M.I.Y.O

Measuring Impact: with, for and by Youth Organisations

Course Report

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1. INTRODUCTION

Between 19th and 24th September 2023, twenty-eight young leaders from sixteen different countries, representing WOSM and YMCA member organizations, came together to join Social Impact Consultancy training in the city of Louvain-la-Neuve, Belgium. Over a span of five days, the participants were introduced to social research methods, MIYO data collection and analysis instruments, as well as essential soft skills required in consultancy work: negotiations, conflict resolution, and crisis management.

Using non-formal education techniques, the participants explored the topics listed below:

⇒ DISC
⇒ Presuppositions
⇒ Art of Asking Great Questions
⇒ Logical Levels
⇒ Motivational Interviewing
⇒ Coaching
⇒ Change Management
⇒ Organisational Culture
⇒ Introduction to Social Research Methods
⇒ MIYO Impact Measurement Toolkit

By the end of the training, these young leaders were better equipped to plan and conduct an impact assessment study in a youth work context, notably:

1) To collect primary data through surveys and focus group interviews while employing different types of random sampling, depending on the scenario and access to information;
2) To analyze the collected quantitative and qualitative data using a focus group analysis manual and a tailor-made Excel template.

The Consultancy Training belongs to the Third Phase of the Project, titled "Training Consultants and Second Round of Pilot Tests." At this point, the first version of the methodology has already been developed and tested by three member organizations. Following the training, there will be more refinements and adjustments to the proposed toolkit based on participants' experience and feedback.

2. PLANNING TEAM

The Planning Team was formed by representatives from the Europe Scout Bureau, WOSM Global Office, YMCA Europe, and Maynooth University. They split into two main groups: one handling logistics and the other shaping the content. The teams met monthly and also had other online and face-to-face meetings to discuss specifics. The key discussion topics included selection of participants, dissemination of open calls, timeframe and milestones, venue details, program setup, trainers team, expected outcomes, each partner's culture, budgeting, and assigned tasks.

3. SELECTION PROCESS

We initiated the participant selection with an open call circulated within the partner networks, emphasizing principles of inclusion and diversity. Our ideal candidate is a youth worker passionate about the topic, with experience in Educational Programmes, Diversity, Inclusion, and facilitation, and a commitment to empowering National Youth Organizations. They would also possess excellent interpersonal skills and a dedication to youth development. Where necessary, targeted recruitment supplemented this open call.

While defining our selection criteria and participant profile, the Planning Team considered the profile of Consultants as laid out within the WOSM framework, particularly good interpersonal skills; willingness to volunteer 10 hours/ month; good knowledge of English (this is further detailed in an appendix). This open call was broadly disseminated across all partner organizations' communication channels, and translated into local languages to promote greater inclusivity. Applicants responded via a Google form. We allocated a 1.5-month period for this outreach, ensuring ample time for interested candidates to make an informed decision.

For the donor's ease of reference, the full text of the open call, as well as the Consultant profile within the WOSM framework, are provided in the appendices. After the application deadline, the Planning Team systematically reviewed the submissions. Initial assessments were based on eligibility, followed by an evaluation against our desired profile criteria. Our goal was to ensure a balanced representation across geography, gender, age, experience, and partner organizations.

An added dimension to our process was the collaboration with the Global team of WOSM, who presented their own candidates from four other continents. This collaboration ensured a diverse and multicultural team, further enhancing the group's intercultural learning. The list of selected participants is as follows:

#	Name	Organisation	Country
1	Sara Östlund	WOSM	Sweden
2	Hanna, Sundelius Rhodin	WOSM	Sweden
3	Klára Smejkal	WOSM	Czechia
4	Marek Bula	WOSM	Czechia
5	Jill Pitcher Farrell	WOSM	Ireland
6	Lydia Keating	WOSM	Ireland
7	Monika Spasovska	WOSM	North Macedonia
8	Srna Majstorovic	WOSM	North Macedonia
9	Lana Husagic	WOSM	Bosnia and Herzegovina/ Germany
10	Nenad Jovanovski	WOSM	Serbia
11	Viktor Iliev	YMCA	North Macedonia
12	Kristina Azizyan	YMCA	Armenia
13	Cedric Farrugia	YMCA	Malta
14	Ian McKenzie	YMCA	Ireland
15	Féline Böhm	YMCA	Netherlands
16	Eglantina Lula	YMCA	Albania
17	Marina Babayan	YMCA	Armenia
18	Ashling Cronin	YMCA	Ireland
19	Mariam Saleh	WOSM	Syria, Egypt
20	Aaron Lopez	WOSM	Philippines
21	Mauricio Vera	WOSM	Panama
22	Jacques Sandrizi Ubukandi	WOSM	Kenya
23	Nargiz Balakishiyeva; Trainer	WOSM	Azerbaijan
24	Srinath Tirumale Venugopal; Trainer	WOSM	India / Italy

25	Elena Ceban; Trainer	WOSM	Moldova/ Malaysia
26	Ruth Potts; Trainer	WOSM	United Kingdom/ Malaysia
27	Martijn Nas; Trainer	WOSM	Netherlands
28	Marcia Pena	WOSM	Venezuela
28	Johnson Mario Canario Pérez	WOSM	Colombia
29	Vicki Hawkins	WOSM	New Zealand
30	Ben Secretario	WOSM	Philippines
31	Cynthia Khalil	WOSM	Lebanon
32	Ismail Louragli	WOSM	Morocco
33	Joachim Domanou	WOSM	Benin
34	Phinehas Muita	WOSM	Kenya
35	Hillary Tierney; Trainer	Maynooth University	Ireland
36	Maurice Devlin; Trainer	Maynooth University	Ireland
37	Margarita Gaboyan; Organizer	WOSM	Armenia/ Belgium
38	Olga Lukina; Organizer	YMCA	Belarus/ Belgium

Regrettably, a few of our chosen participants (N *2,5,10,19,28)* were unable to attend the training. Three individuals fell ill shortly before the event (with conditions including allergy, bronchitis, and appendicitis). Additionally, some faced visa challenges despite providing all necessary documentation well in advance. The final list of the participants can be found as follows: List of Participants Consultants Training.pdf

4. PRE-TRAINING REQUIREMENTS

Before the face-to-face training, participants were required to complete three essential e-learning courses and submit their certificates in advance. This enabled them to gain background knowledge about the topics and better engage with the content during the sessions. The modules included:

- Safe from Harm: This course is designed to help volunteers understand how to recognize and prevent inappropriate behavior in a youth work context.
- Consultancy Skills: This module gives a basic understanding of the most important concepts and tools related to consultancy.
- Social Impact: This course is a basic introduction to social research methods, as well as MIYO Impact measurement toolkit.

In addition to the e-learning modules, an online introductory session was delivered in September 2023 to address logistical matters, consultancy-related topics, Safe from Harm principles, as well as expectations from participants.

5. TRAINING SESSIONS OVERVIEW

This section provides a detailed description of The Social Impact training programme. In the Annex is provided the training agenda which offers an overview of all the sessions.

Day One

On the first day, the team introduced the training's goals and schedule and allowed everyone to get to know each other. We used the "Lego" method to discuss participant backgrounds, introduce main topics, and set important ground rules.

Session 1: DISC Analysis

We introduced the essential skills and qualities expected of consultants. Participants first took time for self-reflection, followed by discussions with their

peers. Our facilitators helped them identify areas for growth. Before the in-person session, participants had completed a Personal Map analysis from www.behaviourmaps.be. This exercise helped them understand their own personality types, work styles and interaction methods. During discussions, they delved into the results, discussing what they imply for teamwork and communication with diverse people coming from diverse backgrounds.

A large printed map was a central visual aid for this session. Participants placed markers (referred to as 'lighthouses') on it, providing a hands-on way to engage with the material. They then discussed various insights like comfort zones, energy levels, role dynamics, and potential burnout.

Session 2: Presuppositions

The session on understanding presuppositions and common assumptions began with a simulation activity. This hands-on exercise allowed participants to directly experience how such beliefs can shape our thoughts and behaviors. The following statements were discussed by the group:

- The map is not the territory
- If one person can do it, one can learn it
- All behaviour is positively intended
- Everyone is motivated by something
- The person with more options has more chances to success
- One cannot not communicate

The session concluded with a case study activity, showcasing various presuppositions and prompting discussions on their potential influence on our worldview. The importance of both verbal and non-verbal communication as tools in this context was emphasized.

Session 3: Asking Great Questions

The session began with individual reflections and a dialogue-based exercise centered on asking questions. This was followed by a collective discussion on the characteristics of effective questions. The analogy of "Questions as flashlights" was explored with examples. Participants were introduced to and practiced various types of questions, ranging from clarifying to discovery, problem-solving to solution-focused, and from guided to confrontational, among others.

Session 4: Logical Levels

The subject was initiated with paired discussions, where participants recounted childhood stories using varying logical levels. This was followed by a group discussion to analyze their shared experiences and identify these levels. The session wrapped up with an interview featuring Robert Dilts, offering a comprehensive summary on the concept of logical levels.

Day Two

Session 1: Motivational Interviewing

Beginning with reflections from the previous day, participants delved into the realm of motivational interviewing. They first tackled the foundational principles of consultancy, followed by small group discussions about their significance. The entire group then examined the stages of motivational interviewing and the OARS technique, which encompasses open questions, affirmations, reflective listening, and summarizing. Participants practiced these newly acquired skills in pairs, concluding with a comprehensive discussion to address any questions. A major takeaway from this session was the value of empowering individuals to discover their own answers over providing direct solutions, highlighting the distinction between emphasizing and evoking.

Session 2: DISC - Knowing Others

Participants were grouped into trios for an exercise. Within each group, one played the role of a consultant, another an organization representative, while the third displayed the DISC communication styles for the consultant's view. This setup allowed the 'consultant' to adapt to different communication styles in real time. After hands-on practice, a group discussion emphasized the significance of versatility in communication for successful collaborations. It was highlighted that a single communication style might not resonate with everyone, thus awareness

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and adaptability are crucial. The session concluded with a video underscoring how easily we can overlook things, drawing a parallel to the varied ways communication can impact individuals.

Session 3: Coaching

Participants revisited the GROW coaching model before engaging in a hands-on outdoors walking exercise. Conducted in groups of three, this activity introduced a fresh dynamic to discussions. Within each group, roles were rotated among coaching, being coached, and observing. The experience culminated in a collective feedback session.

Session 4: Change Management

The session commenced with a brief presentation on Kottler's change management concept. Participants then collaborated in small groups to sequence the stages logically. They further delved into discussing the significance of each stage, considering the necessary activities, and outlining the dos and don'ts. The group work was followed by collective presentations and discussions.

Session 5: Animal Chess

The day concluded with the "Animal Chess" simulation exercise, allowing participants to immerse themselves in coaching and leadership models. Key takeaways included the significance of clear objectives, teamwork dynamics, and the role of the leader.

Day Three

Session 1: Behaviour Change

The session began by reflecting on prior experiences, with participants sharing insights in pairs. They then revisited the phases of behavioral change: pre-contemplation, contemplation, preparation, decision/action, relapse, and maintenance. Small group discussions focused on recognizing which stage an individual is in and how consultants can guide progression between stages. The outcomes of these discussions were shared, followed by peer feedback.

Session 2: Cultural Dimension

Participants were introduced to Hofstede's cultural dimensions through practical examples. In small groups, they discussed potential challenges associated with each dimension and explored potential solutions.

Session 3: Solution-focused Questions

The topic was introduced by the "show the scale" exercise. The participants thought about the personal changes they wanted to reach and identified 3 elements of the desired change: Importance, Trust in yourself, and Emergency. The exercise was followed by reflections on which change is more possible, and which not; how to make a gap shorter. A small role play was introduced to illustrate it with more specific examples.

Session 4: Dancing with Resistance and Master Class

For the concluding session, participants engaged in a master class focused on overcoming potential obstacles in their future endeavors using the tools and strategies learned. They developed 'cheat sheets´ as quick reference guides and delved deeper into the intricacies of the concepts and frameworks presented throughout the training. The session also provided an opportunity for participants to address any outstanding questions about the course material.

Individual Feedback Sessions

To conclude the first part of the training, each participant had a personalized session with one of the trainers. In these sessions, trainers offered feedback based on their observations from the training. This feedback celebrated each participant's positive contributions and also posed individualized reflective questions, aimed at highlighting areas for potential growth. Each participant received a written summary of this feedback, prompting them to reflect on their own perceived strengths and areas for development.

In the evening, to enhance group cohesion and offer a cultural immersion, we organized an excursion to Brussels. This provided an opportunity for informal intercultural interactions and experiences.

Day Four

Session 1: Introduction to Social Research

The session focused on social impact commenced with a lively warm-up activity. Participants were encouraged to express their views on diverse statements by positioning themselves in specific areas of the room, providing a physical representation of their opinions.

Following this interactive start, we introduced key terminology associated with social impact and research. This step ensured that all participants had a common understanding, laying the groundwork for deeper discussions. We further enriched participants' understanding through an engaging, interactive lecture that elaborated on the major types of research. We then delved deeper into the term "Concept." To facilitate comprehension, we utilized various visual aids and metaphors, which were dissected and discussed among the participants. Subsequently, we introduced and explored the idea of patterns in quantitative data.

Transitioning to the theme of Impact Measurement, we initiated a conversation around the essence of the term "Measurement". We highlighted the different measurement levels, including nominal, ordinal, interval, and ratio, explaining each in detail. To cap off the session, we elaborated on the multifaceted nature of "Impact", emphasizing the significance of both initiating "effective action" and understanding the subsequent repercussions of such actions.

Session 2:Qualitative Research

During this session, we embarked on a comprehensive exploration of qualitative research, shedding light on its distinctive characteristics and the inherent value it brings to social research. Qualitative research, being a pivotal methodology, offers nuanced insights into human behavior, experiences, and perceptions.
We walked the participants through the sequential steps involved in qualitative research, ensuring a clear understanding of the entire process. Furthermore, we delved into specific qualitative methods such as observations, textual or visual analysis, and interviews, elaborating on the unique merits and applications of each.

One of the highlights of the session was our deep dive into the Focus Groups method. We equipped the participants with the knowledge of how to effectively utilize this method to gather rich, collaborative insights from participants. Additionally, we stressed crucial considerations when conducting Focus Groups, ensuring that participants are aware of best practices to uphold the integrity and effectiveness of the process.

Session 3: Focus Groups

Focus groups were taken as a separate topic for studying as it would be the main method of the suggested tool. The recruitment process for focus groups was presented: how to identify participants, group composition, eligibility, sampling strategy, how to involve participants and ensure attendance. Preparations and discussion flow tips were introduced, as well as the importance of a discussion guide. The projective techniques were suggested such as sentence completion, vignettes, analogies, personification, collages, etc. A small groups exercise was suggested to come up with a potential list of questions for youth leaders on how to improve the youth programmes. The participants shared their examples in a joint group, reflecting on what makes a question good.

Session 4: Survey Questionnaires

In this session, we delved deep into the world of quantitative research, focusing prominently on the design and administration of survey questionnaires. These tools serve as a cornerstone in collecting structured and numerical data, enabling precise analyses and generalizable conclusions. In this light, we introduced the "Descending ladder of abstraction", a conceptual framework that simplifies the intricate process of formulating survey questions, guiding participants from broad concepts down to specific, measurable aspects. Sampling, a vital component in surveys, was examined in detail. We elucidated two primary categories of sampling: (1) Random sampling; (2) Non-random sampling.

Lastly, the topic of determining sample sizes was tackled. The rules governing sample size ensure data reliability and validity. We delved into the underlying principles and best practices to ensure participants could confidently design surveys with robust sampling strategies.

Session 5: MIYO Survey

In a hands-on approach, participants teamed up in mini-groups to complete the MIYO survey, subsequently discussing their firsthand experience with it. Their feedback was instrumental in shedding light on potential areas of improvement, ensuring that the survey is more inclusive, clear, and user-friendly. Feedback from participants was insightful and suggested several areas for improvement: more inclusive gender identity options; more concise and straightforward wording;

potential language barriers, especially pertinent for migrants or individuals with limited education; double-barreled questions, where two questions are combined into one. Post-feedback, the principles of effective question design were revisited. A comprehensive checklist on crafting questions, focusing on clarity and bias avoidance, was provided to the participants. This ensured they had a tangible takeaway to apply in their future survey-related endeavors.

To conclude, participants were given an opinion survey for examination. They were tasked with pinpointing mistakes and suggesting corrections. This activity consolidated their day's learning, giving them an opportunity to apply theoretical knowledge in a practical scenario.

Day Five

Session 1: Content Analysis and MIYO Focus Group Interviews

During the concluding session, participants delved into a comprehensive review of the focus group questionnaire. Working in small teams, they critically examined the questions' structure, sequence, and relevance, striving to ensure the topics would facilitate insightful discussions. The conversation then transitioned to the many practical challenges tied to organizing these group discussions. Among these challenges were the dynamics of ensuring each participant is heard, the potential of dominant voices overshadowing quieter ones, and addressing biases that might creep into the discussion.

Technical and ethical considerations also took center stage. Participants pondered strategies for effectively reaching potential participants, especially those in diverse or hard-to-reach communities. The necessity of obtaining informed consent and upholding ethical standards throughout the research process was emphasized.

They also discussed potential resource constraints, such as the lack of advanced recording devices, and brainstormed alternative methods for documenting discussions. Participants delved into strategies for parsing transcripts, with a focus on identifying recurring concepts and discerning patterns, ensuring a holistic understanding of the data. The dialogue closed with reflections on the potential biases of moderators and the significance of integrating insights from various sources to offer a balanced and comprehensive view.

6. EVALUATION PROCESS AND KEY ACHIEVEMENTS

The training underwent rigorous monitoring throughout its duration. Every day, the team of trainers diligently assessed the progress, engagement, and achievement of the participants. Each evening, in addition to group evaluations, trainers took the time to individually evaluate each participant, specifically focusing on their level of engagement, whether they were meeting the set learning objectives, and tracking their personal development trajectories.
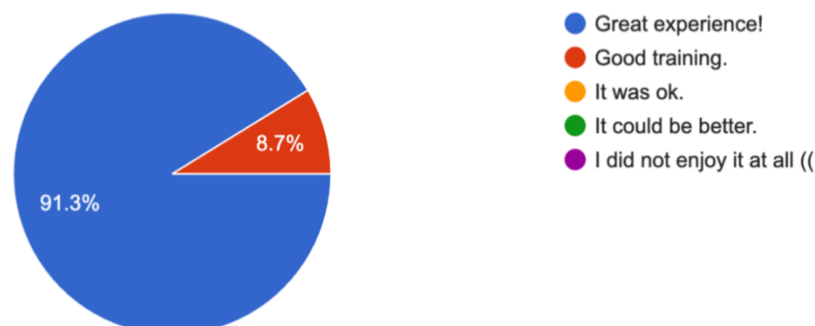
As the training approached its culmination, a comprehensive evaluation session was held. In this session, the innovative Lego method was employed to engage participants in a tactile and visual reflection of their experiences. To supplement this hands-on approach and gather more structured feedback, participants were also introduced to a Google survey form. This multi-faceted approach to evaluation ensured a thorough understanding of the training's impact and areas for potential improvement.

Evaluation survey

Of the attendees, twenty-three took the time to complete the evaluation form. Overall, the feedback was overwhelmingly positive. The general sentiment was one of high satisfaction, with many participants expressing that the training had

How would you describe your general feelings about the training?
23 responses

- Great experience!
- Good training.
- It was ok.
- It could be better.
- I did not enjoy it at all ((

91.3%
8.7%

been a great learning experience for them. The majority of sessions resonated well with the attendees, being seen as particularly relevant to their needs. Notably, the sessions on "Asking great questions" and "Logical levels" stood out, with many participants marking them as the most beneficial and impactful segments of the training.

How useful, relevant is the knowledge gained during the following sessions?
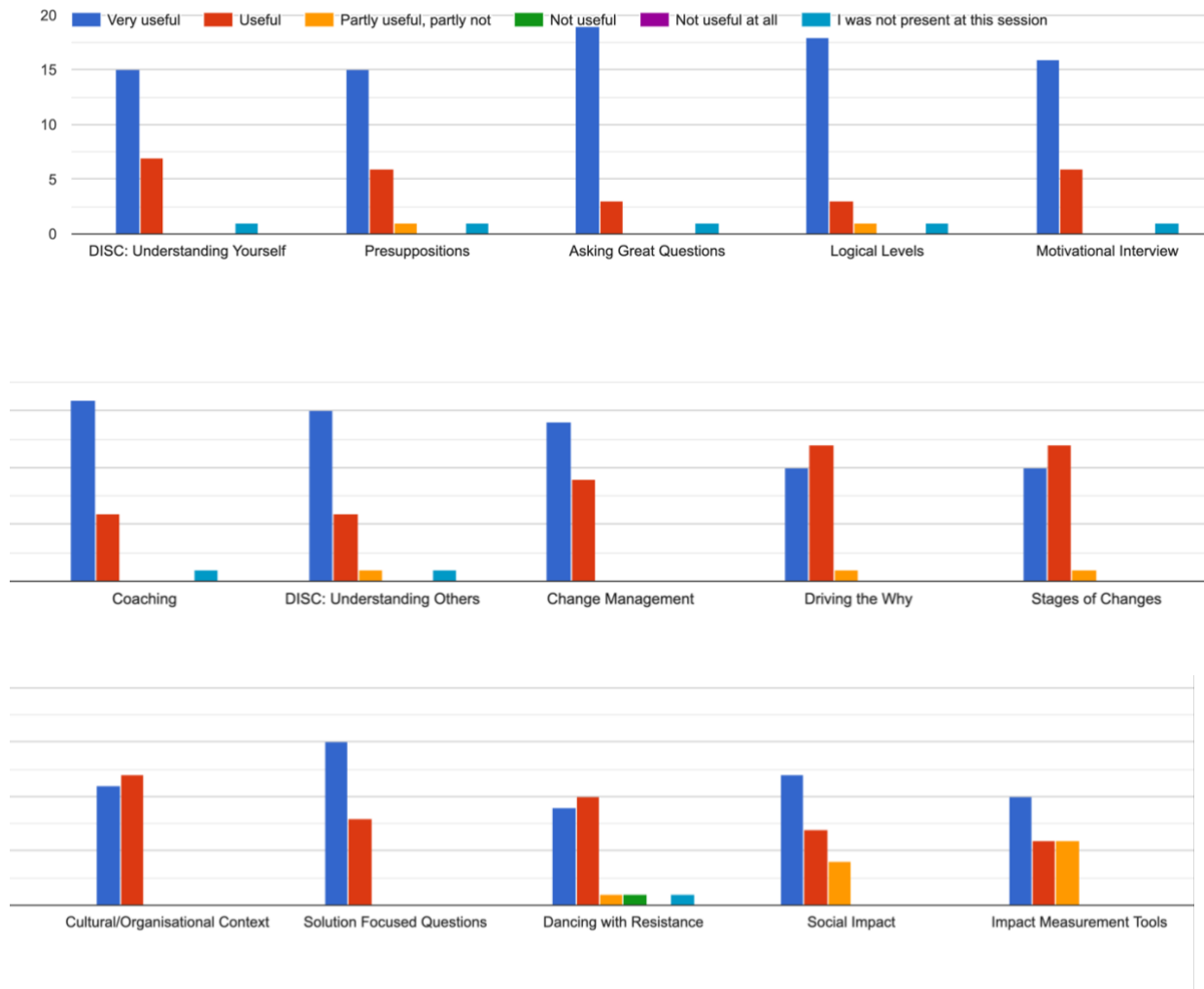
Regarding participant engagement, it was expected that the final topics on social impact and impact measurement might receive feedback as being less engaging due to their academic presentation style. This contrast was noticeable to the participants, especially following sessions using non-formal education methods. However, the teaching approach taken by the professors was deemed appropriate given the content. The sessions on DISC and Motivational Interviewing were highlighted as the most engaging. Overall, the engagement level throughout the training was high, with no participant rating any session as "not engaging at all". Only one individual found three sessions to be "less engaging".

How engaging, participative were the following sessions?

Legend: Very engaging, Engaging, Partly engaging, partly not, Not engaging, Not engaging at all, I was not present at this session
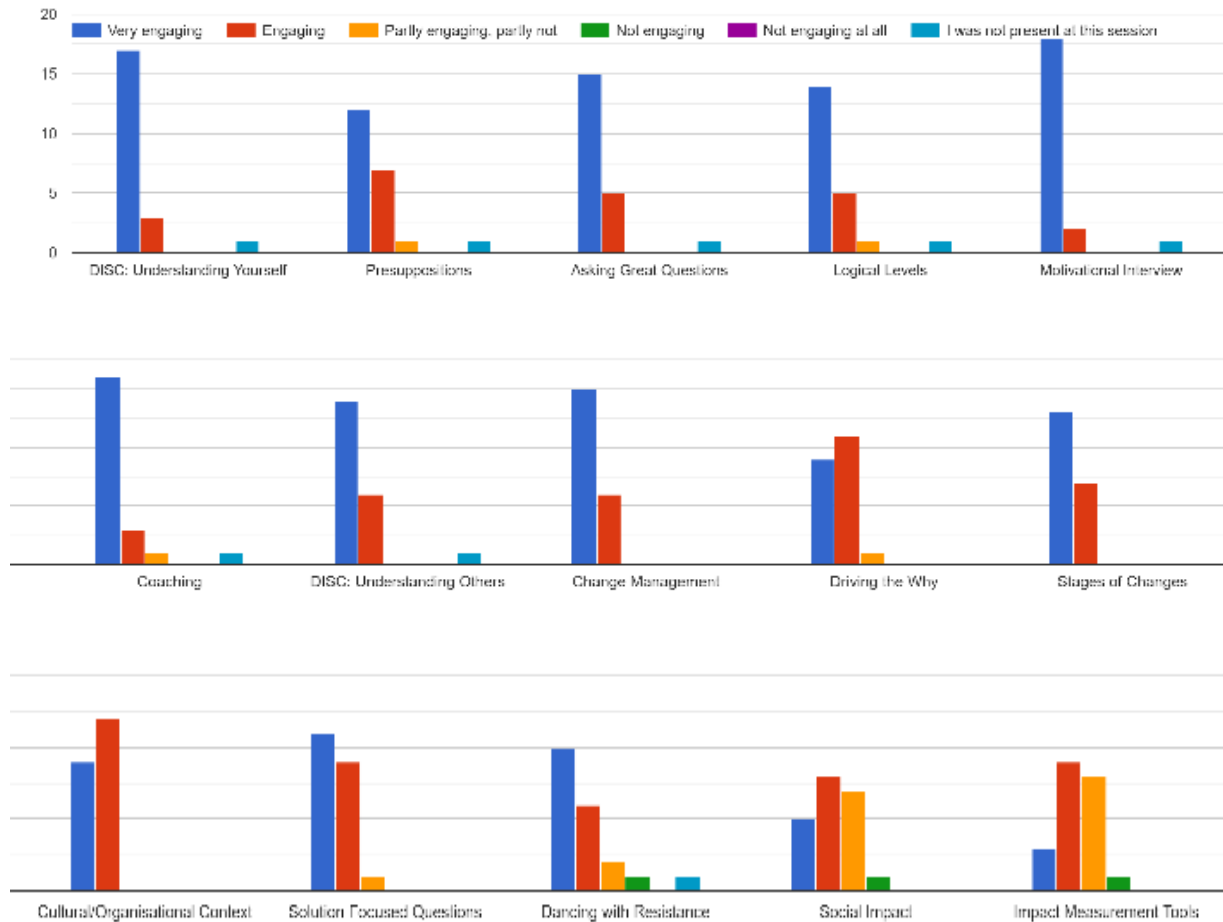
Participants expressed strong appreciation for the dynamic and interactive nature of the training. Key highlights included the application of psychological concepts to real-life scenarios and youth programs, in-depth explorations of change management, motivational interviewing, and cultural differences. Practical tools like the DISC personality assessment, adept questioning techniques, and solution-focused methods stood out as valuable takeaways. Many lauded the diversity within the group and the shared learning experiences, emphasizing the deep connections built between Scouting and the YMCA. Sessions on consultancy fundamentals, including the DISC and logical levels, as well as the social impact training, were particularly praised for their depth and application. Reflective activities, such as the Lego session and the feedback discussions, further enriched the learning journey.

In addition, participants overwhelmingly affirmed the applicability of the knowledge and tools they gained from the training. Many envision applying these techniques directly within their youth NGOs and daily work routines. Examples include implementing the DISC framework to enhance team communication and dynamics, utilizing effective questioning and motivational interviewing techniques

to improve youth programs, and utilizing change management principles. There was a clear interest in sharing and cascading the knowledge further; participants plan to conduct workshops, integrate them into training courses, and share the methodologies with colleagues. Impact assessment, specifically, was highlighted by several as a pivotal tool to drive data-informed decision-making in their NGOs. Furthermore, the cultural context and understanding provided will play an important role in fostering connections and rapport with member organizations from diverse backgrounds. Overall, the participants left the training equipped with a rich toolkit and concrete plans to amplify their efforts in youth engagement and organizational enhancement.

It seems that the training was largely comprehensive, leaving most participants feeling that their queries and concerns were addressed. However, a few lingering questions did arise, which suggest areas for potential refinement:

- Advanced Analytical Methods: Beyond basic descriptive statistics used in MIYO, there was interest in delving deeper into more sophisticated methods of analysis, possibly including inferential statistics or qualitative analysis techniques.
- Post-Training Blueprint: Participants expressed a need for a clear roadmap outlining subsequent steps after the training. This would guide them in effectively applying their newfound skills and knowledge in their respective domains.
- Holistic Understanding of Social Impact: While the training delved into measuring social impact, there was a desire to understand the broader concept of social impact and its various components and nuances.
- Vision for Impact Measuring in Scouting: Questions arose about the long-term plan for impact measuring within the scouts' realm. Specifically, participants were keen to understand how they, as trained consultants, can drive and contribute to this vision.
- Concluding a Consultancy: Participants were keen to learn about the final steps of a consultancy. They wanted guidance on how to effectively wrap up a project and ensure everything was in order for the organization.
- Evaluation Techniques for Consultancy: Beyond the conclusion, there was an expressed need to understand how to assess the effectiveness of a consultancy engagement periodically. This would help in deciding the future direction - whether to continue, pause, or terminate the coaching.

Participants were asked about what they felt was missing or could be improved during the training. The feedback varied:

- Many expressed a desire for a more in-depth exploration of the MIYO topic.
- Some missed sessions and hoped for access to materials to catch up.
- Concerns were raised about the intensity of the training. Some suggested breaking up the day with longer breaks or stretching the training over additional days to make it less rigorous.
- A few participants from the YMCA felt the training was heavily focused on WOSM consulting, and they suggested a more balanced approach.
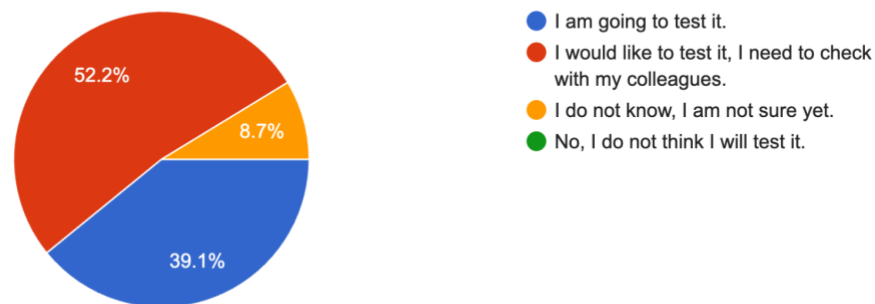
Overall, despite the areas of improvement highlighted, many participants expressed gratitude for the training and the learning they had acquired. When participants were asked about their intention to test the MIYO methodology, the response was largely positive. Only two individuals expressed uncertainty regarding its implementation. The majority either planned to directly employ the toolkit or expressed the intent to do so after consulting with their respective organizations.

How do you feel about testing the presented Impact Measurement Toolkit in your organisation?
23 responses

- I am going to test it.
- I would like to test it, I need to check with my colleagues.
- I do not know, I am not sure yet.
- No, I do not think I will test it.

A couple of participants voiced concerns about not feeling adequately prepared to deploy the impact measurement tool. In response to this feedback, we've decided to organize follow-up online sessions. These meetings aim to bolster participants' confidence and competence in utilizing the tool effectively.

Are you well-equipped to support a member organisation in piloting the MIYO methodology?
23 responses

- Yes, I am confident about it
- I would need more coaching/ training on this
- I cannot tell at the moment
- No, I don't feel equipped for this task
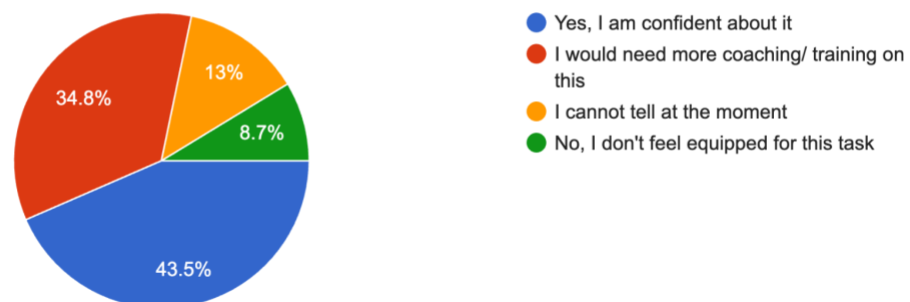
Regarding additional feedback received:

- One participant expressed a desire for a deeper knowledge of the MIYO methodology to assist NSOs.

- Several attendees expressed appreciation to the trainers and organizers for a valuable experience. They appreciated the insights gained during the training.
- A suggestion was made to create a communication channel, like a WhatsApp group, to facilitate continued interaction and knowledge sharing among participants.
- Some found the theoretical sessions during the first few days challenging and would have preferred them to be spread out.
- A participant highlighted the value of networking during the event, cherishing the chance to meet and learn from diverse individuals.
- The training was recognized as an introduction to Social Impact, with a call to deepen the exploration and eventually spread the learnings to other youth NGOs.

The results from the evaluation survey, coupled with insights from the closing evaluation circle, indicate that the training was impactful. It successfully equipped participants with pertinent knowledge that can be applied not only in their roles as consultants but also in their broader professional endeavors.

7. CONCLUSIONS

The evaluation showcases that the set objectives for the training were successfully achieved. The training adopted a predominantly non-formal education approach, with a brief divergence into a more academic style during the sessions on social impact facilitated by Maynooth University professors.

The program incorporated a diverse range of non-formal education techniques. This included working in mini-groups, pair work, role plays, video reflections, simulations with extensive debriefings, interactive mini-lectures, and group discussions. Every activity was designed to tap into the participants' own experiences, fostering an environment for self-reflection and peer sharing. Practical exercises played a key role, ensuring a strong foundation for analysis and introspection.

The training followed the core principles of non-formal education. This involved drawing from personal experiences, entrusting participants with the responsibility for their learning outcomes, promoting voluntary participation, and employing a holistic approach. The environment was carefully curated to ensure safety, promote open communication, maintain an egalitarian stance, and prevent competitiveness. Visual aids were prevalent throughout, with trainers relying on detailed, pre-prepared banners. A notable tool was a large, printed map for the DISC sessions, which allowed participants to engage with the content, enhancing knowledge retention physically. The innovative Lego method was also employed.

The setup encouraged open communication and interaction, with participants forming a circle without the physical barriers of tables. The trainers were adept at managing group dynamics and introducing appropriate methods to guide the flow

of sessions. Energy levels were consistently maintained through so-called "energizers", game techniques. Ground rules were set to foster efficient collaboration, emphasizing respect, punctuality, and active participation. Importantly, daily recaps ensured continuity and reflection on previous learnings. Moreover, each activity concluded with a debriefing session in order to highlight the most important takeaways.

Furthermore, both WOSM and YMCA Europe are equipped with robust internal systems focused on capacity building, mentoring, and supporting their trained consultants and member organizations. WOSM has a well-established system for consultancy work: WOSM services online platform, contractual procedures, continuous learning resources, mentors, etc. At the same time, YMCA Europe has "Movement strengthening" service for its members which includes training, networking events, individual consultations, movement strengthening resources, etc. They both plan to embed the trained consultants into their established frameworks. The primary goal is to bolster the movements, ensuring consultants actively assist their peers in the impact measurement area.

8. ANNEX

The table below offers an overview of the training agenda:

| Time	Day 1 (20 Sept)	Day 2 (21 Sept)	Day 3 (22 Sept)	Day 3 (23 Sept)	Day 5 (24 Sept)
8:45-9am	Getting to know each other	Daily recap	Daily recap	Daily recap	Daily recap
9-9.30am	Getting to know each other	Motivational Interviewing	Stages of Change	What is Social Impact Why and How we measure Social Impact Research design (basics)	Content analysis and interpretation
9.30-10am	SoS, the agenda, Setting the scene Evaluation process	Motivational Interviewing	Stages of Change		How we analyse qualitative data/ focus group discussions
10-10.30am	SoS, the agenda, Setting the scene Evaluation process	Motivational Interviewing	Stages of Change		
10.30-11am					
11-11.30am	Coffee	Coffee	Coffee	Coffee	Coffee
11.30-12pm	DISC 1 - Understanding yourself	Coaching	Cultural/Organisational Contexts	How we prepare organisations for measuring Social Impact	How we analyse qualitative data/ focus group discussions
12-12.30pm	DISC 1 - Understanding yourself	Coaching	Cultural/Organisational Contexts	How we prepare organisations for measuring Social Impact	Content analysis and interpretation
12.30-1pm	Lunch	Lunch	Lunch	Lunch	Lunch
1-1.30pm	Lunch	Lunch	Lunch	Lunch	
1.30-2pm					
2-2.30pm	Presuppositions	DISC 2 - Understanding others and how to influence them	Solution Focused Questions	Supporting Organisations in implementing the methodology - part 1 Quantitative method	
2.30-3pm	Presuppositions	DISC 2 - Understanding others and how to influence them	Dancing with Resistance	Supporting Organisations in implementing the methodology - part 1 Quantitative method	
3-3.30pm	Presuppositions	DISC 2 - Understanding others and how to influence them	Master class (and coffee break)	Supporting Organisations in implementing the methodology - part 1 Quantitative method	Departures
3.30-4pm	Coffee	Coffee	Master class (and coffee break)	Coffee	
4-4.30pm	Asking Great Questions	Change management	Dinner in Brussels	Supporting Organisations in implementing the methodology - part 2 Qualitative method	
4.30-5pm	Asking Great Questions	Change management	Dinner in Brussels	Supporting Organisations in implementing the methodology - part 2 Qualitative method	
5-5.30pm	Asking Great Questions	Driving the why	Dinner in Brussels	How we analyse survey results, using Excel	
5.30-6pm	Logical Levels	Driving the why	Dinner in Brussels	How we analyse survey results, using Excel	
6-6.30pm	Logical Levels	Animal chess	Dinner in Brussels	How we intepret Excel results	
6.30-7pm		Animal chess	Dinner in Brussels	How we intepret Excel results	
7-7.30pm	Dinner	Dinner	Dinner in Brussels	Dinner	
7.30-8pm	Dinner	Dinner	Dinner in Brussels	Dinner	
8-8.30pm	Dinner	Dinner	Dinner in Brussels	Dinner	

Consultancy Competencies Framework for WOSM Consultants

The following document outlines the Consultancy Competencies Framework. It serves the purpose of developing different aspects of the WOSM Consultants lifecycle - recruitment, induction, training and remote support.

Supporting the implementation of WOSM Services requires a global network of consultants who have not only strong Scout-related experience and knowledge but also a set of general skills and competencies which will allow them to interact meaningfully with National Scout Organisations, facilitate processes and stimulate dialogue with various groups of people at national level.

The WOSM Consultants competency framework can be described as having three core areas:

1. **Scouting competencies,** which consultants are expected to already have gained through their previous experience as Scouts;

2. **Service area specific competencies,** which consultants are expected to already have gained through their studies, training and prior experience;

3. **Consultancy competencies,** which consultants will be able to develop during the in-person consultancy training.
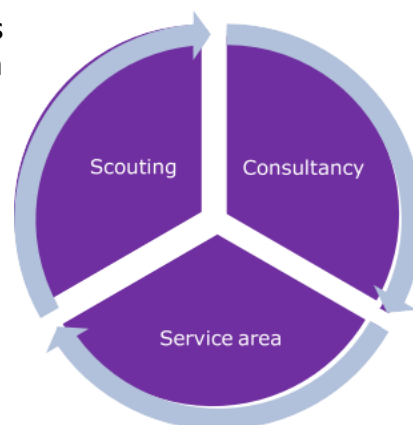
Below you will find a brief description of each category of competencies.

WOSM Services Consultancy Core Competencies Framework

AREA	COMPETENCY DESCRIPTION	BEHAVIOURAL INDICATORS
SCOUTING COMPETENCIES	Applies the Fundamentals of Scouting in all undertakings	Uses the Fundamentals in all interactions (Purpose, Promise and Law, Principles, Scout Method)
		Demonstrates ethical behaviour
		Is recognised as a role model within Scouting
		Accepts and applies the WOSM Behaviour Code, Safe from Harm and all other WOSM policies.
	Uses a knowledge of Scouting to facilitate agreed	Provides advice and support regarding the scope of Scouting and its functions in NSO
		Encourages success for the specific projects

	actions	Applies and communicates WOSM Vision and Goals for 2023
		Supports NSOs to consider flexible and innovative solutions
		Facilitates the development of an appropriate plan of Action for the NSOs
	Provides high-quality servicesto the NSOs	Demonstrates ability to deliver consultancy work through WOSM Services
		Contributes towards improving the WOSM services
		Explores customised solutions with NSOs having regard for the context where the NSO operates;
		Develops, collects, supports and uses best practices from NSOs
		Learns from and builds on previous consulting experiences in WOSM
	Promotes growth and youth engagement	Implements the principles of youth engagement in all work considered and undertaken
		Challenges NSOs to plan, engage and monitor the involvement of young people in all work planned and undertaken.
		Challenges members to increase its membership of youth and adults
		Encourages recognition, retention and inclusive practices in all work planned and undertaken

AREA	COMPETENCY DESCRIPTION	BEHAVIOURAL INDICATORS
CONSULTANCY COMPETENCIES	Applies personal attributes for the role	Demonstrates flexibility and adaptability when required
		Maintains objectivity to situations and people
		Displays self-confidence when placed in new or challenging situations
		Maintain the personal development and encourages others
		Manages difficult processes and unclear situations
	Critically evaluates information anduses it	Identifies, assesses and confirms with key stakeholders the needs of their organisation
		Promotes the effective use of data to obtain and compile reports
		Applies Project Management Tools in the service delivery
		Uses strategic thinking skills to identify key issues and requirements
		Applies systemic thinking skills in the service delivery
		Undertake and enhance risk analysis and mitigation processes regarding the consultancy
	Uses consultancy skills creatively	Demonstrates facilitation skills to manage meetings and group processes
		Models relationship building that supports equitable and ongoing collaboration
		Applies change management skills to guide others to achieve successful outcomes
		Shares Influencing skills to assist others gain acceptance of ideas and proposals though interpersonal skills and persuasion.
		Uses effective communication including smart questions to gather information
	Facilitates cultural sensitivity and awareness	Acts according to the principles of diversity and inclusion in all work undertaken
		Demonstrates awareness of the different cultures and people involved in work

AREA	COMPETENCY DESCRIPTION	BEHAVIOURAL INDICATORS
SERVICE COMPETENCIES	Initiates, encourages andleads activities in service area	Demonstrates good understanding of service area and WOSM related activities
		Contributes personally to work in the specialty area to maintain currency and contribute to continuous improvement
		Liaises closely with respective Service teams and/or Work Stream to ensure collaboration and up to date
		Encourages others at all levels of Scouting to undertake projects and share ideas and results relating to the service area
		Initiates specific and innovative ideas for projects and future activities that relate to and impact the specialty area.
	Assists others in service area	Promotes the importance of team work and networking in the service area
		Provides expert advice to others on appropriate sources of further knowledge
		Evaluates and advises what resources are available to assist others in the service area
		Undertakes further personal learning and encourages others, sharing this across networks
		Contributes to creating partnerships locally, regionally and globally in the service area
	Uses agreed technology to promote service area	Demonstrates skills in agreed and optional software
		Applies agreed technology to all operational tasks in a timely manner and encourages and supports others to do so
		Is familiar with agreed software and related programs that will be used as a WOSM consultant
	Promotes the use of suitable tools and resources	Is familiar with resources developed within and external to Scouting that could support the service area
		Works personally to and encourages others to tailor and develop new tools related to the service area
		Promotes the development of resources associated with projects which contribute to resource pool in this area
		Liaises with the Service teams and/or Work Stream regarding resource and tool development
		Evaluates new resources and tools and provides advice

A WOSM Consultant is expected to already hold some of these competencies but will be supported through the mandatory consultancy and service training to meet all the competencies required for the role.

M.I.Y.O. PARTNERS