Co-funded by the European Union

· YOUNG WOMEN'S LEADERSHIP

#WeCo LEAD

FOR COLLABORATIVE SUSTAINABLE COMMUNITIES ·

cesie the world is only one creature
COMM'ON
Swideas
FSL Formation et Sensibilisation du Luxembourg
szubjektív értékek alapítvány

Grant Agreement No.: 2021-1-SE02-KA220-YOU-000028775. Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union

#WeCoLEAD

Young Women's Leadership for Collaborative Sustainable Communities

TOOLKIT #1 REFLECTIVE METHODS FOR FEMALE LEADERSHIP IN ENVIRONMENTAL ACTION

TOOLKIT #2 LAB ON WOMEN EMPOWERMENT FOR SUSTAINABLE COMMUNITIES

Toolkit #3 PATH OF THE RAIN DANCE

cesie — the world is only one creature
COMM'ON
SwIdeas
FSL Formation et Sensibilisation du Luxembourg
szubjektív értékek alapítvány

THIS TOOLKIT IS DESIGNED TO BE INTERACTIVE, PAPERLESS AND ECO-FRIENDLY

CC BY SA

THIS TOOLKIT IS OPEN SOURCE

The Path of the Rain Dance was developed by COMM'ON (Greece) in the scope of #WeCoLead project "Women Leadership for collaborative sustainable communities" 2021-1-SE02- KA220-YOU- 000028775 funded by Erasmus+ of the EU with the collaboration of SwIdeas (Sweden), CESIE (Italy), Formation et Sensinilisation du Luxembourg (Louxembourg) and Szubjektiv Ertekek Alapitvany (Hungary). The Path of the Rain Dance is inspired by the Civil Society Toolbox methodology, and all its annexes are based on the Civil Society Toolbox cards.

TABLE OF CONTENTS

ABOUT THE #WeCoLead PROJECT

#WeCoLead is a KA2 Cooperation Partnership co-funded by the Erasmus+ of the European Union. Led by SwIdeas in Sweden, the project also gathers partnerships from Italy (CESIE), Greece (‘COMMON), Hungary (SVF – Subjective Values Foundation), and Luxembourg (FSL – Formation et Sensibilisation de Luxembourg).

#WeCoLead is an innovative project based on the idea that young women are especially positioned to creatively and innovatively initiating processes to develop a sustainable new normal that is coped with gender equality and empowerment. Based on this, the project has two main goals: 1) to empower young women to act as leaders in shaping the sustainable new normal and fighting against climate change, acting as change-makers, and exploring their active citizenship and socio-economic potential 2) to promote sustainable internationalization by empowering the EU to act as leader in matters of biodiversity conservation, sustainable practices, and sustainable action. This project brings together the power of young women to act as leaders in the promotion of green and sustainable practices, interactive and innovative methodologies, and collaborative methods to produce results that will be relevant, useful, and empowering for young women and for youth workers.

Project Result 2: #CoCreateTheToolkit

The second project result's activities have led to the co-creation of the #WeCoLead toolkit, that provides a step-by-step process with methodologies, theoretical modules for female leadership in environmental sustainability, and exercises for young women and youth workers. Inspired by the Civil Society Toolbox's structure and methodology, the #WeCoLead Toolkit is divided in 3 different parts, steps which aim to empower all young women, civil society representatives, stakeholders and youth workers on how to support female leadership in environmental sustainability matters. The Toolkit is based on the core idea that, as result of our research in the partner countries, female leadership and empowerment are intertwined processes that take place gradually and can be supported on different levels: 1) the individual level, 2) in small organizations or informal groups, and finally 3) at the structural and organizational level in established organizations.

Therefore, **3 parts of the #WeCoLead Toolkit are the following:**

1. Reflective Tool For Female Leadership In Environmental Action

The tool aims to increase young women's leadership potential and give them a better understanding of what social structures affect our lives in terms of gender and environment. It contains self-reflection tips, relevant content, exercises on climate change issues and environmental sustainability. This tool is a response to one of the key needs identified, which is that young women often lack roles models, access to educational platforms, knowledge on how to contribute to environmental sustainability through individual actions. Some also lack community support from other diverse groups of women, although the heterogeneity of this target group calls for an intersectional approach.

2. Lab On Women Empowerment for Sustainable Communities

The Lab addresses the expressed need for supportive activities in different fields (emotional, financial, household support) and advocacy for a wide range of gender equality, issues found both at home, in education and labor market. This Lab gives a planning activities opportunity for young women leaders and/or organizations that want to work on women's empowerment. The Lab stems from the idea that groups of young women and members of civil society need practical tools/methods and processes to support them in creating activities and projects in their local communities. The process of this Lab wishes to inspire and create the space where people come together to collectively focus, brainstorm, design and develop an implementation time-plan for their activity always taking into consideration the environmental sustainability aspect.

3. Path of the Rain Dance – working on joint projects for collective advocacy

The goal of the Path is to support small, medium, and bigger organizations in developing their way of working, organizational tools and methods, as well as providing support in advocacy projects. The path stems from the identified need for more advocacy on women's rights, raising awareness in our respective societies on climate change and how young women's leadership is an essential resource to reduce socioeconomic and environmental inequalities. Thus, advocacy requires strategic action, planning and organizational coordination. The Path provides guidance on tools, cards, and methods to conduct the following: an analysis of the local thematic you want to work on, a list of issues you want to tackle and a plan of activities to implement locally; An analysis of your allies, participants and local community and a strategic plan on how to reach out; A risk assessment for your activities and a plan on action; An evaluation strategy to manage results and points that you can use for advocacy action.

BACKGROUND & INTRODUCTION

Diving into rooted social, cultural and environmental issues which can be found in all aspects of society, from gender equality to climate change, from gentrification to refugee crisis, from discrimination to waste management, many things need to change. How can you work on change? Will you work alone or with others? What is your community? Is there a network to support you? Where do you start? What do you learn from the implementation of your activities? How can you use the learnings to create an advocacy strategy? What do you need to advocate on?

The idea behind this path's process is to start local, understand your surroundings and what you can do in small scale, in order to prepare, understand how, when and with who you need to coordinate and work when entering the big scale, the trans-local and the global.

This path will help you to start a sustainable circular model of working in local scale in order to create a base where you can build on more activities and actions.

Please bear in mind that going through the Path of the Rain Dance is rather a long process that requires actual engagement and involvement. It can take several weeks to complete it!

WHO SHOULD GET INVOLVED

It is optimal to include the entire project team.

The ideal setting, to start this path, is a group of 5-10 people, including representatives of all partners (if any) from both implementing/operational and strategic level within each team/organization. In the evaluative learnings section (after the implementation of your activities) it would be best to include all people from the implementing/operational level who will be able to give insights from field work to the strategic level representatives, creating a group of 10-15 people.

AT THE END OF THIS PATH, YOU WILL HAVE

1. An analysis of the local thematic you want to work on, a list of issues you want to tackle and a plan of activities to implement locally;

2. An analysis of your allies, participants and local community and a strategic plan on how to reach out;

3. A risk assessment for your activities and a plan on action;

4. An evaluation strategy to manage results and points that you can use for advocacy action.

Materials You Will Need:

- Flip Chart
- Markers (several colours)
- Moderation Cards
- Pen / Pencils
- Notepads

SUGGESTED TOOLS FOR THE TRAINER

Method Cards:

- Problem Tree and Solution Tree for New Strategy (1)
- Action Planning for next steps (2)
- Community Stakeholder Mapping (3)
- Network Mapping (4)
- Stakeholder Analysis (5)
- Define and Identify risk (6)
- Sharing Personal Tolerance for Risk Taking (7)
- Short Outcome Interview (8)
- Most Significant Change Landscape (9)
- Harvest lessons learned to facilitate organizational learning (10)
- Theory of Change for Tracing the Path to Impact (11)

Background Papers:

- Collective Impact (1)
- Outcome Evaluation Basics (2)

Paths:

- Path to Building Bridges (1)
- Path of the Cheering Crowd (2)

Worksheets:

- Action Plan (1)
- Problem Tree (2)
- Solution Tree (3)
- Risk Assessment Framework (4)
- Mapping Stakeholders (5)
- Advocacy Strategy Map (6)

Follow up / What to do after you complete this Path

Work with your team with **Theory of Change for Tracing the Path to Impact** (11) to clarify how your organization's/team's activities make steps towards the ideal future you envisioned.

PATH STEPS

1 FIND YOUR THEMATIC FOCUS & CREATE YOUR ACTION PLAN

(This step will take in total 3h 30m)

HOST / PREPARATION GROUP:
Introduce the local issue that brings you to this meeting along with the Path and day program. Share the purpose of developing a structure for learning by doing on your specific issue. What is the hope that the end result of this process will teach you? How you hope it will help you coordinate your local advocacy process?
Introduce **Collective Impact (1)** and initiate a short round of sharing of participants thoughts in plenary or in triads. (Estimated time: 20m)

Find your thematic focus, create your action plan:
Specify the local issues and activities you want to work on by using **Problem tree and solution tree for new strategy (1)**
Use “paths of intervention” as a list of activities/actions. During this process have in mind your final goal, you want to work on fundamental issues that need an advocating strategy, think what you want to do and why you want to do it, what is your advocacy goal, what you want to research? What data/results do you want to collect through your activity?

- Skip the “preparation” field of this card. (Estimated time: 2h 40m)

Use **Action Plan for Next Steps (2)** to help you coordinate and organize. (Estimated time: 30m)

Input to path canvas:
The issue(s) / problem(s) you worked on the problem tree and the activity(ies) that you decided to implement in order to tackle the issue(s).

– Take a break / or coordinate your next meeting –

2 FIND YOUR TARGET GROUP & WORK ON POTENTIAL RISKS

(This step will take in total 3h 45m)

1. In order to have a successful activity you need to specify, invite and engage your target group. Work with **Community Stakeholder Mapping (3)** (1h)
2. In addition work with **Network Mapping (4)** in order to map your local and trans-local allies who can support you in your communication and overall funding and advocacy journey. (30m)

If you want to work in depth with your allies' network use **Stakeholder Analysis (5)** (1h45m)

3. Use **Action Plan for Next Steps (2)** to help you coordinate and organize your team as you reach out to participants and stakeholders. (30m)

Note: If you need to work in depth on your funding strategy work on the **Path to Building Bridges (1)** If you are interested in developing a crowdfunding campaign work on the **Path of the Cheering Crowd (2)** (Estimated time: 20m)

Input to path canvas:
Your list of participants and your network allies list.
Link each group to the person in charge of each group reach out.

– Take a break / or coordinate your next meeting –

3 WORK ON RISKS

(This step will take in total 3h 30m)

When working on a local socio/cultural or environmental issue you might find yourself in potential risk via threats, unexpected events or even legal disputes or conflicts (both in production and impact). Your risk assessment will also help you with your advocacy strategy.

1. Work with **Define and Identify Risk (6)** and focus on the potential risks while developing or/and implementing your activities. (2h)
   - While using Define and Identifying risk evaluate how your team would be more engaged and effective! Suggest role playing games or small interviews with other team members or local stakeholders in order to get the feedback you need to complete this step.
2. When working in difficult contexts it is important that team members can speak openly about the risks, they are willing to face. Work on **Sharing Personal Tolerance for Risk Taking (7)** (1h)

3. Use **Action Plan for Next Steps (2)** to help you coordinate and organize your team as you reach out to participants and stakeholders. (30m)

Input to path canvas:
White down the list of the most likely and most impactful risks you might face.

– Coordinate your next meeting after the implementation of your activities –

4 COLLECT YOUR EVALUATIVE LEARNINGS

(This step will take in total 3h 45m)

Collect your evaluative learnings:

Use **Short Outcome Interview (8)** and **Most Significant Change Landscape (9)** to understand how your activity worked for your team, your participants and stakeholders. If needed, modify the questions in order to be more specific of the input you will get from the exercises. Your goal is to understand what was your activity's outcome, what was the benefit for participating and what sociocultural gap you filled. (1h) + (1h)

Use **Harvest lessons learned to facilitate organizational learning (10)** in step 3 and 5 use the input from the 2 previous exercises. Make sure a team member in each small group keeps notes on the main points of the discussion. Skip Step 7. (1h 45m)

Input to path canvas:
For MC 8: Note down your main insights from the exercise.
For MC 9: Note down the "Change Domains" titles and subtitles.
For MC 10: Include the harvest from each small group discussion for steps 3 and 5.

– Coordinate your next meeting after the implementation of your activities –

5 WORK ON YOUR ADVOCACY STRATEGY

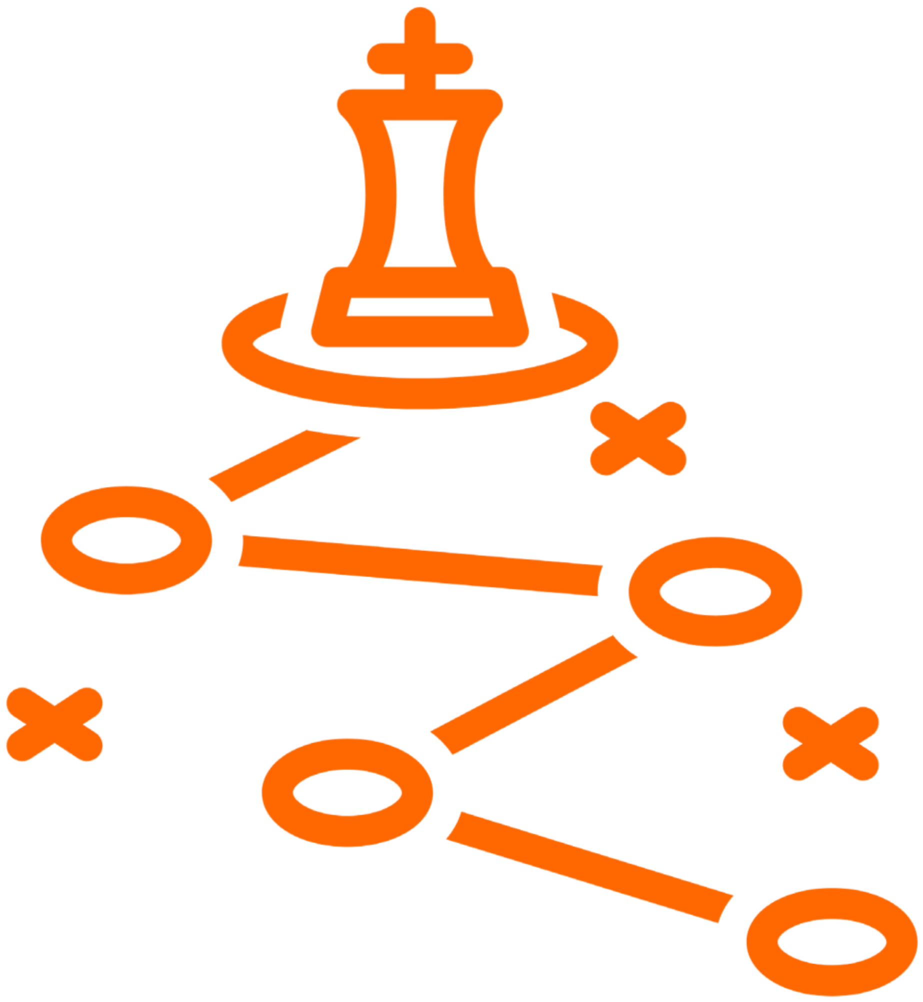
(This step will take in total 2h 45m)

Work on your advocacy strategy:
Gather all harvest from previous steps of this path and use your "[Path Canvas]" as a guide. Work in plenary on each box of **Advocacy Strategy Map (6)** (1h 45m)

Stop and take a small break.
Stop and take a small break. In plenary make a circle and ask your group: *Do I feel confident about our advocacy frame? Do I think there is something missing or left out?* (30m)
Make necessary changes if needed.

Use **Action Planning for Next Steps (2)** to coordinate your team, assign roles and activities. (30m)

CLOSING (30m)**: Final round / Check out.**



Co-funded by the European Union

Supporting DOCUMENTS

The Path of the Rain Dance was developed by COMM'ON (Greece) in the scope of #WeCoLead project "Women Leadership for collaborative sustainable communities" 2021-1-SE02- KA220-YOU- 000028775 funded by Erasmus+ of the EU with the collaboration of SwIdeas (Sweden), CESIE (Italy), Formation et Sensinilisation du Luxembourg (Louxembourg) and Szubjektiv Ertekek Alapitvany (Hungary). The Path of the Rain Dance is inspired by the Civil Society Toolbox methodology, and all its annexes are based on the Civil Society Toolbox cards.

1. PROBLEM TREE AND SOLUTION TREE FOR NEW STRATEGY

2h 40m

Plenum and Small Groups

DESCRIPTION

So you have an idea, great! But what are the next steps for turning this idea into a reality that brings your society one step closer to a positive future?

The problem and solution trees provide you a basis for determining the answer to this question. They will also help you decide how to plan activities that will bring you closer to realizing your vision for society.

PREPARATION

Think of a clear mission and statement

MATERIALS

- Flip Chart
- Markers
- Moderation Cards

SUGGESTED TOOLS FOR THE TRAINER

Worksheets:

- Problem Tree (2)
- Solution Tree (3)

Step 1 **IN PLENUM:**

Discuss what the main problem is that your organization seeks to address with your work. When there is a generally consensus, move on to the next step. **[10 MIN]**

Step 2 **IN SMALL GROUPS:**

Using moderation cards with **Problem Tree (2)** as a format, write the main problem and place it on the trunk of the tree. **[30 MIN]**

a. On the main roots of the tree, write 3-6 direct causes of this problem.

b. On the secondary roots, write 3-6 factors that directly cause these causes.

c. On the main branches of the tree, write 3-5 direct effects of this problem. On the secondary, smaller branches write 3-5 effects of the effects of this problem.

Step 3 **IN PLENUM:**

Each group presents their completed Problem Tree, moving each moderation card to a corresponding place on one collaborative tree. After each group has presented, gather a small group to cluster the cards onto the collaborative tree in a way that makes sense, and then present the finished collaborative tree back to the plenum. **[10 MIN]**

Step 4 Now that you have finished the Problem Tree, repeat the process with **Solution Tree (3)** (i.e. splitting into small groups if needed to fill in the output for the Solution Tree).

To complete the Solution Tree, flip each problem, cause, and effect written on the Problem Tree from a negative statement to a positive one (e.g. “Individuals create too much waste” might become “Individuals actively begin to reduce their carbon footprint”). **[60 MIN]**

Step 5 **IN PLENUM:**

Examine all of the “Paths of Intervention” created on the Solution Tree from the causes to the effects. The last step of the process is to choose one of these “Paths of Intervention” to focus on and carry out as an organization. **[30 MIN]**

a. On the main roots of the tree, write 3-6 direct causes of this problem.

b. On the secondary roots, write 3-6 factors that directly cause these causes.

c. On the main branches of the tree, write 3-5 direct effects of this problem. On the secondary, smaller branches write 3-5 effects of the effects of this problem.

2 ACTION PLANNING FOR THE NEXT STEPS

30m | **Plenum and Small Groups**

DESCRIPTION

Every capacity building workshop should conclude with a short planning session in which you define what follows from the issues discussed and decided. This planning can take on a number of formats depending on the nature of the decisions. For small decisions, it may be enough to make an action planning overview. For bigger decisions, you may want to set up a project structure for testing feasibility and implementation.

PREPARATION

All steps of the Path have been completed. Prepare the flip chart to list future actions (possibly hang it in the room from the beginning of the workshop).

MATERIALS

- Flip Chart
- Markers (Several colors)

TOOLS

Worksheet:

- Action Plan (2)

Step 1 **IN PAIRS:**

Review the workshop outcomes paying attention to decisions and implications that require action (revisiting the discussions and documentation of the day). **[5 MIN]**

Step 2 **IN PLENUM:**

List all tasks resulting from these decisions on a flip chart **Action Plan (2)** Note that it can be helpful to assign one person to be in charge, even when decisions are about restructuring relationships. Each task should be described with both a "what" and a "how" (e.g. what: "compile list of possible funders", how: "research foundation database, compile contact data, funding profile, and application deadlines"). First, collect all tasks in one place. Then, assign people to individual tasks

Step 3 If the task list is too long, it makes sense to order the list according to priority.

- Each person places 2-3 dots on the tasks they see as high priorities.
- Each person places 2-3 dots (another color) on those tasks which they personally are willing to invest time and energy into ("passion points").

Count the dots and select the top (5-7) tasks to be decided. Note: the priority dots may not have the same distribution as the passion points. Optimally, select those tasks that have dots for both priorities and passion points.

Step 4 In a final round, assign responsible task managers and deadlines to the prioritized tasks. Make sure everyone has something to do and a few engaged individuals are not left holding all of the responsibility. For big tasks, make sure you define milestones and checkpoints. **[25 MIN]**

3. COMMUNITY STAKEHOLDER MAPPING

1h | **Small Groups**

DESCRIPTION

A “community” is a group of actors bound together by common interests, values, challenges, or simply the space they share. Many communities have fuzzy edges, i.e., there is not a clear line dividing members from non-members. Others have very clear and exclusive boundaries. Often there are subgroupings and fractions over certain hot topics in the community. When calling a community involvement event, it is helpful to understand the makeup and stakeholder relations within the community so you can make a representative selection of who to invite. Community members from a broad range of groups and perspectives can identify needs and resources that may not be apparent to everyone.

PREPARATION

Identify and clearly formulate the issue or common interest the community you are mapping is going to be involved in.

MATERIALS

- Flip Chart
- Markers

Step 1 Decide on the number of participants you can handle at your event. While it is possible to host community meetings even with very large groups of several hundred people, this requires elaborate facilitation and event management skills, and appropriate space and resources. If you are new to the field, try aiming for a group of 20-40 people. **[5 MIN]**

Step 2 Take an inventory of all the formal groups (associations, organizations, and institutions) and informal groups (types of populations, interest groups) that exist in the community. Identify communication and network brokers between these groups: who is an internal contact hub and connects with many community members and subgroups? Who receives and distributes information? Who has contact to the outside? **[20 MIN]**

Step 3 Create a profile of the ideal participant of the community involvement event. What do you expect from a person taking part, what kind of role in the community should they play, which level of commitment and competences do you wish for? **[20 MIN]**

Step 4 Start a short-list of community members to invite. **[20 MIN]**

Make sure to incorporate people from all parts of the community:

- people from all relevant formal and informal subgroupings of the community
- actors concerned with major hot issues in the community
- community leaders and regular members.

In addition:

- Check for a gender balance;
- Don’t shy away from inviting critical people and community members that take on outsider positions;
- Don’t forget those at the fringe. Some of the most relevant and innovative ideas come from the edge of a community. You may even want to include close outside supporters.

FOLLOW UP

Refine and complete the invite list by using a “Snowballing Approach”: ask relevant community actors you are already in contact with who else should be involved. Make sure to communicate your selection transparently when inviting people – it is not helpful to start an involvement process on a note of exclusiveness.

4. NETWORK MAPPING

30m | **Plenum**

DESCRIPTION

This Network Mapping exercise helps you get an overview of all the stakeholders who support your work.

PREPARATION

None

MATERIALS

- A Large Paper / Flip Chart
- Markers

Step 1 **IN PLENUM:**

Create a mindmap of all the stakeholders who support your work. In the middle of the mindmap, write the name of your organization or project. For the first level of branches, the following categories can be useful: board members, volunteers, constituents/community members, partner organizations, government representatives, individual donors, foundations, companies, and media. For each branch, brainstorm and note all the individuals, groups, or institutions who are currently supporting you or have supported you in the recent past. It can be useful to also include (in another color) potential supporters, i.e., stakeholders who could be engaged for support in the future.

Step 2 Mark on the map which kind of support the stakeholders bring to your cause.

For this you can use the following symbols: I = Influence | P = Passion | $ = Cash | T = Time | C = Contacts | E = Expertise.

Step 3 Briefly mark the relevance of the stakeholders by assigning each supporter a value between 1 (low influence on your success) and 3 (high influence on your success). Note where assessments of relevance diverge within your team – the different assessments can be fruitful grounds for discussion and further exploration.

FOLLOW UP

Use the network map to identify strengths and weaknesses and strategically develop your stakeholder base.

5. STAKEHOLDER ANALYSIS

1h 45m | Plenum

DESCRIPTION

Every organization has stakeholders who affect and are affected by the organization's activities. These can be internal, such as staff, volunteers, or a management board, or external, such as individual donors, foundations which support you with resources or finances, or individuals and groups who have an interest or concern in the organization.
Mapping your existing and potential stakeholders helps you to identify who has an influence on your organization and what kind of strategies you need to develop to involve them.

PREPARATION

None

MATERIALS

- Flip Chart
- Markers (2 colors)

TOOLS

Worksheet:

- Mapping Stakeholders (5)

Step 1 **IN PLENUM:**

Draw up a chart using **Mapping Stakeholders (5)** **[05 MIN]**

Step 2 Identify and list your stakeholders. If stakeholders can be treated as a group, use groups. The most effective way of doing this is to list as many stakeholders as you can on a working sheet of paper. Then transfer the names to the left hand column of the chart.

Step 3 Fill in columns 2 to 5.

- In column 2, mark your estimate of the stakeholder's attitude, from supportive to opposed, using the 5-category code mentioned in **Mapping Stakeholders (5)**.
- In column 3, mark how confident you are about your estimate in column 2.
- In column 4, note down your best estimate of the influence of the stakeholder.
- In column 5, mark how confident you are about your estimate in column 4. Having mapped your stakeholders, you can identify (and highlight) those with the highest influence. **[30 MIN]**

Step 4 Plan your strategies for approaching, informing, and involving each person or group. Your estimates in columns 2 to 5 will help you to do this. If you have question marks in column 3, more information is needed about the attitude of the stakeholder. The more question marks and the more influence the person has, the greater the need.

You can choose to approach the person concerned directly, or you may approach someone else who knows about the person's attitude or influence. For some stakeholders you will develop a strategy for informing them about your activities. For other stakeholders you may involve the person or group in some way. If you have identified stakeholders who are opposed to your organization, you may choose to find some way to neutralize their influence: the people or groups who require the most attention are those who are influential and opposed. Assign different roles of involvement to your stakeholders. This can be roles such as informants, consultants, decision-making actors, co-researchers, co-actors, etc. **[45 MIN]**

Step 5 Plan your next steps according to the strategies you have developed. If necessary, assign roles to team members so that one person (or small group) is responsible for involving each stakeholder. **[10 MIN]**

6. DEFINING AND IDENTIFYING RISK

2h

Plenum and Small Groups

DESCRIPTION

Risk is the exposure to danger, harm, or loss. Social organizations often face risks to themselves and their work. These might include the financial risk of not being able to carry out a project or even a political risk which could affect the safety of staff or volunteers.
The first step in decreasing the threat of risks is to identify and define which specific risks your organization may potentially face.

PREPARATION

None

MATERIALS

- Writing Materials

TOOLS

Worksheet:

- Risk Assessment Framework (4)

Step 1 **IN PLENUM:**

Discuss the categories of risk in **Risk Assessment Framework (4)**. Which risks are an issue for your organization? **[20 MIN]**

a. Does your organization face risk in each category or only in some?

b. Can risk be fully eliminated?

Step 2 **IN SMALL GROUPS:**

Fill out **Risk Assessment Framework (4)**. Each group analyzes one category of risk. **[20 MIN]**

a. List all the risks that your organization faces in the assigned categories.

b. For each risk, rate how likely it is to occur (where 1 is very unlikely and 5 is almost certain). Rate how great an impact the risk would ave (where 1 is low impact and 5 is very high impact).

c. Once you have rated each risk, note whether it is assessed as very low, low, medium, high, very high, or unacceptable.

Step 3 **IN PLENUM:**

Each group shares their findings. After this, the group as a whole addresses the risks rated high, very high, and unacceptable, brainstorming ways to moderate or eliminate those risks.

7. SHARING PERSONAL TOLERANCE FOR RISK TAKING

1h

Plenum and Small Groups

DESCRIPTION

Individuals' tolerance for risk varies widely. When working in difficult contexts, such as a humanitarian mission in close proximity to a war zone, it is important that team members can speak openly about the risks they are willing to face and decide together the level of risk they are comfortable taking as a group. Some may be willing to risk their personal freedom and safety to assist others, while thers may not. This exercise is meant to start the conversation about team members' readiness to take risks for their work.

PREPARATION

Please read through the method, and think about whether you might need a trust or team building exercise before discussing the sensitive topic of personal risk tolerance.

MATERIALS

- Writing Materials

Step 1 **INDIVIDUALLY:**

D Find a comfortable place and note down which risks you could potentially face (e.g. risk of personal financial instability, risk to your personal safety, risk to your personal freedom, etc.). What work related risks make you afraid? What level of risk do you feel comfortable taking on to achieve your goals? **[20 MIN]**

Step 2 **IN SMALL GROUPS:**

Share your thoughts on the risks around you. **[40 MIN]**

Step 3 **IN PLENUM:**

Share the most striking commonalities, differences, and common themes you found in your small groups. **[40 MIN]**

Variation: If you are a small team (up to 15 members), have a round of sharing in the plenum.

Step 4 **IN PLENUM:**

Discuss: What does this mean for us as a team and organization? Do we need to respect those with a very low tolerance for risk or do we allow each person to work at the level of risk that feels right for them? Do we have a collective red line (e.g., when it comes to personal safety, we don't take any risks) and minimum expectations of each other? **[30 MIN]**

8. SHORT OUTCOME INTERVIEW

1h

Pairs or Triads

DESCRIPTION

This roleplay interviewing method helps you step into the shoes of your project stakeholders or target groups and explore the process and outcomes from their perspective.

PREPARATION

None

MATERIALS

- Notepad/paper for each person

Step 1 **IN PLENUM:**

List the categories of stakeholders that have been touched directly or indirectly by the project (e.g., teachers, disadvantaged learners, community organizations, public institutions etc.).

For each category, collect as many subgroups/concrete actors as you can (e.g., for community organizations: the ArtLab, the Citizen Council, the Dislexia Selfhelp Group). **[20 MIN]**

Step 2 **IN SMALL GROUPS:**

Explore each stakeholder category. Pick one concrete subgroup/actor from your category list and conduct a short fictional interview with a representative of this group. **[20 MIN]**

Role A: Slip into the role of the representative and answer to your best knowledge from their perspective

Role B: Interview the representative about their experience.

Note the key points on your notepad. Questions:

- Looking Back: How did you get in touch with the project? Why did you get involved? What was your first impression?
- Taking Stock: How did the project move you? What new things did you experience or learn? Which new connections or contacts did you make? How likely is it that you would have had these experiences and made these connections without the project?
- Looking Forward: Ideally, what would you like to do with these experiences
- and connections now? What would help or support you in actually doing it?

Step 3 **IN PLENUM:**

Share your main insights from the interview. **[20 MIN]**

FOLLOW UP

The insights from the roleplay interviews can be transformed into lessons learned for future project design or used as indicators for further exploration with actual stakeholders.

9. MOST SIGNIFICANT CHANGE LANDSCAPE

1h | **Small Groups**

DESCRIPTION

This method is a light version of the Most Significant Change Methodology, an evaluation technique designed to make sense of participant stories without limiting the view to predefined outcomes.
The key question is "What has been a significant change or meaningful development you have experienced while passing through the project process?"

PREPARATION

None

MATERIALS

- Flip Chart
- Markers

Step 1 REFLECTION ON INDIVIDUAL CHANGE STORIES/ INDIVIDUALLY:

- Reflect on the question "What has been a significant change or meaningful development you have experienced while passing through the project process?"
- Note down 3 aspects/stories of significant change (this could be positive, negative, or neutral developments of any kind on a personal or professional, individual, or collective level). **[10 MIN]**

Step 2 SHARING & CLUSTERING OF STORIES / IN SMALL GROUPS

Share your change stories. If needed, ask questions to ensure clarity and understanding of the stories. Give each "change story" a name/headline and write it down on one moderation card per story. **[20 MIN]**

Step 3 SHARING & INTEGRATION / IN PLENUM:

- Going around in a circle, each person shares one headline and what their story is about. As stories are being presented, group thematically similar or related story headline cards in different topical clusters.
- After the first round of sharing, start to introduce cluster headlines. Find descriptive names for the clusters (these cluster are called "Change Domains"). After second and third rounds, the headlines can be adjusted and added on to.
- In a final step, prioritize the landscape by assigning three dots per person to the Change Domains that are personally most important or relevant for (this step may be left out). **[20 MIN]**

FOLLOW UP

Documentation of Results & Comparison with Original Objectives

- The map/landscape of story headlines is photographed and transcribed.
- Change Domains identified, shared, and prioritized by participants are checked against original assumptions made and objectives set at the outset of the project process.

10. HARVESTING LESSONS LEARNED TO FACILITATE ORGANIZATIONAL LEARNING

2h

Small Groups

DESCRIPTION

Learning from the challenges of past project planning can greatly improve your ability to carry out future projects. However, with the high workloads often found in civil society, it can be difficult to make a habit of reflection.
This activity guides you through one method of organizational learning, and provides a space for thinking about how to make it an integral part of your organization's project planning.

PREPARATION

It may be helpful to prepare the first step of this method: pick a project and prepare a short presentation to relay to the other members.

MATERIALS

- Moderation cards
- Markers

TOOLS

Background Papers:

- Outcome Evaluation Basics (2)

Step 1 **IN PLENUM:** Pick a recent or current project of yours that seems like a good learning opportunity for your organization. Share the project objectives as well as the current state of affairs with the team so everyone has a good understanding of the project. **[15 MIN]**

*Note: The point of this is not to examine the project itself in detail, but to provide an example for how it can be used as an opportunity for learning.

Step 2 Break into small groups of team members who were in the project and team members who were not in the project.

Step 3 **IN SMALL GROUPS:** Together, the group discusses:

- What are the project outcomes? What desired changes in behaviors were observed in the target groups?
- Which desired changes in behavior have not (yet) been observed?
- What challenges and successes did the project face in terms of the outcomes? Why might this be the case?
- What are the lessons learned that might be taken away from these aspects of the project? **[30 MIN]**

Step 4 **IN PLENUM:** : Discuss how the lessons that each group came up with can be useful when planning future projects. **[15 MIN]**

Step 5 **IN SMALL GROUPS:** Together, the group discusses:

- Was the amount of time and resources planned for the project enough? Was the project planning too rigid or too lax? How did you manage to improvise?
- How was the communication between team members in the project? Was everything always clearly communicated?
- How was the teamwork in the group managed? Were there clear leadership roles? How did the team members handle conflict if and when it occurred?
- What are the lessons learned that might be taken away from these aspects of the project? **[30 MIN]**

Step 6 **IN PLENUM:** Discuss the lessons learned from each group. How can these be put into practice for future projects? **[15 MIN]**

Step 7 Discuss if and how this kind of debriefing session can become a regular part of your project evaluation cycle. Consider also how donor driven evaluations may interfere with this practice of organizational learning. Come to an agreement on how to include both kinds of evaluation in your work. **[15 MIN]**

FOLLOW UP

If you find debriefing useful, you should have a conversation about how to institute this kind of evaluation as a regular practice

11. THEORY OF CHANGE FOR TRACING THE PATH TO IMPACT

2h

Small Groups

DESCRIPTION

It is not always obvious how an organization's activities lead to social change. This exercise helps you to think through and clarify how your organization's activities are connected to the big impact identified in your vision statement.
This will help you determine whether your activities are making steps towards the ideal future you envision and whether or not there are other activities you may want to pursue.

PREPARATION

Prepare a clear vision and mission statement and review

MATERIALS

- Moderation cards
- Markers

TOOLS

Background Papers:

- Outcome Evaluation Basics (2)

Step 1 **IN PLENUM:** Divide the room into four parallel sections by putting scotch tape on the floor (the sections shouldn't be quadrants, but rather each scotch tape line should be parallel to the others). Going clockwise, label the first section "*Input*," the second "*Output*," the third "*Outcome*," and the fourth "*Impact*" **[5 MIN]**

Step 2 **IN SMALL GROUPS:** Together, the group discusses:

A. Think about what your long-term goals are as an organization:

i. According to your vision, what is your success scenario for society?

ii. What long-term goals would mark this success scenario? (These should describe a state of affairs and not a process. Name the actors involved.)

iii. Note each of these long-term goals down on moderation cards and place them in the section called "*Impact*" **[30 MIN]**

B. Next, think about what would have to happen first in order for your long-term goals to be a success and draw or note each down on moderation cards. These preconditions should

(1) happen right before the success of the long-term goal,

(2) describe a state of affairs and not a process, and (3) name actors. These are called your "*Outcomes*". Place these moderation cards in the section "Outcomes". **[25 MIN]**

C. Then, think about what would have to happen to produce the outcomes you already wrote down. These are called your "*Outputs*", and are usually the direct result of your organization's activities. Write down each of these things on moderation cards, and then put the cards in the "Output" section. **[20 MIN]**

D. Lastly, think about what would be needed to produce the outputs that you wrote before. These things are your "Inputs" and are usually the actual activities which your organization is already engaging in. Write the inputs on moderation cards and place them in the "Input" section. **[20 MIN]**

Step 3 **IN PLENUM:** Each small group organizes their moderation cards into a causal chain, and then takes turns explaining their chains to the rest of the group. For each chain, discuss

(1) Does it make logical sense? Will the input really lead to the intended impact? Could you explain it to people outside your organization?

(2) Are you currently engaged in this path, and if so, do you want to continue it?

(3) Is this a new path you would like to implement, and do you have the means, passion, and funds to do so? **[15 MIN]**

FOLLOW UP

A working group should be created to document, evaluate, refine, and plan the implementation of the pathways of change (causal chains) that were created.

1. COLLECTIVE IMPACT

Collective impact (as defined by Kramer and Kania 2011) is the commitment of a group of actors from different sectors to a common agenda for solving a complex social problem. In order to create lasting solutions to social problems on a large-scale, organizations — including those in government, civil society, and the business sector — need to coordinate their efforts and work together around a clearly defined goal.

Collective impact is a significant shift from the social sector's current paradigm of "isolated impact," because the underlying premise of collective impact is that no single organization can create large-scale, lasting social change alone. There is no "silver bullet" solution, no simple recipe of intervention to systemic social problems, and these problems cannot be solved by simply scaling or replicating one organization or program. Strong organizations are necessary, but not sufficient, for large-scale social change.

There are five conditions of collective impact:

1. All participants have a shared purpose and a common agenda for change, including a shared understanding of the problem and a joint approach to solving it through agreed upon actions.
2. Data is collected and results consistently measured across all participants to ensure a shared measurement for alignment and accountability.
3. There is a plan of action that outlines and coordinates mutually reinforcing activities for each participant.
4. Open and continuous communication is needed between the many players to build trust, assure mutual objectives, and create common motivation.
5. There are backbone organization(s) with staff and a specific skill set to serve the entire initiative and coordinate participating organizations and agencies.

Not all social problems are suited for collective impact solutions. Collective impact is best employed for problems that are complex and systemic, rather than technical, in nature. Collective impact initiatives are currently being employed to address a wide variety of issues around the world, including education, healthcare, homelessness, the environment, and community development. Many of these initiatives are already showing concrete results, reinforcing the promising advantages of using collective impact to solve complex social problems.

2. OUTCOME EVALUATION BASICS

This paper offers some basic concepts and terminology that are helpful for understanding how learning from projects can be enhanced. The concepts presented here are loosely based on the Outcome Mapping approach. For a more thorough overview on Monitoring, Evaluation & Learning (MEL) approaches please access the referenced reading.

Target Groups:

Every project has direct and indirect target groups. Direct target groups are the people you are addressing and dealing with directly (e.g. teachers receiving training, public servants getting new information, etc.). Indirect target groups are the ones having the final benefit of your project (e.g. students taught by the teachers, clients served by the public administration officials).

Outcomes:

Desired "Outcomes" describe how you want each of these target groups to be affected (or changed) by the project. In most cases, it is possible to describe this change in terms of new behavior (e.g. the teacher is not only giving lectures but is now using interactive teaching methods; the student is not skipping school any more but is interested in learning and participating in class).

Impacts:

While the "Outcomes" describe changes in regards to the target groups, "Impacts" are more long term and describe changes on a societal level. Usually it is quite difficult to prove how social change can actually be attributed to a specific project. Still, it is important to be clear how the project aims to contribute to positive social development and how outcomes are transformed into impacts (e.g. target groups functions as multipliers, projects serve as best practices or pilot programs are scaled up).

Indicators:

"Indicators" are specific observable characteristics that tell you if you are actually making progress in reaching a goal. For example, an indicator of increased awareness for the need of preventative health care in a community can be the number of new clients accessing medical screening at a community health center over a given period of time.

While result indicators outline measurable conditions that are given once an objective is reached, progress indicators describe the steps between a target groups' current behavior and their desired behavior. For example, the desired steps of behavior change of a currently inactive youth towards social engagement could look like this: Step 1: Get off the couch and take part in a social event. Step 2: Get more regularly involved with the group organizing the social event Step 3: Contribute to organizing social events within the group. Step 4. Initiate projects and events within the group and beyond.

To systematically track changes of behavior of your target groups, a monitoring system is needed. Monitoring refers to continuously gathering data related to the defined progress and results indicators at the beginning of the project, during the project, and after the termination of the project.

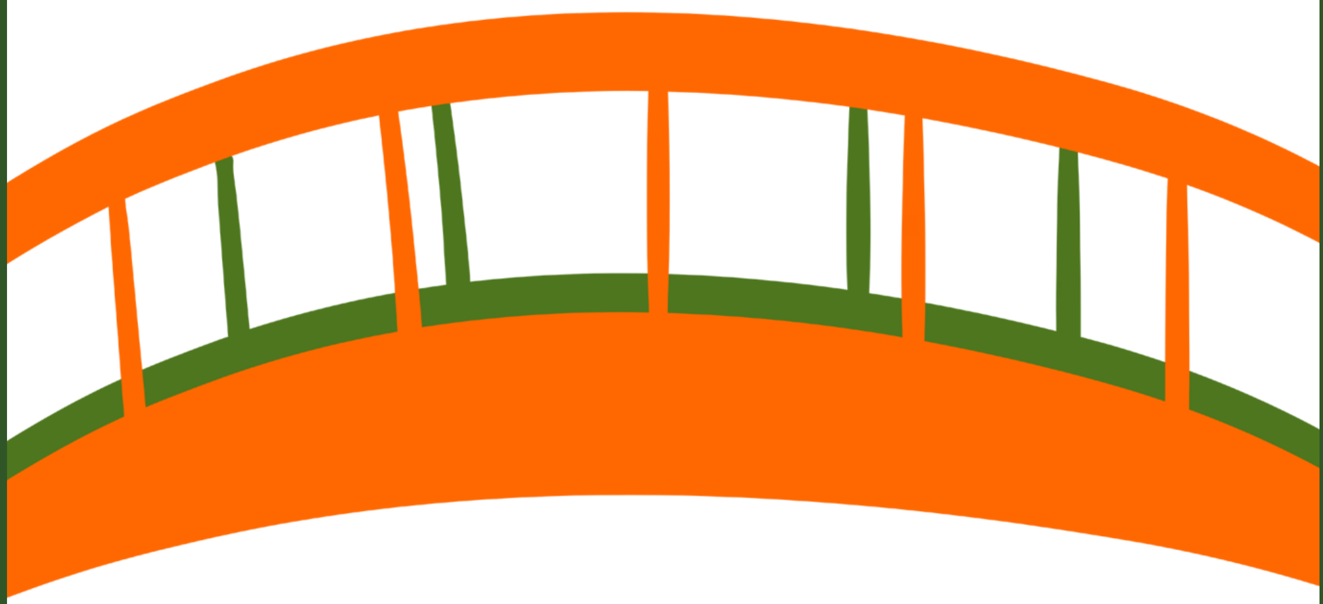
1. PATH FOR BUILDING BRIDGES

Strengthening Cooperative Relationships with Funders

You have chosen to work on your relationship to an important stakeholder group within your eco-system: your institutional funders. The purpose of this Path is to create stronger relationships between funding institutions and civil society by building trust and strengthening collaboration.

Who should get involved?

While the Path deals with building transformative relations in partnerships, it is intended as an internal preparation session for your team. Everyone involved with the funding of programs and projects (i.e., not just fundraisers or board directors) should be present. If you already have a very good contact with someone in a specific funding institution, it can be fruitful to include them in the meeting as well.



At the end of this session you will have:

- A common understanding of the processes and the kind of change you want to create within your funding relationships.
- A shortlist of funders to approach.
- A clear and compelling narrative, captured through stories, to bring to the discussion with funders, as well as a communication strategy.

PREPARATION

There is minimum preparation for this Path. Someone should provide a thorough overview of possible funding partners, as well as the most relevant institutions providing financial support for your cause.

MATERIALS

- Colourful markers
- Flipchart
- Larg Pin Board
- Colourful Moderation Cards
- Post-it Notes
- Talking Piece
- Projector screen or 2-3 computers
- Internet

SUGGESTED TOOLS FOR THE TRAINER

Method Cards:

- Problem and Solution Tree for New Strategy (1)
- Action Planning for Next Steps (2)
- Network Mapping (4)
- Stakeholder Analysis (5)

Worksheets:

- Action Plan (1)
- Problem Tree (2)
- Solution Tree (3)
- Mapping Stakeholders (5)

ORIENTATION 60MIN

HOST / PREPARATION GROUP: Introduce Path and day program.
First round and discussion: Focusing on the Theme.
Share why you need or want to work further with funders.

Explore the common ground: Which aspects of the model relate to your initiative or organization and what does this mean for the relationships you want to develop with your supporters? How will you connect crowdfunding practices with your value-based system?

INPUT TO PATH CANVAS: Common ground statement: 3 key qualities of the intended new relationship to funders

GROUNDWORK 120MIN

DEEP DIVE ANALYSIS

- Conduct a **Network Mapping (4)** to visualize your network of supporters. Work with specific detail in the “individual supporter” field. Conduct a **Stakeholder Analysis (5)**.

This activity will help you identify stakeholders and/or donor organizations and will target your approach in order to initiate a new quality of funding relationships.

INPUT TO PATH CANVAS: Mini-profiles of up to 3 funding institutions you want to approach.

SUMMIT 90MIN

EXPLORING NEW PRACTICES

- In Pairs or Triads: collect stories of meaningful impact in your work and positive collaboration with institutional partners.
- Identify which of these stories can serve best to open a dialogue with the funding partners and illustrate the qualities of the new collaboration model you identified in your common ground statement.

INPUT TO PATH CANVAS: Headlines of 1-3 stories that support the dialogue with funding partners.

OUTLOOK 60MIN

BUILDING STRATEGY
Work through the questions of strategic planning to link institutional stakeholders.

INPUT TO PATH CANVAS: First steps and milestones of the roadmap.

ACTION PLAN 60MIN

ANCHORING THE AGREEMENTS
Use **Action Planning for Next Steps (2)** to anchorthe roadmap and follow up steps in concrete agreements.

INPUT TO PATH CANVAS: Headlines of 1-3 stories that support the dialogue with funding partners.

CLOSING 30MIN

FINAL ROUND / CHECKOUT

2 PATH FOR CHEERING CROWD

Developing a Crowdfunding Campaign

This Path guides you in creating a successful crowdfunding campaign for your projects. Crowdfunding is a relatively new strategy of raising funds from a large number of donors (or investors). It usually relies strongly on social media and communication within networks. Crowdfunding can be much more than a fundraising tool – it is also a way to raise awareness for your cause and reshape and strengthen relationships with your support community

PREPARATION

Someone in the room should be familiar with crowdfunding practices and everyone should check out a couple of crowdfunding platforms and project examples to gain an idea of how crowdfunding can look in practice.

MATERIALS

- Markers
- Flip Chart
- Large Pin Board
- Moderation Cards
- Post-it Notes
- Talking Piece
- Figures (1 green & 1 red per person) or Colorful Sticky Dots
- Projector / Screen and Computer
- Internet

SUGGESTED TOOLS FOR THE TRAINER

Method Cards:

- Action Planning for Next Steps (2)
- Network Mapping (4)

Worksheets:

- Action Plan (1)

Who should get involved?

Everyone in the team should be present for this planning session. It may also be helpful to involve communication experts and partners with experience in crowdfunding.

At the end of this session you will have:

- A shared objective and a defined approach for your crowdfunding campaign.
- A profile of the most important supporters your campaign needs to address.
- A clear and compelling message illustrated in stories.
- A communication strategy for the campaign.

ORIENTATION 60MIN

HOST / PREPARATION GROUP: Introduce Path and day program.
First round and discussion: Focusing on the Theme.
Share experiences and information regarding crowdfunding and define why you need or want to engage in it.

Which aspects of the model relate to your initiative or organization and what does this mean for the relationships you want to develop with your supporters? How will you connect crowdfunding practices with your value-based system?

INPUT TO PATH CANVAS: Common ground on your rationale and approach to crowdfunding.

GROUNDWORK 120MIN

DEEP DIVE ANALYSIS

- Conduct a **Network Mapping (4)** to visualize your network of supporters. Work with specific detail in the "individual supporter" field.
- Select three individual stakeholder groups/types that you assess to have high potential as crowdfunding supporters (everyone can place three sticky dots or a figure to signify the highest potential supporters).
- Conduct an institutional analysis for the three highest rated groups.

INPUT TO PATH CANVAS: Short persona-profiles of 3 possible crowdfunding supporters/

SUMMIT 90MIN

FINDING THE PITCH

- In Pairs or Triads: collect stories of meaningful impact in your work and positive collaboration with institutional partners.
- Identify which of these stories have high potential to serve as crowdfunding anchors.
- Decide on the featuring project of the campaign and outline a story which highlights this project to use as part of your campaign pitch.

INPUT TO PATH CANVAS: Story outline to pitch the intended crowdfunding project.

OUTLOOK 120MIN

BUILDING CROWDFUNDING STRATEGY

- Work through your crowdfunding approach.
- Find fun and engaging rewards for the people who will support your crowdfunding campaign.
- Creative approaches are needed to promote structured and constructive brainstorming.

INPUT TO PATH CANVAS: Campaign strategy milestones.

ACTION PLAN 30MIN

ANCHORING THE AGREEMENTS

Use **Action Planning for Next Steps (2)** to anchor the timeline and designate follow up steps in concrete agreements.

INPUT TO PATH CANVAS: Agreements and next steps.

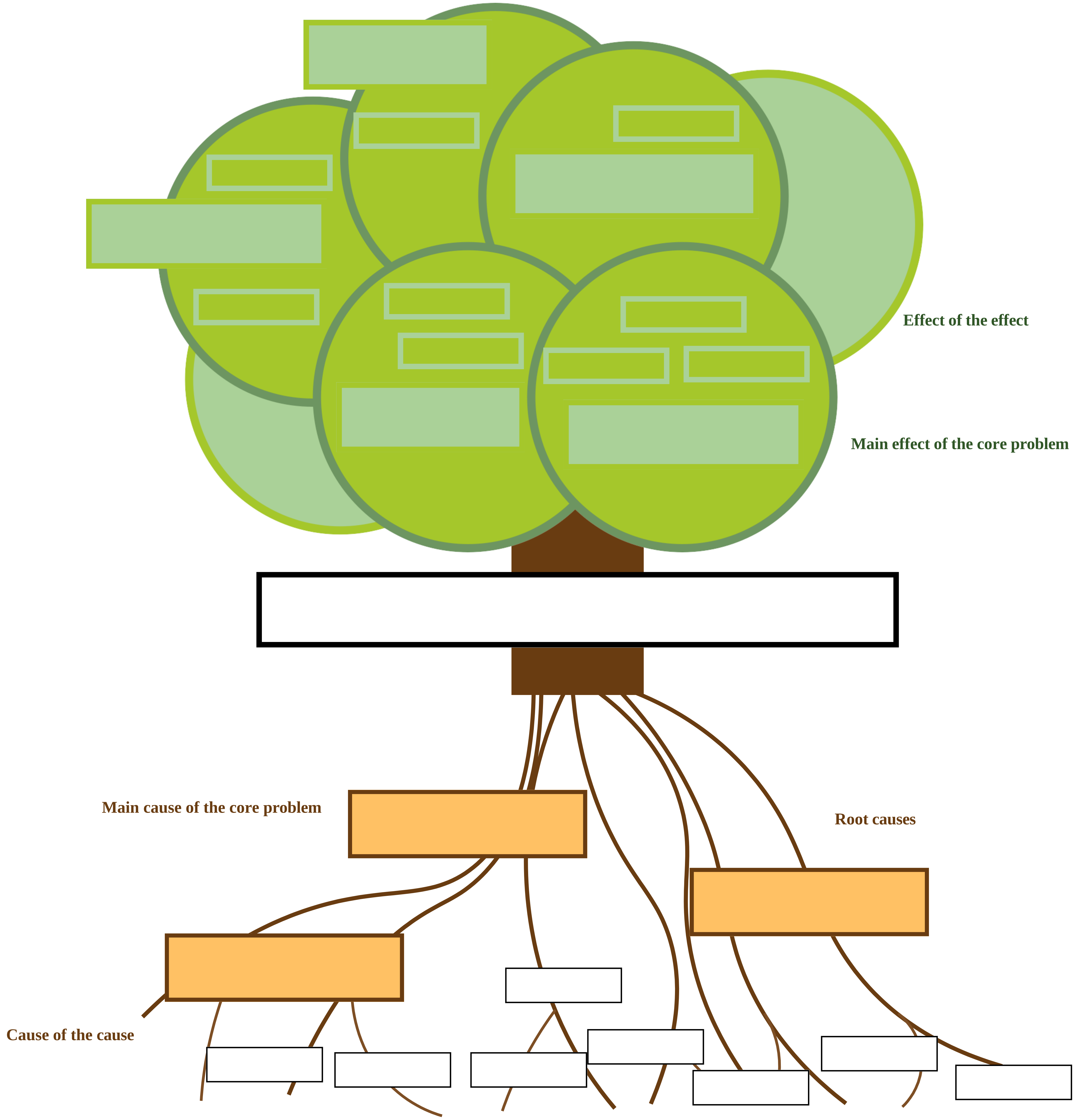
CLOSING 30MIN

FINAL ROUND / CHECKOUT

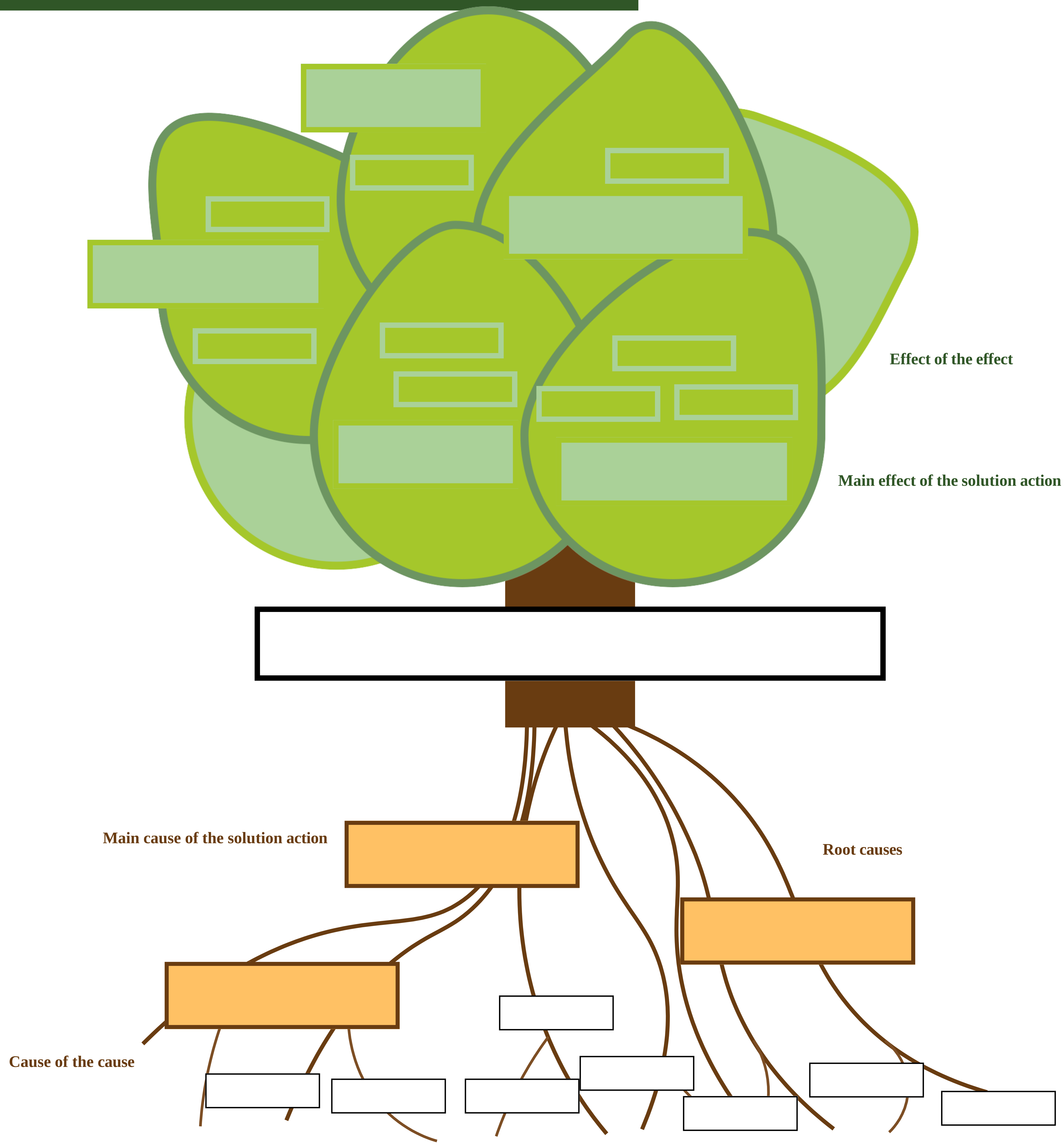
1. ACTION PLAN

	WHAT	HOW	WHO	WHEN
1				
2				
3				
4				
5				
6				
7				
8				

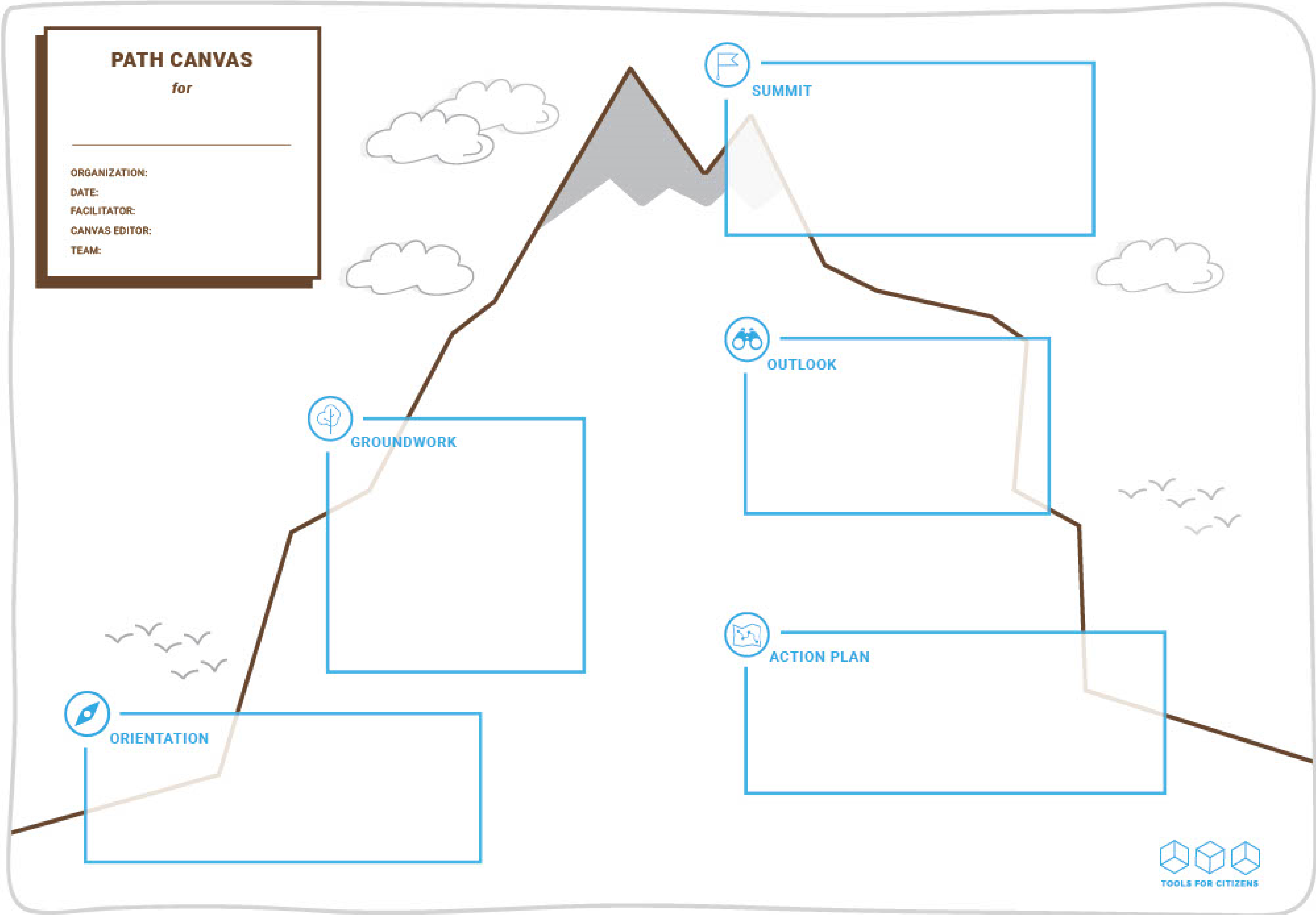
2. PROBLEM TREE



3. SOLUTION TREE



4. PATH CANVAS



5. RISK ASSESSMENT FRAMEWORK

Type of Risk	Description	Likelihood	Impact	Assessment

*** Type of Risk**

Financial | Security | Health and Safety | Legal | Operational | Data Security

Impact / Likelyhood	Negligible	Minor	Moderate	Severe	Critical
Very likely	LOW	MEDIUM	HIGH	VERY HIGH	UNACCEPTABLE
Likely	LOW	MEDIUM	HIGH	HIGH	VERY HIGH
Moderately Likely	VERY LOW	LOW	LOW	MEDIUM	HIGH
Unlikely	VERY LOW	LOW	LOW	MEDIUM	MEDIUM
Very Unlikely	VERY LOW	VERY LOW	VERY LOW	LOW	LOW

6. MAPPING STAKEHOLDERS

Write your goal here:

Stakeholders	ATT		INF		Actions
	Estimate	Confidence	Estimate	Confidence	

ATTITUDE

Estimate:

++ *strongly in favor*
+ *moderately in favor*
o *indifferent/undecided*
- *moderately opposing*
-- *strongly opposing*

Confidence:

 for fully confident
? *for reasonably confident*
(some missing information, perhaps, or some doubts about interpretation)
?? *for an informed guess*
??? *for wild guess or sheer fantasy*

INFLUENCE

Estimate:

A three-category code is usually enough

H ***high:*** *this person or group has power of veto, formally or informally*

M ***medium:*** *you could probably achieve your goals against this person's or group's opposition, but not easily*

L ***low:*** *this person can do little to influence the outcomes of your intended actions*

Confidence:

 for fully confident
? *for reasonably confident*
(some missing information, perhaps, or some doubts about interpretation)
?? *for an informed guess*
??? *for wild guess or sheer fantasy*

8. ADVOCACY STRATEGY MAP

The following form works as your advocacy strategy map. Here you gather all information that you will need to design and develop your strategy.

LOCAL ISSUE	

SUB-ISSUES WE WORKED ON	ACTIVITIES WE IMPLEMENTED

TARGET GROUP

ALLIES

RISKS

What we thought would go wrong:

What ended up going wrong:

Outcomes

WHAT WAS THE DIRECT EFFECT(S) IN PARTICIPANTS LIFE?

Impact

WHAT WAS THE OVERALL IMPACT FOR OUR LOCAL COMMUNITY?

WHAT NEED TO BE DONE TO UPSCALE THE IMPACT?

WHO DO WE NEED TO REACH OUT TO?

HOW WILL WE REACH OUT?

WHO WILL BE THE ADVOCATE?

(Will it be someone from our team? Will we partner up with others? Do we need representatives of the target group with us to share their stories? Etc...)

Co-funded by the European Union

YOUNG WOMEN'S LEADERSHIP

#WeCo LEAD

FOR COLLABORATIVE SUSTAINABLE COMMUNITIES

Project Partners

Swideas

cesie the world is only one creature

FSL Formation et Sensibilisation du Luxembourg

COMM'ON

szubjektív értékek alapítvány

THIS TOOLKIT IS DESIGNED TO BE INTERACTIVE, PAPERLESS AND ECO-FRIENDLY

CC BY SA

THIS TOOLKIT IS OPEN SOURCE

Grant Agreement No.: 2021-1-SE02-KA220-YOU-000028775. Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.