories to reflect the true nature of our communities to broaden our understanding.

Safe And Responsible Practice

Working with People and their stories of Lived Experience

Most organisations working to support people with different issues and needs must build trust, and this can often take a long time to grow. So, it is imperative that, when recording and storing lived experience stories, the organisation ensure that the stories and the people telling them, are valued, and looked after carefully.

Following clearly set out guidelines of safe and responsible practice that underpins story gathering will help organisations, team members and participants create safe practice that will encourage safety and trust.

1. *Consent is extremely important* when collecting people's stories, especially those of lived experience. The organisation or individual responsible for the recording and collection of people's stories must have consent from the storyteller. This a legal requirement but more importantly than the legal element there is a human element of trust here. So, it is imperative that when recording and storing people's personal stories; their thoughts, ideas, opinions, and feelings, that the organisation ensure that stories are stored away safely and that they will only be shown in a public platform if the storyteller has consented explicitly to this action. It is also important that the storyteller knows that they can withdraw their consent at any time as well.
2. *Protect data:* the story, however it is recorded, must be protected and kept safe. The storyteller may open-up and tell stories that are of a very personal nature, so it is imperative that their accounts are kept somewhere safe and that they have consented to them being shared or disseminated.
3. *Purpose and use of story:* the storytellers need to know what the purpose of the story collection is. What will the story be used for? Who will listen to or watch it? This must be clarified with people before they consent to sharing their stories.
4. *Honour the storyteller wishes:* it is important to honour the storytellers wishes on what story is told and how it is told.

Be empathetic: the facilitator or story gatherer should be empathetic with the storyteller. Helping them to feel safe to share their stories by ensuring they understand the purpose behind their story sharing and being clear about how their story will be used.

Reluctance to be filmed

Sometimes, your storyteller may be reluctant to be filmed as they tell their story. There are several other ways to record their story without filming them. They could:

- write their story down
- draw their story
- use photos to convey their thoughts and feelings
- write it down and someone else read it out
- record the audio only.

If the facilitator/project worker follows the responsible practice guideline, then the participant/beneficiary may feel more likely to get involved because they know that they and their stories are being treated with respect and that they are valued.

There are also several other ways to help create a quality relationship that is built on mutual trust. Here are five ways to help build a trusting relationship with your storyteller:

- Be reliable: let them know that they can count on you.
- Be transparent: transparency is essential for building a trusting relationship with people and it begins with good communication.
- Be proactive: don't wait for them to come to you. Instead, reach out to them from time to time and let them know that they are in your thoughts.
- Be available: make time for people and let them know that you value them. Be open and communicate that you still want to be there for them.

Be authentic: strive to create genuine relationships when building trust with people.

Videos Activities

Videos are a great way for reaching beyond the written or spoken word to bring a story to life in a dynamic way. Here are three different types of videos that are popular for measuring social action stories:

- DOCUMENTARY - Documentary videos document factual events both past and present. This can include footage of things happening in real-time, as well as interviews with people before, during or after the event.
- VLOG - VLOGs are regular updates often produced using one person talking directly to the camera. VLOGs are popular with individuals sharing their perspectives on topics. They are great for people wanting to show progress for a project or action as it develops.
- VOX POPS - Vox pops are like talking heads except that the people used in the video aren't invested in the subject, but rather are random people found on the street to get a 'street perspective' on a current issue. The idea behind this is to test public awareness, as well as gather important information about how the general population feels around certain issues.

When making videos, it's important to consider different aspects, such as:

- Environment: choose a location you can control, modifying the lighting and the background sound.
- Camera: there are different types of cameras and shots, think of which one is the best for your video.
- Sound: choose a quiet location with minimal background noise and use a microphone.
- Action: when making the video, remember to wait 10 seconds before the subject starts speaking and don't rush with the recording.

To help you to factor in all these aspects, we prepared a slideshow with a complete set of tips, and you can find it here at [this link](#):

Audio - Podcasts

Sometimes the story is more about having a conversation with the listener. Podcasts are a great way to discuss a story, share anecdotes that can illustrate key points of your narrative and connect with others through guests and interviews. If you don't feel like recording a podcast of your own, another option is to reach out to a current podcast or a radio host in your area, who may be interested in your story and work with you as a guest.

Final Considerations

This chapter has looked at some of the methods and techniques of how to use digital tools to collect stories to measure impact, showing how this can be an extremely effective way to gather important information about a project, a service, or an organisation. However, it has also demonstrated that it is imperative that the storyteller is at the heart of the process and that they have control of the destiny of their story.

There is a video guide that goes along with this chapter that illustrates some of the key points. You can [find it here](#).

Sitography

- <https://peoplesvoicemedia.co.uk/tool-for-cocreation/>
- https://media.nesta.org.uk/documents/uprising_guide_2014.pdf
- <https://narrativesofimpact.com/wp-content/uploads/2021/09/IO1-v.3-Using-Digital-Storytelling-for-Impact-and-Change-Measurement-Report.pdf>
- <https://www.horizons-mag.ch/2020/09/03/the-power-of-images/>



Chapter 4

Methods for Measuring Impact with Stories

Introduction - The Challenge of Measuring Impact

Impact measurement remains a challenge for many organisations but if approached in a creative and innovative way, impact measurement can be a benefit rather than a burden. Many organisations already collect information that could be used to measure impact but often they don't realise this, meaning that valuable insights could be overlooked, such as:

- demonstrating the value of your work to commissioners and funders
- learning from activities - what is working and what isn't
- identifying gaps in your provision i.e., in what you offer and who you offer it to.

Also, a much more successful and holistic way to do it is to embed impact measurement into the general workflow for the whole team. This will increase effectiveness by:

- increasing the understanding of impact measurement in the team
- having everyone in the organisation use it and, therefore, understanding its purpose.
- creating a holistic method that enhances practice rather than disrupts it.

To ensure that the approach used is successful it is important to make sure that the method used is specific, easy, and creative.

This way all staff members can easily embed it into their everyday work, whilst understanding its benefits and prioritising impact measurement as an important tool. Using a creative and easy process will help organisations get to grips with this task and using a storytelling methodology will make it a much more pleasurable and meaningful way to collect useful information.

Key Points

This chapter looks at some of the different methods and activities there are to measure and present impact using stories.

- THE MOST SIGNIFICANT CHANGE METHOD
- COMMUNITY REPORTING METHODOLOGY
- JOURNEY STORIES ACTIVITY

THE 'MOST SIGNIFICANT CHANGE' METHOD

The Most Significant Change (MSC) technique is a participatory and qualitative method of evaluation and monitoring that uses storytelling as its foundation. It was originally designed to monitor impact rather than an evaluation approach, so it could be a good fit for measuring impact with storytelling.

It can also be an effective way to discover any inadvertent outcomes and help to get success stories to the ears of decision makers. It also helps to acknowledge and recognise any beliefs and values which different stakeholders may have.

This technique was founded by Rick Davies, an independent monitoring and evaluation consultant whilst working as an NGO on a multifaceted participatory rural development program in Bangladesh.

Overview of the Process

"Significant change stories" are collected from participants and then these stories are handed over to a managerial hierarchy and assessed by appropriate stakeholders. They then look at their significance in determining change and then find evidence that will support that change. This then highlights the most important stories judged by the greater part of stakeholders.

Essentially, the process involves:

1. the collection of significant change (SC) stories emanating from the field level;
2. systematic selection of the most significant of these stories by panels of designated stakeholders or staff;
3. designated staff and stakeholders are initially involved by 'searching' for project impact.

Once changes have been captured, various people sit down together and

1. read the stories aloud;
2. have regular in-depth discussions about the value of these reported changes.

When the technique is implemented successfully, whole teams of people begin to focus their attention on program impact.

Strengths and Weaknesses

Before applying this methodology it's important to consider the strengths and weaknesses of the approach.

Strengths	Weaknesses
It can provide robust evidence that can support evaluations of processes, procedures, and services, etc.	Story selection is subjective and could be influenced by biases. Chosen because they suit the organisation's vision or staff's interests
It puts people's stories of lived experiences at the centre of evaluation and review.	People who are more vocal and confident may dominate the storytelling process.
It can help to change the role of beneficiaries from being passive recipients to becoming self-directed and enabling participants who can influence organisational change.	Voting in the selection process may stifle the minority and unpopular views.
It can influence the values of stakeholders, including staff in the organisation.	The nature of the question, and asking about the <i>most significant change</i> , may mean that the stories that are collected could just be the successful ones.
The process can be adapted to stop biases occurring.	

The main strength of the process is the possibility to create vibrant interchanges amongst selected stakeholders and participants. Helping organisations to consider certain questions.

- What does the programme/project/service really want to achieve?
- What are the most valued outcomes of the programme(s) among beneficiaries (or other stakeholders)?
- What should stay the same and how can it be adapted and improved?

It puts people's stories of lived experiences at the centre of evaluation and review. This can be powerful particularly for person-centred organisations.

The evident shortcomings to the method are one of biases. It is important to be aware of these biases before starting the process and decide how to apply the method and prevent any bias occurring.

MSC is most useful:

- where it is not possible to predict in any detail or with any certainty what the outcome will be.
- where outcomes will vary widely across beneficiaries.
- where there may not yet be agreements between stakeholders on what outcomes are the most important.
- where interventions are expected to be highly participatory, including any forms of monitoring and evaluation of the results.

Find out more here [Most Significant Change](#)

What enables MSC to work well?

- There needs to be an understanding and culture within the organisation that accepts failure.
- The story gatherers must have good facilitation skills that ensure every voice is heard and is aware of biases so is able to avoid them.
- Adequate time is needed to run several cycles of the approach. MSC takes time. Proper analysis takes a significant amount of time and requires advanced project planning and infrastructure.
- There must be a commitment from senior management.



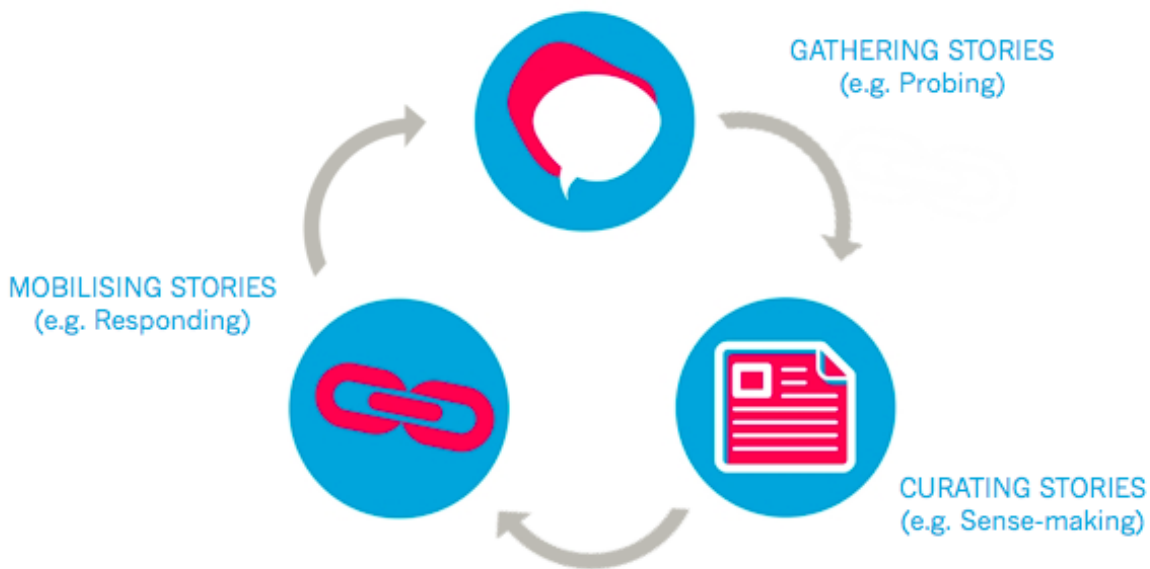
COMMUNITY REPORTING METHODOLOGY

Originating in 2007, Community Reporting has been developed across Europe as a mixed methodological approach for enhancing citizen participation in research, policymaking, service development, and decision-making processes. It uses digital, portable technologies to support people to tell their own stories, in their own ways via peer-to-peer approaches. It then connects these stories with the people, groups and organisations who can use the insights within them to make positive social change.

Central to Community Reporting is the belief that people telling authentic stories about their own lived experience offers a valuable understanding of their lives.

Community Reporting has three distinct components:

- story gathering
- story curation
- story mobilisation



Overview of the Process

Community Reporting uses 'peer to peer' methods that combat any hierarchical restraints and allow people to be able to 'open up' and talk honestly about their lived experience.

After the stories are collected the participants then go through a 'sensemaking' phase where they listen to the stories and make sense of what has been said, drawing out key points and conclusions.

After this they decide what they want to do with the key points and conclusions:

- How would they like to mobilise them?
- Asking questions about who they want to hear the stories?
- What impact they want the stories to have?
- How are the stories/findings presented? In film, a social media campaign, podcasts, debate, etc.

The process employs a Responsible Storytelling practice approach. This helps to ensure a degree of consistency within the Community Reporting practice and how it is implemented and puts people's online and offline safety at the heart of the practice.

Throughout this process the participants are key in leading the process and central to the findings so this could be an effective way to actively involve participants into the process of impact measuring.

Strengths and Weaknesses

Before applying this methodology it's important to consider the strengths and weaknesses of the approach.

Strengths	Weaknesses
It can provide robust evidence that can support evaluations of processes, procedures, and services, etc.	It can be difficult to keep people involved over longer periods and therefore you cannot always guarantee that people will share their reflections consistently over a period of time.
It puts people's stories of lived experiences at the centre of evaluation and review.	It is not initially as quick or easy to see and evidence things like 'distance travelled' through stories, as it is by other more quantitative measurements, but this can be achieved through properly analysing the stories and from this, more nuanced understandings emerge.
It can help to change the role of beneficiaries from being passive recipients to becoming self-directed and enabling participants who can influence organisational change	
It can influence the values of stakeholders, including staff in the organisation.	
It uses 'peer to peer' methods that combat any hierarchical restraints and allows people to be able to 'open up' and talk honestly about their lived experience.	
It supports active and deep listening that helps people to better understand different perspectives and situations.	

Learning From Stories

It is important to think through how you will work with the knowledge and learnings in people's stories to inform what you are doing, measuring impact. If people share their stories and they don't see how services are using those experiences to learn and progress from, it may put people off from sharing their experiences in the future.

What enables Community Reporting to work well?

- There needs to be an organisational culture that accepts unforeseen outcomes and failure.
- The story gatherers must have excellent facilitation skills, that demonstrate the value of the stories, the storytellers, expound safe practice and initiate the outcomes.
- Adequate time is needed to apply the method. Depending on the project, training, gathering of stories and sensemaking can take time.
- There must be strong buy-in from senior management.

JOURNEY STORIES ACTIVITY

The Journey Story activity is an interesting and creative way to record and measure impact using the structure of a narrative or series of events.

A journey could be physical in terms of a person or people making their way from one place to another. It could be a process of self-discovery in which someone experiences personal development or change. Or it could be a story of how a project moved from an idea to a reality, or a mixture of all of these.

Everyone experiences journey as part of their own life story and therefore people can easily relate to other people's journey stories. Using Journey Stories as a way of measuring impact allows the person to reflect on the distance travelled:

- where they started
- what they found on the way
- the end of the journey or where they are now and their future direction.

Journey Stories measure impact in a personal and reflective way making this method very empathetic. This method could be used to measure the impact of a particular issue, project, or service.

There is a video guide that goes along with this activity you can [find it here](#).

Practical Activity - Journey Stories Activity

Apply this is by using the following method.

Ask the participants to answer the following questions. The answer could be written or drawn. Find the resource in the appendix.

1. The Ordinary World: What was your world like before the journey?
2. The First Steps: What started or initiated the journey?
3. Initial Thoughts: What did you think and feel at the start?
4. Challenges: What problems or barriers have you encountered? How were they overcome?
5. The Reward/Future: What was positive outcome/ achievement? Where are you going next?

Strengths	Weaknesses
Personal and empathetic.	May need specific support in place for past trauma.
Simple and easy to follow.	The person may not have any reward or resolution. In this case the support facilitator will need to use a strengths-based approach and help the person to find positive elements of their present situation.
Easy to apply in most situations.	
Timeframe is very flexible. It can be used during one session or over a period of time to ascertain someone's progress.	
Can be used for individuals or in a group activity.	
Can be used online.	

What enables Journey Stories to work well?

- The story gatherers must have good facilitation and interpersonal skills. Depending on the group or individual they are working with, there may be some very personal subjects, themes, and issues that come up and the facilitator will need to be prepared for this and have support in place accordingly.
- Adequate time is needed to apply the method so that the individuals can really explore their past present and possible future.

It can be used individually or as a group. It can be a great way to get a group discussing an issue or event that has happened that has affected them. For example, Covid. People can find common themes, thoughts, feelings, and life events.

This can be used as a one-off activity possibly at the start or the end of a project, or possibly at both the beginning and at the end to gain insight to see what impact the project/service has had on the individual/group. Or it can be used ongoing throughout the project/service.

SUMMARY

When using stories as way to measure impact it is important to make it meaningful and useful for all who use it and to make it work for your organisation. To help this to happen remember to make sure that it is specific, easy, and creative.

Specific

It is very important and useful to have a framework to work with that include quality indicators. This will help to keep a focus on what you want to learn and to have specifics to measure against. To carryout effective impact measurement, it is essential to concentrate on these parameters before gathering stories.

Quality Indicators could include the following:

- Inclusion
- Creativity
- Social change
- Feeling safe
- Accessibility
- Learning

And there will be many more that are specific to your organisation, the services you provide and the work that you do.

Also ensure that the methods are chosen, adapted, or designed with the target group in mind or co-created with the group/s and with questions that have been well thought through and designed to discover impact.

Easy

The method/s need to be uncomplicated and easy for the team and the participants/beneficiaries to access and to use. The simplicity and ease of the method is as important for the staff as it is for the participants/beneficiaries to use. Often team members/facilitators/support workers already have a heavy workload so keeping it simple and easy to use will help staff members to want to use it.

Creative

Using creativity to gather the stories will help to keep people engaged and can give people the ability to be more honest or to express things that they might not be able to find the words for. Creative storytelling can make the process more accessible to people that don't have language as their first form of communication or who find language a barrier.

And using creativity can help you find out things that you didn't expect because creative mediums such as art, photography and poetry can help people to express themselves in ways other than the conventional way of speech that can often be more profound and insightful.

Further Reading

https://cosie.turkuamk.fi/uploads/2021/05/412fb459-lived_experience_toolkit_final.pdf

'The Most Significant Change' (MSC) Technique: A Guide to its Use" by Rick Davies and Jess Dart, 2005. If you only want to read one document, read this.

A Dialogical, Story-Based Evaluation Tool: The Most Significant Change Technique. Dart J and Davies R (2003) American Journal of Evaluation 24(2): 137–155. DOI: 10.1177/109821400302400202. The first published journal article on MSC

<https://www.genio.ie/publications/learning-as-you-scale>



TOOLS

1. Collective Encounters – description and manifesto.
2. Creative Games and Activities to help with co-designing an impact measuring framework.
3. Data for the Hackathon Activity (*in Chapter 2*)
4. Journey Stories Resource Sheet (*from Chapter 4*)
5. Community Reporting activities that measure impact (*from Chapter 4.*)



Collective Encounters Manifesto

Collective Encounters is a professional arts organisation specialising in theatre for social change through collaborative practice in Liverpool, UK. They use theatre to engage those on the margins of society, telling untold stories and tackling the local, national, and international concerns of our time.

The company's Manifesto was co-written with the Collective Encounters community in 2018.

Quality Indicators – Collective Encounters Theatre for Social Change



Collective Encounters Quality Indicators grew out of their manifesto and the Participatory Advisory group. They are as follows:

The work they do should be: -

- Inclusive & Relevant
- Responsive & Collaborative
- Creative
- Challenging & Provocative
- Empowering
- Developmental

They measure the impact they have based on these indicators; they develop questions that enable people to speak to these qualities.

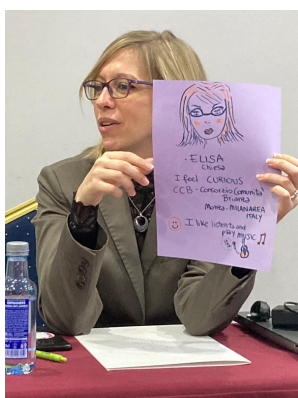
When they are planning projects they use the quality indicators as a guide, questioning how the project will be delivered to ensure they are being met.

Creative Games for co-designing impact frameworks

Creative Games and Exercises that help to people find their voice and;

- support people to express themselves;
- help find the right questions;
- encourage active listening;
- co-create projects;
- evaluate sessions/services/activities.
- and can be used to develop a framework to measure impact.

Activity and timing	Picture your feelings, A self-portrait to share information. (15 minutes)
Aim	To check-in, to get people thinking creatively and to find a creative way to get people sharing their feelings and information about themselves in a non - threatening way.
Equipment	Pens/pencils and paper.
Directions	Each person is given pens and paper, they are asked to draw a picture of themselves, and write what they are feeling and one random fact about themselves. Once people have finished their pictures, they are asked to share them in the group. If possible, it is good to put them on the wall, so you are decorating the space and making it feel like the group have a place there.
Notes	This is a great way that you the facilitator can assess how confident people are at stepping outside their comfort zones. It offers a talking point for people, and it places creativity at the heart of the session from the beginning.



Activity and timing	Concentric Circles (10 – 15 mins)
Aim	To encourage active listening and get people to share their thought, feelings and ideas in a safe and positive way
Equipment	Chairs, one per participant
Direction	<p>Ask people to find a partner. When people are in pairs, ask them to sit opposite each other making two circles. Explain that this is an exercise in speaking and listening and chooses which circle will begin speaking and gives them a topic to talk about. The facilitator must explain that the people who are listening must listen and not speak. The facilitator sets a time limit, and the exercise begins. When the time runs out the facilitator asks the people who were listening to speak about the same topic and the people who were speaking to listen. After this pairing has finished, the facilitator asks them to thank each other for sharing and then the facilitator gets one of the circles to stand and to move around the circle to make new pairs. This time reverse the order so the people who spoke first last time listen, and the people who listened speak first, then give them a new topic to talk about and so you continue. To explore impact measurement and asking the right questions get the group to talk about: a project they have facilitated or participated in that was successful how to ask the right questions how to find out what people are really feeling You can use a whole range of questions in workshops, often it is best to start with easy to answer questions about peoples' experiences and build up to more technical/issue-based topics. It is a good idea to have several ready-prepared questions and to select the most relevant to the group; 2 rounds of this will be enough to explore an issue. If you want to draw out the learning, ask people to share their thoughts/ideas/observations in the group once the session has finished. You can use post it notes, and people can write down their observations about hearing and formulating questions. This is good for evidencing as you can photograph them and put the photos and they can help to design questions to use for measuring impact.</p>
Notes	<p>This is a good exercise for focusing a group on an issue and it really helps develop listening skills and increases confidence in speaking. It is a good one to use for evaluation as it gets people talking about the project in a private way and so you can lead onto sharing directly from the circle. It is also good to use at the design phase of a project so people can co-create the project together.</p>

Activity and timing	The Y evaluation (10mins)
Aim	To get the group to feedback to the facilitator as to what they have liked, what they haven't liked and to think about what they have learnt. This is good to use in reports too
Equipment	Flipchart paper and a marker pen
Directions	<p>On a large piece of paper draw an upside-down Y in one of the big top sections draw a happy face, in the other big section draw a sad face and in the smaller bottom section draw a light bulb. The happy face represents positive feelings, things people have enjoyed and liked about the day/activity/session and the exercises and activities they would keep or like more of. The sad face negative feelings and what people have not liked about the day/activity/session and the things that they would do differently next time. The light bulb is about what people have learnt. You then ask people what they liked and would keep if they were going to do the session again, this can be done by going-round the circle in turn or by people shouting out thoughts like in a brainstorm session. As people are sharing, you write what they are saying in the relevant spaces on the paper. If more than one person makes the same comment, then draw a star next to the word so that you can see that more than one person thought it. For the sad face, a good way to frame the question is "What would you do differently next time?" as groups are often reluctant to say negative things. Then ask people what they have learnt or will be taking away from the session. It is important to develop a culture of evaluation in a group, for people to learn to constructively criticise the processes they are involved in.</p>
Notes	If you don't have large paper, you can use A4 paper either by you the facilitator writing what is shared or getting people to create their own individual 'Y' evaluation.



Activity and timing	Creative ways to explore the Quality Indicators (45 mins)
Aim	To look at how you might use creativity to get participants to explore and share thoughts about the quality indicators
Equipment	Pens and paper
Direction	In small groups get people to pick a quality indicator, when they have agreed on one, get them to frame three questions about it. E.g., the Quality indicator is people's voices being heard. The three questions might be What opportunity did you have to share your opinions? Were your ideas listened to? How were people encouraged to share ideas? When they have developed the questions, ask them to pick one and make a poster about it. When the poster has been made, make a gallery with the posters, and ask each group to present the poster to the group explaining why they chose that quality indicator.
Notes	This is a way to test the questions you are asking; it enables people to explore creatively.

Activity and timing	Checking In And Checking Out Poems 15 – 30 min for each poem depending on the group
Aim	For people to be able to express how they feel through words. These can be random and don't have to rhyme.
Equipment	Pens and paper Or if there are literacy barriers it can be carried out verbally, recording onto phones, and played back.
Direction	Ask each person to write down, or record, words that express how they feel at the beginning of the session and then take time to repeat again at the end of the session. This is a very creative way for people to 'open up' and share how they feel, and it can help people to see how the session may have affected them and in what way. This can also be done as a collective poem, where everyone's words are collected to create a collective poem. In turn, people are asked to contribute a sentence, these sentences are written down, when everyone had had a say, the facilitator can order them into a poem. The poems are then read back to the room.
Notes	This is a lovely way to measure impact and can be carried throughout a service or project. People often say more when they can use their imagination creatively than if they are asked questions.

Data from the Hackathon Activity

The data below was used in a hackathon activity as part of the Narratives of Impact training carried out in Valladolid, Spain March '22.

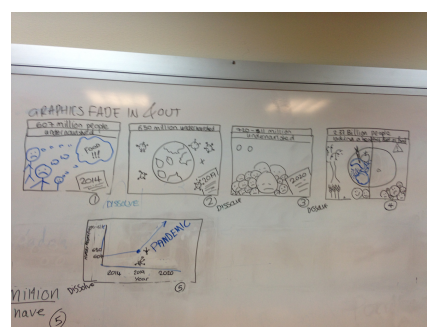
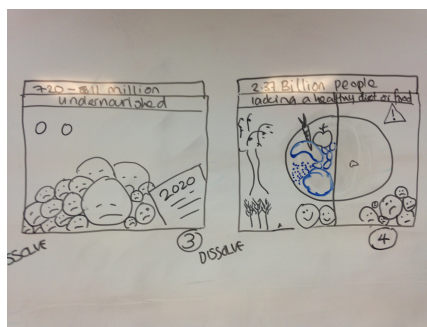
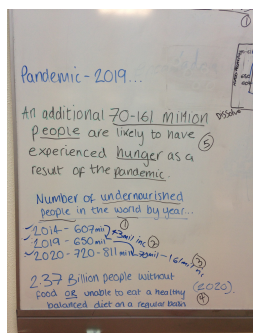
SDG 2 - Zero Hunger

Worldwide, an additional 70–161 million people are likely to have experienced hunger as a result of the pandemic in 2020

Number of undernourished people in the world
 2014 - 607 mln
 2019 - 650 mln
 2020 - 720-811 mln

2.37 billion people are without food or unable to eat a healthy balanced diet on a regular basis (2020)

From the data groups produced a storyboard for a video



and a presentation that you [can find here](#).



Is this problem only in Valladolid?



Journey stories activity sheet

Journey Stories measure impact in a personal and reflective way making this method very empathetic. This method could be used to measure the impact of a particular issue, project, or service.

There is a resource that goes along with this activity you can [find it here](#).



Community Reporting that measures Impact

Activity One: The Snapshot Story

Snapshot stories gather people's perspectives and experiences in a quick way. It only has one question, and it can be a good introductory storytelling activity

1. Pick a **topic** pertinent to your context (e.g., measuring impact).
2. Work with storytellers to develop an **open question** based on this topic (e.g., How has the project/service/programme affected you? What skills have you gained from the project/service/programme? What have you learned from this experience?)
3. Create a space in which people can **share their responses** with you. You might want to think about how you could record these stories for future activities. Some ideas for this include:
 - people could write down their answers on post-it notes and share them on a board, and these can be photographed.
 - people could record their responses as short audio or video files on smartphones

The next activity below is one way that you can work with stories to create change.

Activity Two: Story Dialogue

Story dialogue, based on the work of Labonte and Feather (1996) is a way of working with lived experience as a tool for learning and change in a practical way. It helps us to:

- Actively listen to people's experiences.
- Connect with people's experiences and relate them to our own experiences of the world.
- Think about what we have learned from people's stories and what future action it may prompt.

To deliver a story dialogue activity, you should:

1. Get together a group of people you would like to influence with the stories you have gathered
2. Show them a story, an extract from a story or a set of short stories. You could do this by asking people to read stories, view photographs or listen to video and/or audio recordings.
3. When people have 'viewed' the story, you should ask them to identify the key messages in it. You could ask them to do this verbally or by writing them down and then sharing their thoughts with one another.
4. You should then ask them to share how the stories resonate or relate with their own experiences. Again, you could ask them to do this verbally or by writing them down and then sharing their thoughts with one another.
5. You should ask the group to identify what are the key learning points from the stories that relate to the service/context you are working in and how this learning can be used. Again, you could ask them to do this verbally or by writing them down and then sharing their thoughts with one another.
6. Finally, you should ask everyone in the group to identify one key action they can do immediately to put the learning from the stories into practice. Here you should highlight how we all have some power/influence (however small that may be). Again, you could ask them to do this verbally or by writing them down and then sharing their thoughts with one another.



COMPARATIVE RESEARCH NETWORK:

FUNDACIÓN
Intras



<https://narrativesofimpact.com/>

Co-funded by the
Erasmus+ Programme
of the European Union





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of the European Union



ISBN e-Book 978-3-946832-28-7