

Turning project results into lasting impacts

Cheat sheet for facilitators

LEGACY - What is legacy and why does it matter

KEY MESSAGE: We carry out projects with a purpose and a vision beyond 3 years.

The project legacy starts with the impact it makes. When a project is finished, its impact should continue to generate long term success.

9:30 – 9:40 - Introduction to the session & legacy (10')

The moderator introduces the session – its objective and format, and starts by introducing what is legacy

9:40 – 9:50 Group reflection on what is legacy and why does it matter (10')

Groups = tables discuss what is legacy & why does it matter and write the answers on sticky notes

Moderator instructions:

- encourages the discussion
- asks people to write the answers on post-its

Background information on project legacy:

The project legacy starts with the impact it makes. When a project is finished, its impact should continue to generate long term success.

Possible benefits for the project and its partners:

- Your project will have a wider and more lasting impact.
- Working together to reach your goal will build stronger bonds and strengthen your partnership.
- Visibility for your project and its partners.
- Stories of success empower you to pitch and achieve funding for new ideas.
- Knowing what you have achieved enables you to develop new networks.
- By taking active steps to make use of your work, you will build useful skills within communication, networking and persuasion.
- You will gain experience in applying foresight in project planning and execution.

9:50 – 10:10 Feedback from groups (20')

The moderator asks the tables to share some of their answers. Participants should keep their feedback short and do not repeat points already mentioned by other colleagues.

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Table moderator instructions:

- Table moderator will ask if anyone wants to volunteer to report back on behalf of the group. Otherwise, the table moderator will do so.
- After the feedback, the moderator will collect the post-its. The most relevant ones can be placed on a flip chart.

IMPACT - Identify the positive change resulting from your work

KEY MESSAGE: Having a shared legacy is crucial for generating long-term success. With the right mindset and strategy your partnership can greatly increase the likelihood that it happens.

10:10 – 10:15 – Impact introduction (5')

The moderator introduces what is impact and gives instructions for the first exercise in the workbook. Projects are asked to list their impacts (positive changes) and highlight 3 most important ones. It is advised to again use simple language.

The impacts should be in line with project's overall objectives, work packages, outputs and results (*projects were asked to familiarize themselves with the application prior to the workshop*).

10:15 – 10:25 - List your impact – 1. Workbook exercise (10')

Table moderator instructions:

- Keep track of the time
- If needed, help explaining what the impact is

10:25 – 10:35 - Feedback from impact exercise (10')

The moderator asks if there are any project volunteers who would like to share their top 3 impacts. If there are no volunteers, the moderator picks random projects.

10:35 – 10:40 – Impact statement introduction (5')

The moderator introduces the impact statement and explains what the elements in it are. Instructions for the next exercise are given (projects are expected to write 1 simple and 1 advanced statements).

Instructions for projects:

- Start with the top positive change on your list. Consider all the elements of the impact statement for this impact.
- Jointly discuss a statement including only the two mandatory elements.
- Next, discuss which of the additional elements might be added to strengthen your statement. Continue until you have a final statement.
- If time allows you, write these statements for your top 3 impacts

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10:40 – 11:00 – What is your impact statement? - 2. Workbook exercise (20')

Table moderator instructions:

- Keep track of time
- Help explain the exercise if needed

Mandatory elements	
POSITIVE CHANGE	Describes the impact
HOW	Describes what you will do to create that positive change
Optional elements	
TAKERS	Those groups who will adopt and reuse the work creating the positive change – most often groups of professionals or policymakers.
END USERS	Those that will ultimately benefit from your work - often citizens or SMEs, but also the environment or wildlife can be 'end users'.
SCALE	The level of positive change you will create either within your project lifetime or later on when your work has been scaled up.
TIME	Timeframe for when the positive change will happen.

Projects share their impact statements in plenary.

11:00 – 11:30 coffee break (30')

HOW - Identify relevant work

KEY MESSAGE: Define the “products” that can be transferred, scaled up, or built upon by others. This will give you clarity on who your future takers are, so that you can work with them from the start.

This session includes individual work and a group exercise.

11:30 – 11:35 Introduction about identifying relevant work (5')

Projects are very productive thanks to the development and exchanges going on between partners. But a decision must be made to clarify what is needed to make an impact.

Amongst all the project work, what are those products that are most likely to create positive change on region/a larger scale/group of people?

Explanation of the first workbook exercise in projects.

11:35 – 11:45 – Identify relevant work - 3. Workbook exercise (10')

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Each project team takes 10 minutes to write down all the project work in their workbook

Point 3. Identify relevant work ('products' meaning outputs, achievements) that can be taken up.

They score each product with an impact level between 1-5 and select the work that has the largest potential for impact in the region.

Guiding questions

- Which products are most likely to create positive change on region/a larger scale/group of people?
- Are some products unlikely to be reused or scaled up? What are the obstacles?
- Deliverables and activities are necessary but not sufficient to be considered relevant work, the relevant products usually combine deliverables into a format which can be taken up and/or transferred. If the project has a well-prepared intervention logic, the project outputs correspond with the "most relevant work".

Table moderator instructions:

- Keep track of time
- Explain the exercise if needed

11:45 – 11:47 Moderator introduces the table group work (2')

Explanation of the "role game".

11:47 – 12:07 Table group work (20')

1	All projects write the top "product" on a card (<i>the one thing that has the highest potential to create positive impact if transferred and scaled up</i>). They fold the card and put it in the middle of the table, and the <u>table moderator</u> draws one.
2	The project that wrote that "product" pitches it and explains the potential impact it might have if transferred and scaled up. The goal of the project is to provide convincing arguments that the product will make a difference and should be adopted.
3	The other participants act as difficult takers and after each pitch, they provide critical feedback. They should come up with barriers to the uptake. The project should come up with ways to overcome these barriers.
4	Repeat step 2 and 3 by taking one more product from the center of the table. If there is time, repeat for another product.

12:07 – 12:10 – short feedback (3')

Moderator asks 1-2 projects how they feel about the exercise. And if they have learnt something useful about their product.

TAKERS - Invite your takers to join

KEY MESSAGE: Knowing who your takers are, and understanding as much as possible about them, is absolutely crucial if you want to engage and convince them.

KEY MESSAGE: To build the chance that the takers will ultimately adopt and use your work, reach out and engage with takers and multipliers at an early stage.

12:10 – 12:15 Introduction to PRODUCTS and TAKERS (5')

EXAMPLES

- **Define takers at the right level:** For example, identifying “municipal planners” as your target group may be more productive than “municipalities” or “public agencies.” When defining taker groups, try asking “who *within this group* am I actually targeting?”
- **The national angle:** Is there a difference between takers in the project countries?

The purpose of these exercises is to empower participants to be clear on who their takers are, how to engage with them and to put themselves in their shoes.

12:15 – 12:25 - CONNECT PRODUCTS & TAKERS – 4. Workbook exercise (10')

Per project, participants reflect on who are the main takers for their project linked to a main product. Take first 2-3 most important products and identify the taker(s) as specifically as possible.

The top products and related takers are written in 4. Workbook exercise.

Moderator instructions:

- Keep track of time
- Encourage the participants to share who their main takers are and be specific about the takers (i.e., participants should not generalise but speak in more specific terms; can they point out to who the specific takers are?). For example, if they refer to start-ups – can they name the specific sector and job role they want to engage with.

12:25 – 12:30 Session wrap up

COMMUNICATION STRATEGY - Build Your case

(Introduction 5min)

Now we need to develop our strategy further using persuasive and attractive ways to encourage users to adopt our products and integrate them in the work or life of our end users.

Look at the workbook 4. Part II, this is the starting point to **persuade** our takers and decide how to wrap and package our products.

We need to know:

- Why would they care?
- What's in it for them?
- What barriers are there from adopting these products?

What motivates them comes from **what matters to them**. You can frame the product around their needs, concerns, goals or interests rather than simply listing its features.

After that we can get their attention. But we also need to have clear in mind:

- What do we want them to do?

To make them use our products and change their behaviour, attitude or belief.

Knowing what we want them to do afterwards tells us **what the presentation needs to lead them towards**.

Workbook 4 PART II Project work – (5/7 minutes)

Individually, go back to the workbook and reflect on Part II column of the table

- Why would they care?
- What's in it for them?
- What barriers are there from adopting these products?

(Bridging introduction 2min)

Workbook 4 PART III Project work – (5 minutes)

Individually, go back to the workbook and reflect on part III in the table (minutes)

- What do we want them to do?



COMMUNICATION STRATEGY - Sharpen your tools

Intro 2 min

Based on Parts II and III we have all the information for deciding what is the best way to present our work and how to do that. So let's do our communication strategy!

Explanation of the group work 2 minutes

Group work

Stand up, **find the communication managers** who share the most takers with you. The goal is to form two groups. To do this each participant shares their takers, the goal is to find (3) main takers in common with others. (5 minutes)

Each table identifies up to 3 takers which are common for most. Try to find 3 takers from 3 different projects. Again, key is to be as specific as possible e.g. regional authorities is not specific enough. (10 minutes)

Each table gets a pre-prepared flipchart. One facilitator per table, suggest to appoint a rapporteur.

Together identify and discuss successful approaches of how to reach out to these top takers and engaging with them using the questions in the table below (20 minutes)

	Taker 1	Taker 2	Taker 3
 Key message	What is the most important thing we need to tell them? What would convince them to adopt your solutions, strategies,...?		
 Channel	Where/how can we reach them and make them aware most effectively?		
 Content & format	How can you best present this to them? What will work best for this audience? E.g. case study, event, video, policy brief, social media.		
 Call to action	What do we want them to do after engaging with us?		

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Participants can write the answers on post-its and stick them to a big common flipchart pre-prepared.

Each group shares their key findings. (5 from each group /10 minutes)

Wrap up: have this exercise useful and would you imagine to take the workbook and do it with your partners? (2 minutes)

