



Improving your impact

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Impact: what is it for?

In Erasmus+ more than ever the focus is on what the real impact of projects is on individuals, on organizations, on the system.

- ◆ Better project proposals
- ◆ More focused project implementation
- ◆ Accountability
- ◆ Dissemination/PR





Impact: what is it? (definitie NA)

Significant **change** in the life / functioning of interested persons and organizations, partly caused by activities of the program, intended or unintended, positive or negative.

It can be the difference a project makes

- ◆ knowledge and skills
- ◆ behaviours and attitudes
 - ◆ systems
- ◆ ways of thinking
 - ◆ etc.!

Know your
impact



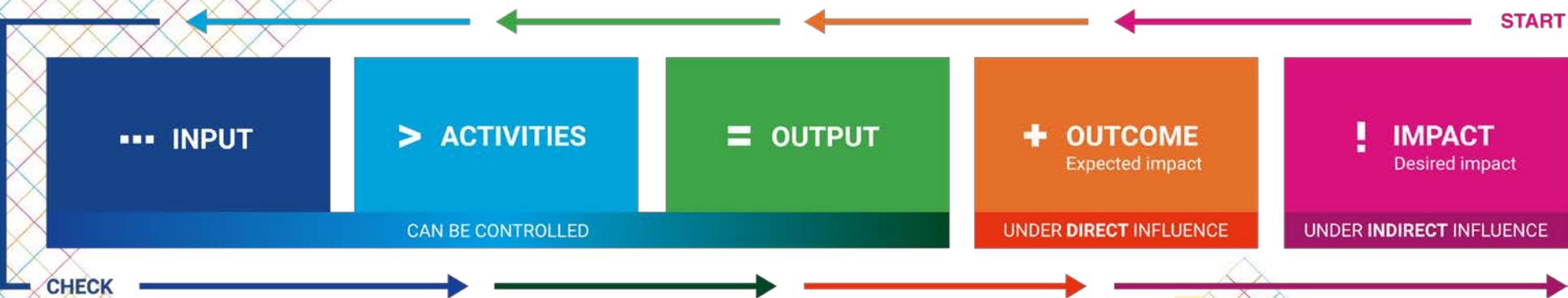
erasmus+



Programme Results Erasmus+

Erasmus+ identifies results at 2 levels:

- Impact (**desired** impact)
- Outcome (**expected** impact)

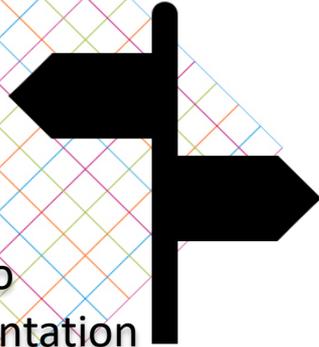




How can this tool help you?

- ◆ It helps you to see your project in a **broader context**. What happens in the world around you and what is your contribution? (out of your bubble)
- ◆ It helps you to **think in terms of change** (= impact) and not only in terms of achieving your project result.
- ◆ It can be used as a **reflection and monitoring tool**. Check: are we still on the right path?
- ◆ **Joint vision**. Are we on the same road?

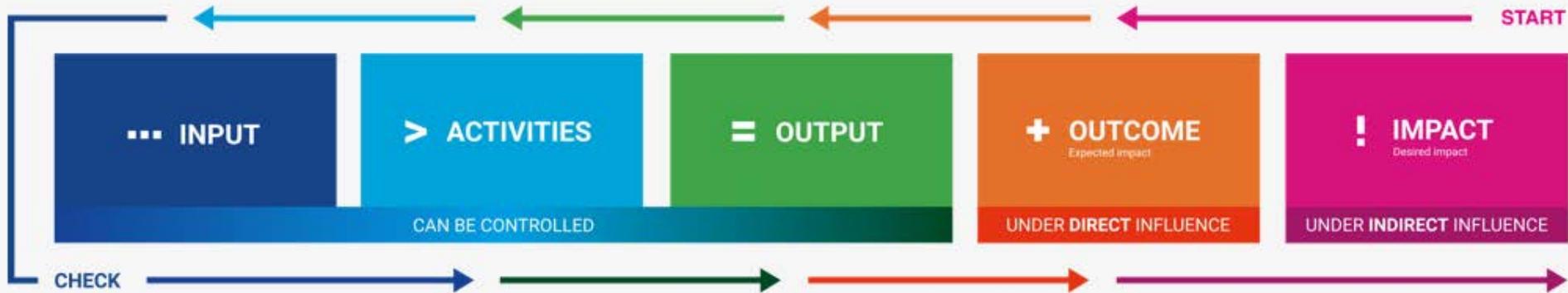
Impact tool



gives guidance to project implementation



visualises the goal of a project





Definitions

- ◆ **Impacts** are the marked effects or fundamental changes that happen (usually over time), e.g. student performance
- ◆ **Outcomes** are the **immediate effects or results** of outputs e.g. more confidence; more skills; more knowledge. *Without outcomes, there is no need for outputs.*
- ◆ **Outputs** are the **direct products/results of activities** you carried out e.g. a course; a Website a tool etc.; the deliverables. *Outputs contribute to impact; but producing - or even sharing - them isn't automatically 'a fundamental change'.*
- ◆ **Activities:** the actions you take to progress towards your goal during the project timeframe. Listed in your work plan e.g. planning, filming, designing, Learning, teaching, training activities etc.



*Would you tell me, please,
which way I ought to go from
here?"*

*"That depends a good deal on
where you want to get to."*

Lewis Carroll, Alice in wonderland



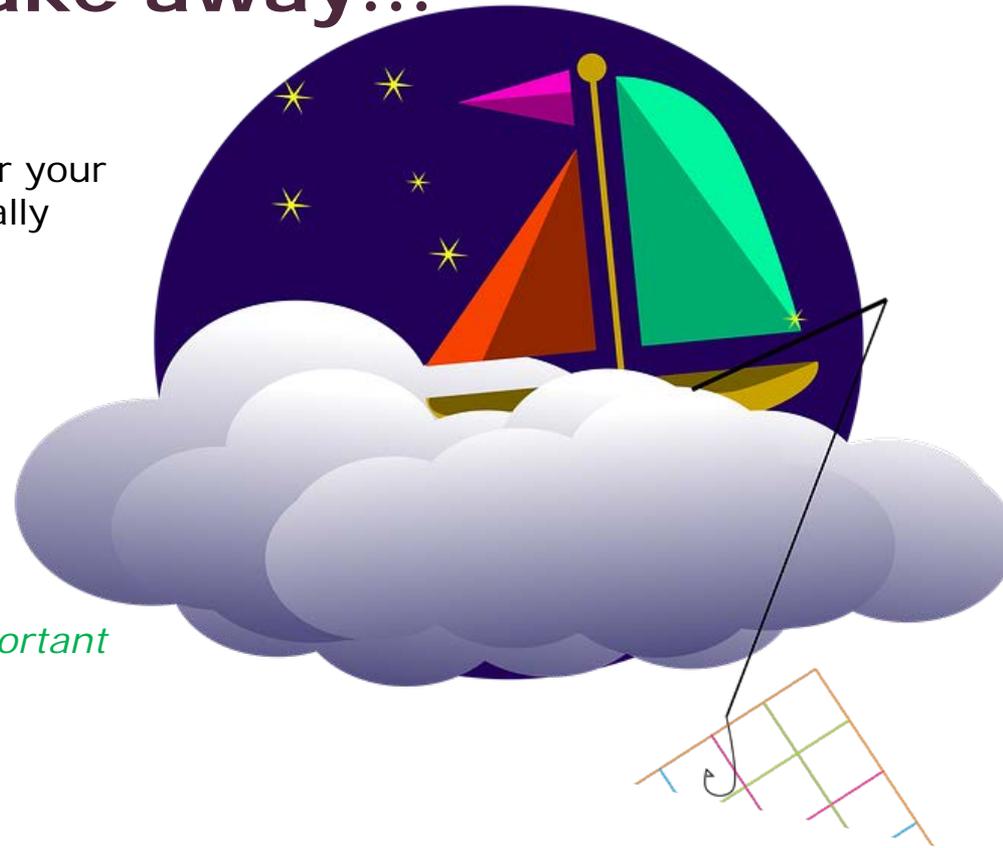
Dream exercise to take away...

We take a leap in time....say three years after your project. You are proud of the results. It actually contributed to a positive change..

Describe in about 5 sentences your legacy

'Thanks in part to our project....'

Describe in terms of CHANGE (environment, behaviour) and for WHOM this change is important





Exercise 1: Your project's impact

In mixed couples:

Think of your dream in terms of **observable changes**. Ask each other critical questions starting with 'why' or 'who'?

Write your dream(s) on post-it notes.

!

IMPACT – desired

WHAT
FUNDAMENTAL
CHANGE DO
YOU WANT TO
CONTRIBUTE TO?

Contribution to hosting change in society

- Active citizenship
- Increasingly equal opportunities
- Improved employability
- Improved economic development
- Improved research

UNDER INDIRECT INFLUENCE

HOMWORK:

Exercise project partners: Your project's impact

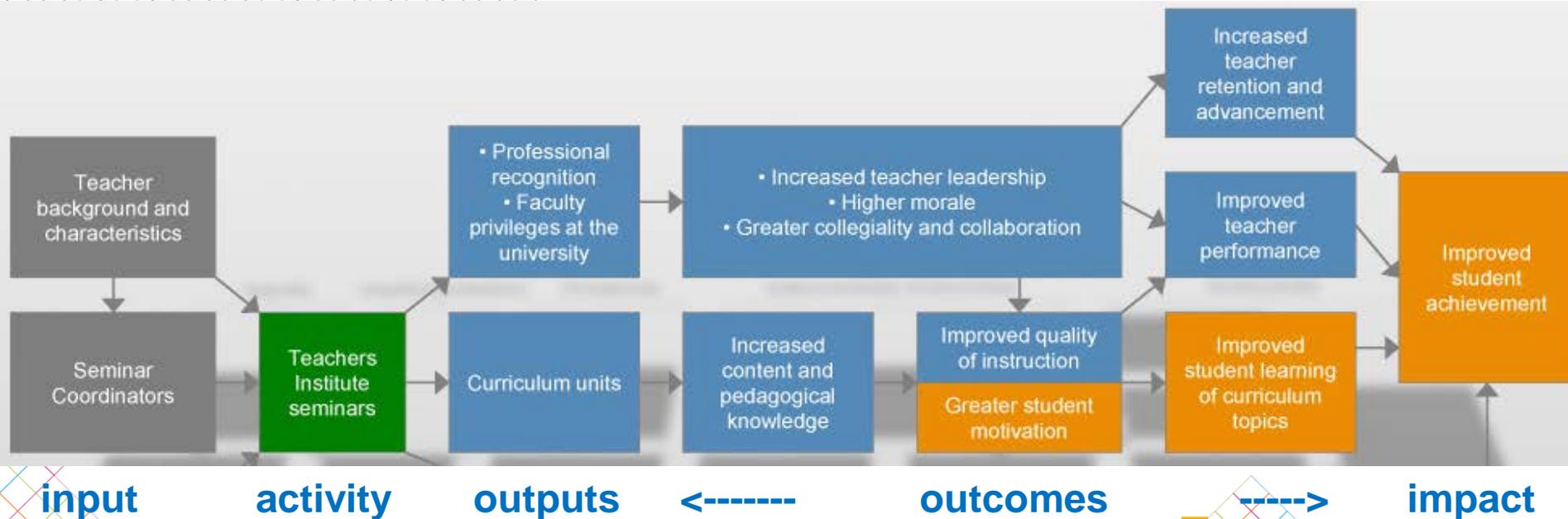
Now rate every impact on the poster (top box, in pink)

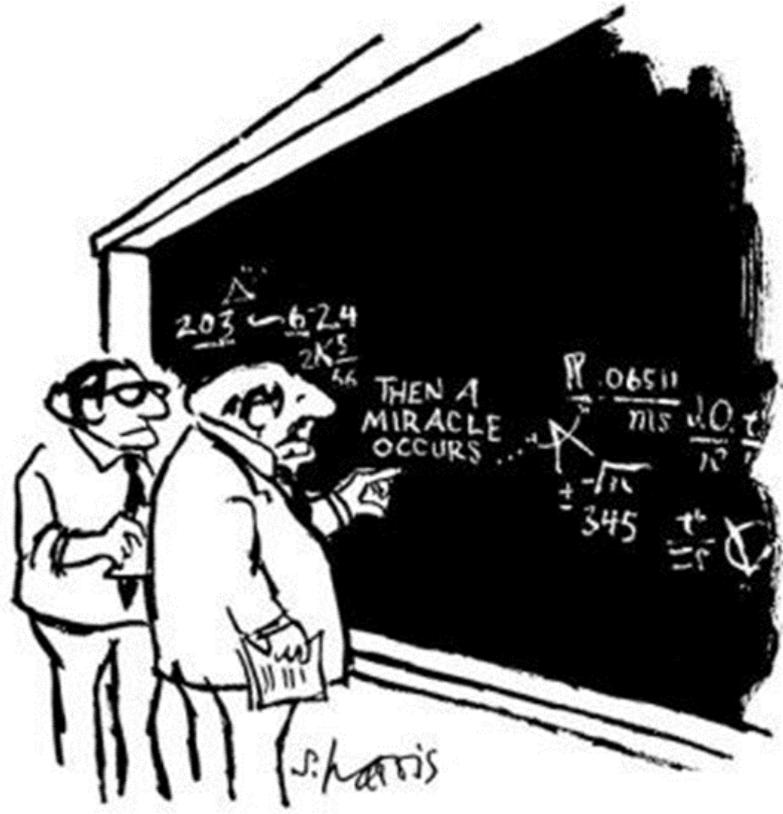
- Green dot = very important
- No dot = mixed importance / unsure
- Red dot = not at all important



Example: Yale Teachers Institute

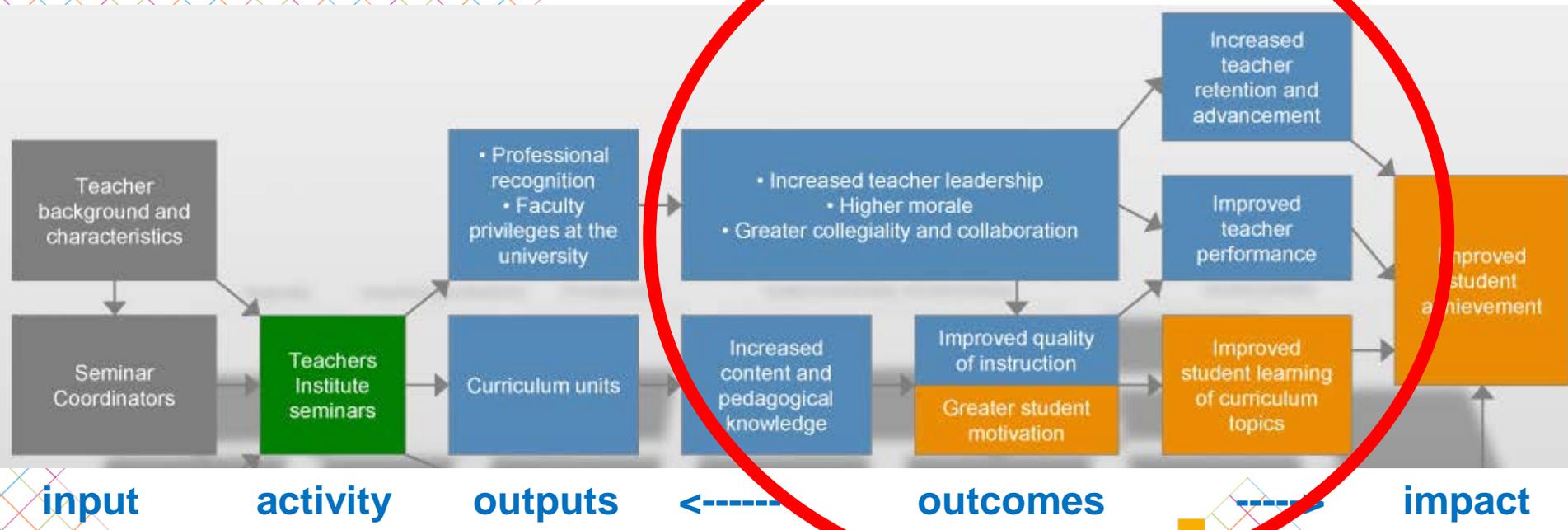
- ◆ Training institute for teachers in public schools
- ◆ Desired impact: improved *student* achievement
- ◆ Several actors (students, teachers)
- ◆ Several sequences of outcomes





"I think you should be more explicit here in step two."

From impact to outcomes





Exercise 2: Your project's outcomes

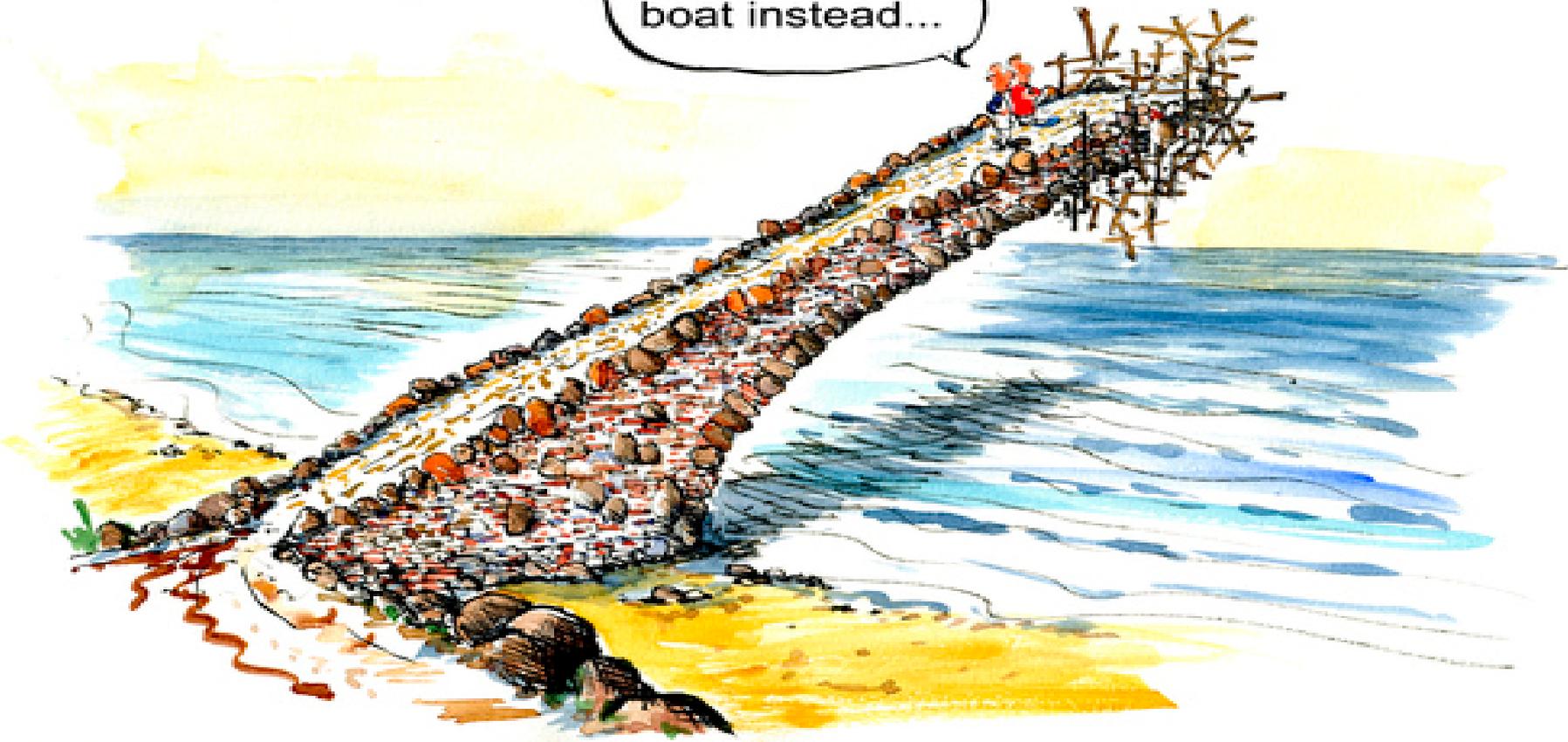
- ✓ What concrete change is actually needed for this?
- ✓ Could this contribute to your dream?

Write each outcome on a post-it note.

+ OUTCOME - expected	
WHAT IS YOUR PROJECT'S CONTRIBUTION TO THAT CHANGE	Delivered by your project <ul style="list-style-type: none">• Improved self-confidence• Utilisation of new skills, knowledge and behaviour• Actively cooperating stakeholders in education/youth work

UNDER DIRECT INFLUENCE

Maybe we should build a boat instead...





And now?

This was a first step!

You need to:

- ◆ Check your assumptions
- ◆ Check what this means for your activities (IO, LTTA, ME, dissemination, ...)
- ◆ Analyze who else is needed to achieve impact (stakeholders!)
- ◆ Monitor & evaluate your outcomes

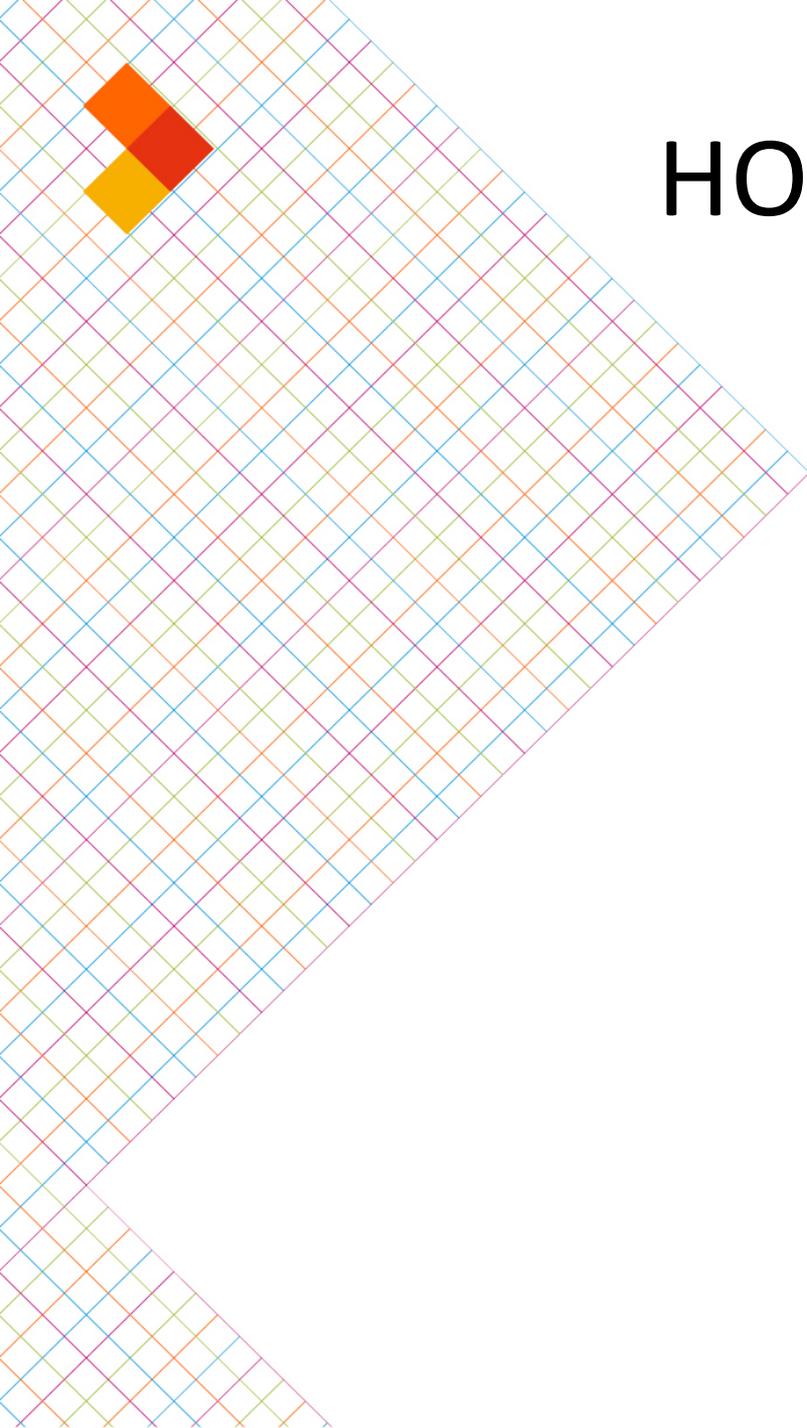


Tips & Tricks

- ◆ Problem – solution! Actual situation – desired situation
- ◆ Context awareness
- ◆ Involve important stakeholders
- ◆ Involve non-academic organisations
- ◆ How will your project enhance the field/education?
- ◆ Justification of the consortium
- ◆ Evidence to underpin a needs analysis
- ◆ Identify clearly the target groups
- ◆ For sustainability: sufficient number of staff should be involved!

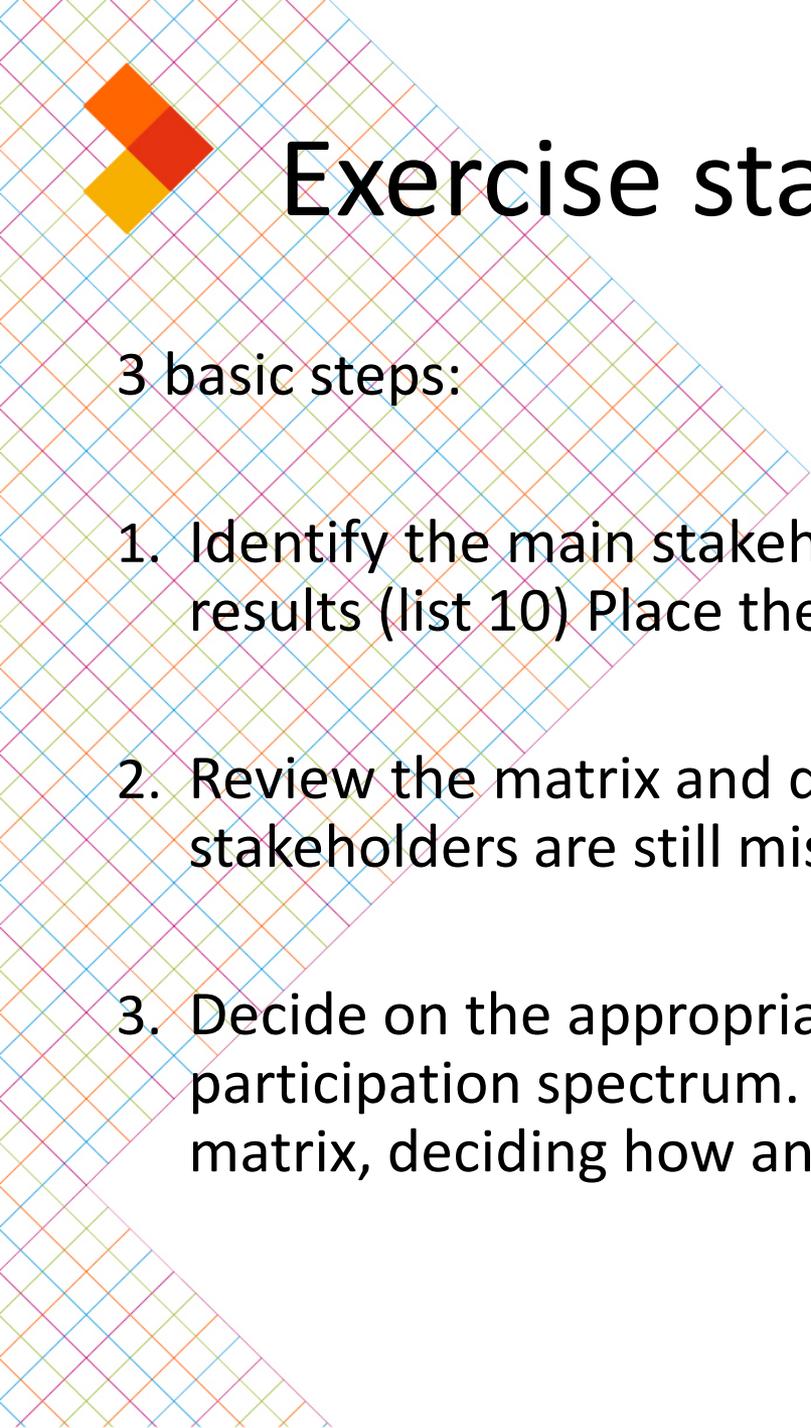


HOMEWORK



IAP2 SPECTRUM OF PUBLIC PARTICIPATION





Exercise stakeholder analysis

3 basic steps:

1. Identify the main stakeholders and their interest in the project results (list 10) Place them in the matrix.
2. Review the matrix and decide whether important stakeholders are still missing.
3. Decide on the appropriate level of participation using the participation spectrum. Develop a stakeholder participation matrix, deciding how and when to involve the stakeholders



More information

<https://impacttool.erasmusplus.nl>



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