

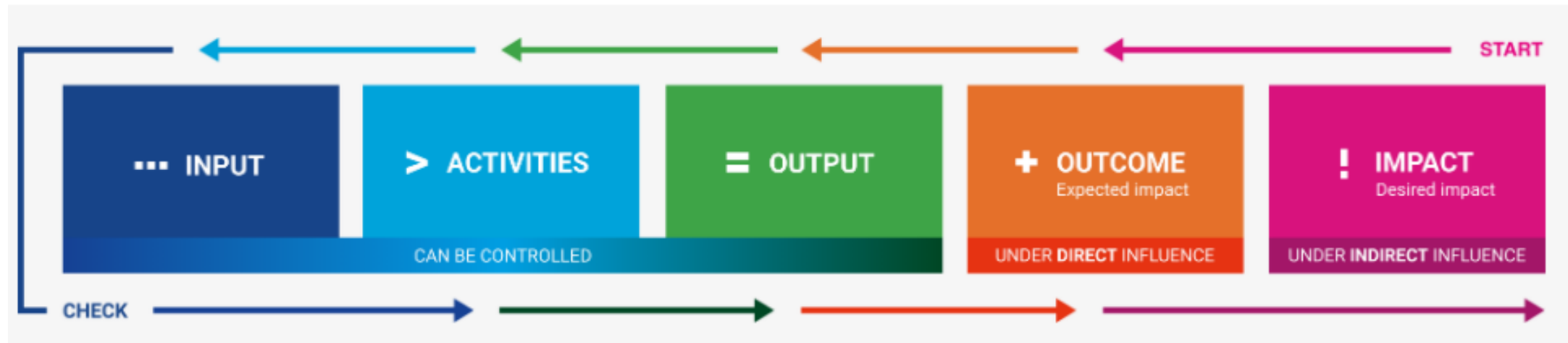
Impact exercise

TCA – accreditation

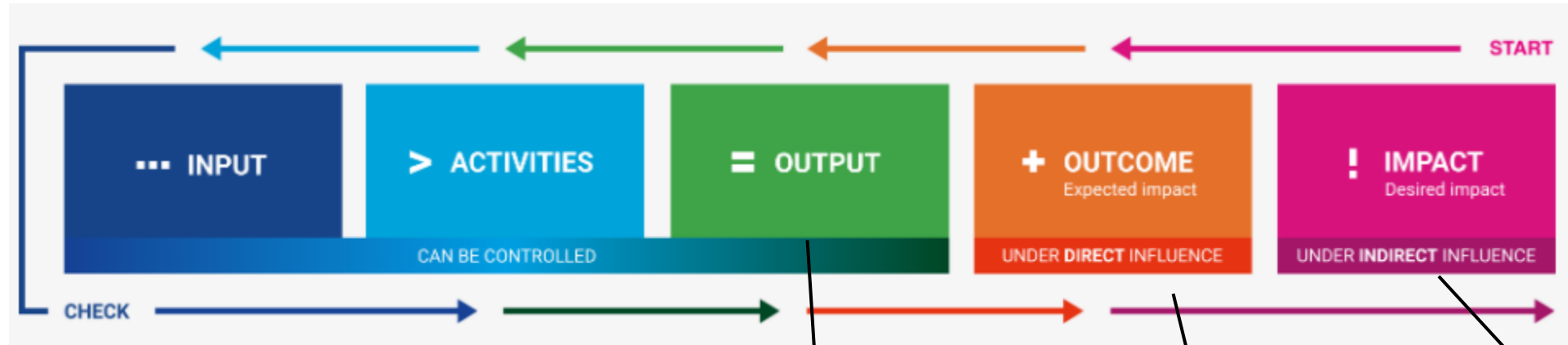
Anne Gro Skibenes



Impacttool - mobility



Impacttool - mobility



Which concrete results do you expect?

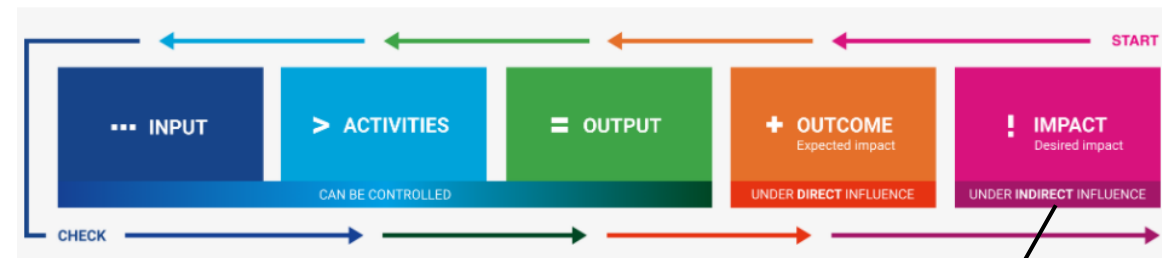
Which direct changes is expected to be seen?

Which indirect changes can your internationalisation contribute to?

Take a long-term and broad perspective:

- ✓ What fundamental change in society do you want your accreditation to contribute to?
- ✓ **Impact** is a wider change – you will not achieve this desired change by means of your project alone
- ✓ Changes that you can't directly influence or fully control, but you can indirectly contribute to it.

Example: Contribute to more active citizenship among young people in society

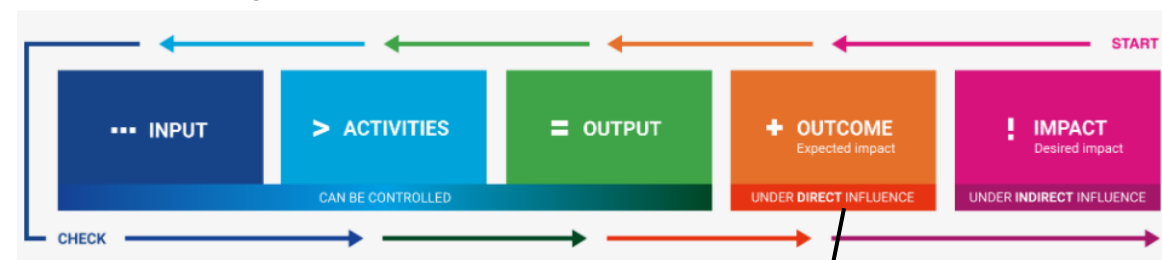


Which indirect changes can your Erasmus accreditation contribute to?

Take a local and internal perspective:

- ✓ What is your project's contribution to the change you want?
- ✓ What change/effect among your target group, within your organisation or at other organisations do you have to achieve in order to contribute to impact?
- ✓ Which strategic needs, challenges and goals in your institution can the accreditation contribute to?

Example: Increased student participation

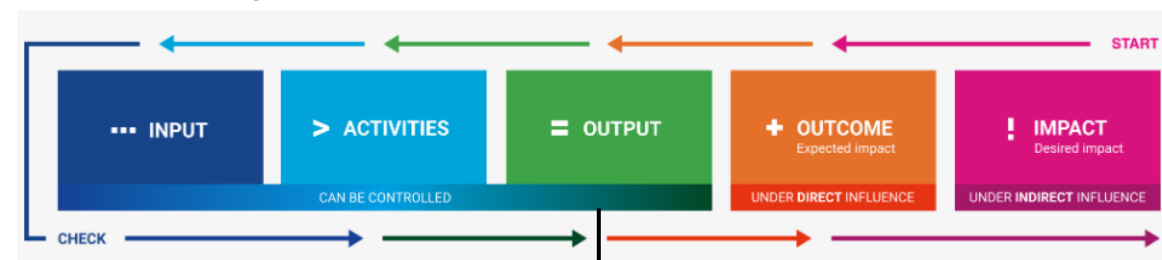


Which direct changes can be seen?

Take a concrete perspective:

- ✓ Which concrete results will you achieve?
 - ✓ In a short-term perspective
 - ✓ In a long-term perspective
- ✓ When can the concrete results be expected? (Timing)
- ✓ How can you measure the concrete results to monitor if they are reached and if the results are in line with your desired **outcome** and **impact**?

Example: Enable the student council to engage more actively in school development issues



Which concrete results do you expect?

Task 1 – «Puzzle»

- Take the notes from the envelope – everyone in the group pick 2-3 notes each. It is not allowed to talk to each other or show each other the notes!
- Each person in the group places their notes where they think they belong in the sheet – IMPACT – OUTCOME – OUTPUT. It is still not allowed to talk together or move others notes.
- When all notes are placed your group should start discussing:
 - Are all notes placed on the right place?
 - Do you want to move any notes? Why?

OUTPUT

Concrete results

- *Enhanced studentcentred teaching and more in-depth learning*
- *Increased requitment to and enhanced competences in the STEM-subjects*
- *More active use of digital tools for students to collaborate with students in the target language country*
- *Make the teaching more relevant and establish cooperation with the business life*

+ OUTCOME Expected impact

UNDER DIRECT INFLUENCE

Direct changes

- *Develop the professional collaboration in our school*
- *Increased attractiveness and relevance of the STEM-subjects*
- *Make the foreign language learning more digital*
- *Gain experience in how the green transformation is influencing the business life locally, nationally and internationally.*

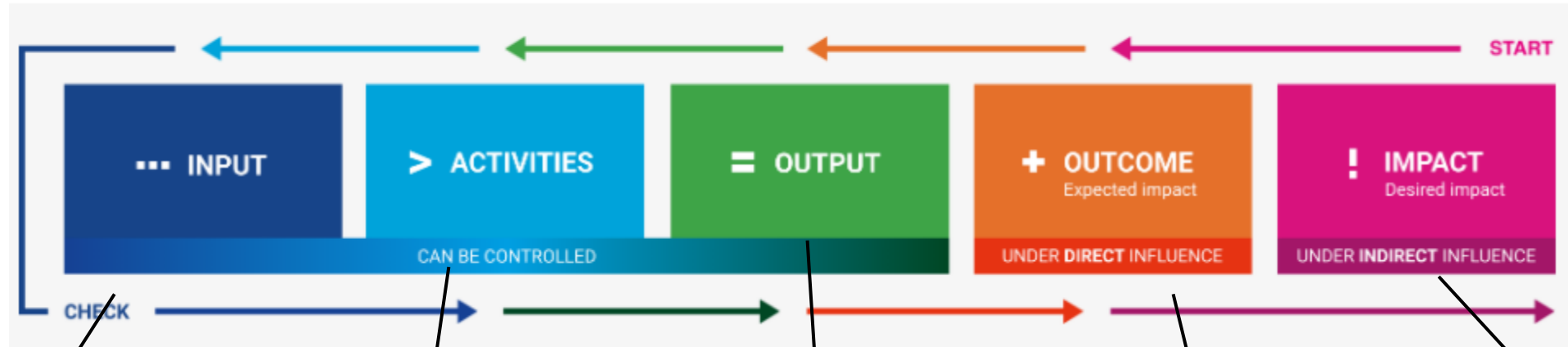
! IMPACT Desired impact

UNDER INDIRECT INFLUENCE

Indirect changes

- *Enhance the professionalization of the teacher role*
- *Enhance the quality of teaching and learning in STEM-subjects*
- *Enhance the learning and teaching of foreign languages*
- *Enhance the knowledge of sustainable development in a local, national and international perspective*

Impacttool - mobility



What resources are needed to implement your plans?

Which type of activities would suit your goals best?

Which concrete results do you expect?

Which direct changes is expected to be seen?

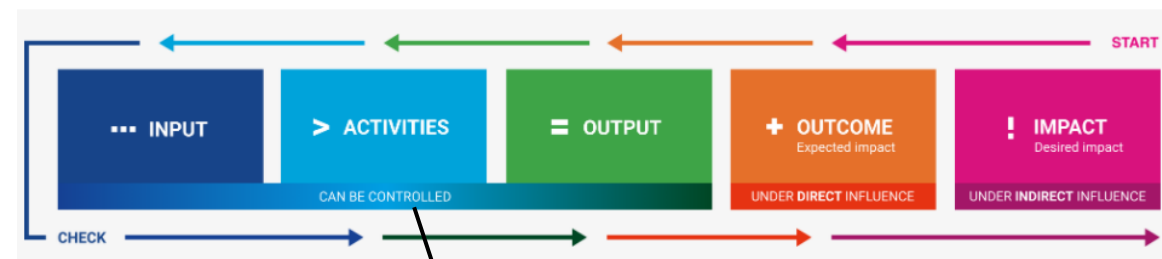
Which indirect changes can your internationalisation contribute to?

Considering your thoughts on impact, outcome and output:

- ✓ What kind of activities would be suitable to reach your goals and ambitions? Consider both funded and non-funded activities..
 - ✓ Mobility for pupils and/or staff?
 - ✓ Internal workshops or discussion groups?
 - ✓ Training sessions
- ✓ Where do we start off?

Example: Workshops and training sessions with the student council internally and meetings with students council at the partner school.

Group mobility and jobshadowing



Which type of activities would suit your goals best?

Task 2 – Impact exercise

- **Individually- 20 minutes**

Which ideas and thoughts for your accreditation do you already have? Try to place your thoughts and ideas into the form where you think it belong. Is it an IMPACT, OUTCOME, OUTPUT or ACTIVITY?

- **In pairs – 10 minutes**

Share your thoughts and ideas in pairs, one at the time. Give each other inspiration and be eachothers critical friend. Remember that this exercise is mostly for practice!

- **In your group – 20 minutes**

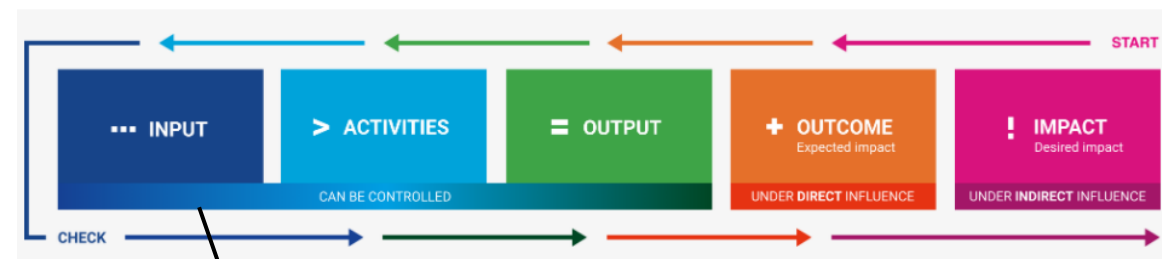
Take the tour around the table and share your thoughts and ideas. Give each other inspiration and be eachothers critical friend

Task 3 – Speed dating

- Find a person in the room that you haven't talked to yet who works within the same sector
- Present your forms to each other
- 10 minutes pr. «date»

Considering your thoughts on impact, outcome and output:

- ✓ How can you secure a strong commitment inside your organisation to be able to reach your goals and make the impact and outcome last in a long-term perspective?
- ✓ Which structures are already established and which might be needed – both looking at the practical and professional dimension of your plans?



What resources are needed to implement your plans?

Task 4 – Individual assignment

- How can you secure a strong comittment inside your organisation to be able to reach your goals and make the impact and outcome last in a long-term perspective?
- Which structures are already established and which might be needed – both looking at the practical and proffesional dimension of your plans?

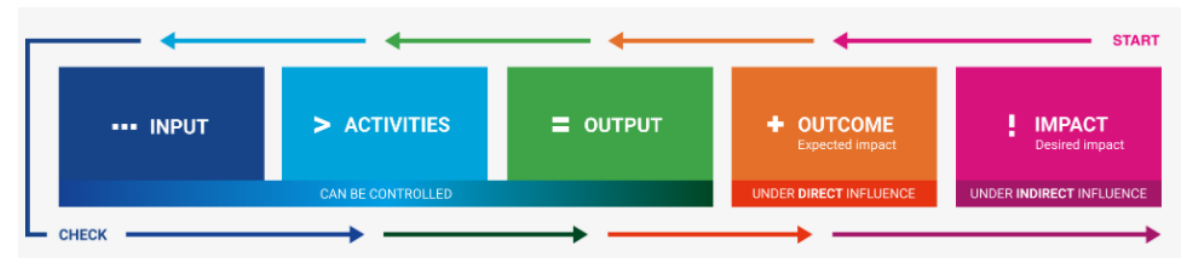
Homework!


Start discussing your ideas.

Invite a variety of relevant people in your organisation into the discussions.

- ✓ What do we want to achieve?
- ✓ What fundamental change do we want to contribute to?

The involvement of relevant people in your organisation will lay an important foundation for later discussions and the quality of your work!



A close-up shot of a desk. On the left, a portion of a license plate is visible, featuring a stylized tree and the letters 'KZG' and the number '8'. In the center, a black camera with a lens is positioned. To the right, a black letterboard with a wooden frame displays the text 'REMEMBER WHY YOU STARTED.' in white, block letters. The scene is lit from the right, casting soft shadows.

REMEMBER
WHY YOU
STARTED.