

Impact Measurement and Management

Guide for WorldSkills Competitions

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1 Introduction

The Impact Measurement and Management Guide and Toolkit for WorldSkills Competitions are developed in the scope of WorldSkills International’s Impact Measurement and Management (IMM) Development Project, which started in November 2023.

The purpose of the IMM Development Project is to provide a common strategy, framework, language, and corresponding toolkits that will guide WorldSkills Members (Members) on what and how to measure their impact. Ultimately, measuring common outputs and outcomes will allow WorldSkills to build an evidence base to demonstrate its impact globally.

The IMM Development Project takes its foundations from the WorldSkills Vision 2025 Strategic Plan, particularly its Research focus area. It also aligns with the Impact focus area of the forthcoming Vision 2035 Strategic Plan. This journey is illustrated below:



The project is designed to build on a collaborative process during which common outputs, outcomes and indicators are co-developed with the Members. The IMM Guide and Toolkit are the first set of resources produced by this project, aimed at measuring the impact of a core activity for any WorldSkills organization: skills competitions.

1.1 Purpose of the Guide and Toolkit

1.1.1 Overview of the Guide and Toolkit’s objectives and its importance

The Impact Measurement and Management Guide and Toolkit for WorldSkills Competitions aim to provide a framework for WorldSkills International (WSI) and its Members to measure the impact of local (e.g. provincial level), regional (e.g. Europe, Africa, Asia, and Americas), national, and international competitions and supporting initiatives on selected target audiences in a consistent and efficient way.

While the reports of former Competitions provide rich information on outputs, such as total number of Competitors, Experts, visitors; there is little evidence about the changes these key audiences experience due to their participation in Competitions. It is important to understand these changes or outcomes, at the individual and organizational level, as they form the basis of outcomes at the community and society level, ultimately contributing to systems change. The IMM Guide and Toolkit for WorldSkills Competitions aim to close this evidence gap by providing guidance and tools to gather insights on these individual and organizational-level outcomes. It also provides indicators for key outputs to be used consistently across WorldSkills organizations to enable reporting on key outputs at a global scale.

1.1.2 Benefits for WorldSkills International and its Members

The key benefit of these resources is that, together, they provide a common framework for WSI and its Members to evidence the impact of the competitions they organize. Using the indicators and measurement tools provided in the toolkit across all competitions will bring the following benefits to WorldSkills:

- Local, national, and regional impact data on competitions will be aggregated to develop a global evidence base that will demonstrate the global impact of competitions,
- WSI and Members will establish baselines for the impact data of their competitions and track and report on their cycle-on-cycle, e.g. year-on-year impact performance
- Members will be able to benchmark the impact performance of their competitions with other Members' competitions
- WSI and Members will be able to demonstrate the impact of competitions consistently to their partners, sponsors, and other influential audiences

1.2 Scope of the Guide and Toolkit

The scope of the Guide and Toolkit includes the skills competitions and the common wrap-around activities and events that enhance the overall impact and create the “magic effect”. These activities include the Opening and Closing Ceremonies, One School One Country, Visitor Experience (including Try-a-Skill), career services, Partner activations, and networking events. For simplicity, the core activity addressed by these resources is referred to as “Competitions” throughout the document. The Conference is excluded from this scope as it is another core activity requiring a dedicated framework and is not a common wrap-around activity in regional and national competitions.

The Guide and the Toolkit can be used for all large-scale Competition events that include the common wrap-around activities described above. These are typically international, regional, and national competitions. Members can also use these resources when running stand-alone local and national competitions, without any wrap-around activities, by using the outcomes that only correspond to the skills competitions.

1.2.1 About skills competitions at different levels

The WorldSkills Competitions are prestigious global events that bring together young skilled people from around the world to compete in various skills, trades, and technologies. These biennial competitions aim to showcase and inspire world-class standards in Technical and Vocational Education and Training (TVET).

National competitions are organized by Members to identify and celebrate the best young skilled professionals within their countries and regions. These competitions serve as a stepping stone for Competitors who may go on to represent their country at regional competitions or the WorldSkills Competitions.

While both competitions aim to promote skills development and excellence and facilitate the development of a future workforce and preparation for the global stage, the WorldSkills Competitions focus on showcasing global standards and cultural exchange, whereas the national competitions concentrate on serving as a vehicle to raise awareness of TVET and build a skills-respect culture.

Regional competitions are events organized within specific continents and networks to promote and develop TVET among young people. There are four major regional platforms/organizations currently recognized by WorldSkills International. These are Europe, Americas, Africa, and Asia. There are smaller regional networks that host competitions using the WorldSkills brand, such as ASEAN, GCC, Oceania, etc. These competitions may or may not serve as an intermediate step between national competitions and the WorldSkills Competitions depending on the strategies by the Members. Some

might use these competitions to facilitate inter-regional cooperation and the exchange of best practices in TVET.

These three types of Competitions all have wrap-around activities and events, such as skill competitions, ceremonies, Visitor Experience (including Try-a-Skill), and networking events to enhance the impact of these large-scale events and maximize the benefits for those who are participating or visiting.

1.2.2 Stakeholders involved

Various stakeholder groups participate and benefit from WorldSkills Competitions in different ways. Below is a list of the main stakeholder groups:

- Competitors*
- Experts*
- Partners and sponsors*
- Host member
- Skill Competition Teams
- Workshop Managers
- Observers
- Members*
- Young visitors*
- Adult visitors (parents, teachers in-company trainers)*
- Volunteers
- Government officials
- Schools and training institutions
- Companies (apprenticeship system)

The stakeholder groups that are marked with an * have been prioritized for impact measurement purposes.

2 Understanding Impact Measurement and Management

2.1 Definitions and key concepts

2.1.1 Explanation of Impact Measurement and Management

Impact measurement and impact management are closely related concepts in the field of social impact, but they serve distinct purposes and involve different processes:

Impact measurement: Impact measurement refers to the systematic assessment of the social and environmental changes resulting from an organization's activities, both positive and negative, intended and unintended. It provides organizations with data and insights to understand the effectiveness of their efforts in achieving their mission. Key activities of impact measurement are as below:

- Identifying Indicators: Selecting specific metrics used to measure changes.
- Data Collection: Gathering quantitative and qualitative data.
- Analysis: Interpreting the data to understand the impact.
- Reporting: Sharing findings with stakeholders.

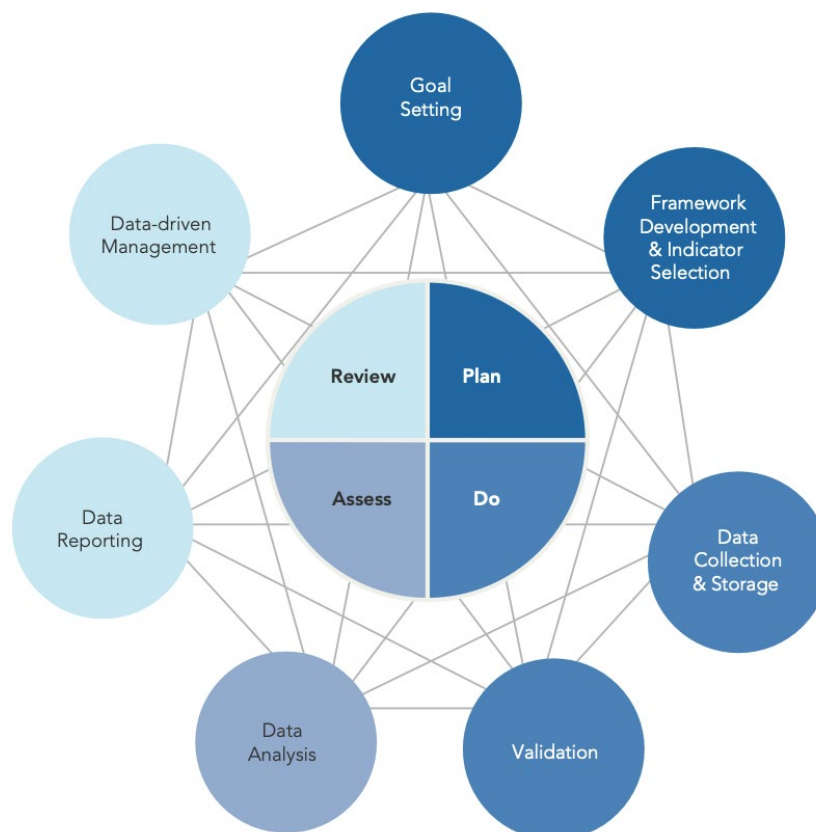
Impact management: Impact management involves the strategic utilization of this measured data to refine an organization's processes and enhance outcomes. It entails implementing strategies based on the insights gained from impact measurement to optimize the organization's impact on the communities and issues they serve. Key activities of impact management are as below:

- Goal Setting: Defining desired impact and outcomes.
- Strategy Development: Planning activities to achieve these goals.
- Implementation: Executing the planned activities.
- Monitoring: Ongoing tracking of performance and impact.
- Adaptation: Making adjustments based on impact data to improve effectiveness.

While impact measurement focuses on assessing and understanding the effects of an organization's activities, impact management involves using that information to guide and continuously improve those activities. Together, they form a cycle of learning and improvement that drives greater social or environmental impact.

2.1.2 Impact Measurement and Management Cycle

Impact measurement and management involve planning, understanding, communicating, and improving the changes that individuals and organizations experience due to your activities. This process follows a cycle of four key phases: Plan, Do, Assess, Review.



Source: The Impact Measurement Working Group, “Measuring Impact”, 2014.
www.thinknpc.org/wp-content/uploads/2018/07/IMWG_Measuring-Impact1.pdf

Plan: Begin by creating a Theory of Change that outlines your target audience, impact goals, and the steps to achieve them. With your Theory of Change in place, develop a framework detailing the outcomes you aim to measure, the indicators for these outcomes, the data to collect, and the methods and timelines for data collection.

Do: Implement your data collection plan, selecting the most appropriate approaches for your audience and needs. Develop and use data collection tools such as surveys, focus groups, and interviews. Decide on how to store and manage your data, whether using paper, spreadsheets, or impact management software to enhance efficiency, accuracy, and secure data storage.

Assess: Analyze the collected data to understand the impact on your audience. Employ quantitative or qualitative methodologies depending on your data collection methods. Use baselines or benchmarks to contextualize your findings.


Review: Communicate your results and learn from the data to improve your work, maximize positive outcomes, and mitigate negative ones. Create impact reports tailored to different audiences and engage them in interpreting the results. Discuss findings with your team to identify improvement opportunities and inform strategic planning.

2.1.3 Distinction between outputs, outcomes, and impacts


When having a conversation about the impact of an initiative, often there is a lack of common understanding across the basic definitions of the elements of an impact journey. It is not uncommon to see “output”, “outcome”, and “impact” being used interchangeably and interpreted differently. This may create confusion, especially when you would like to map out how change occurs due to your organization’s activities. Moreover, understanding these elements makes it easier when it comes to identifying suitable methods to measure your impact.

In an impact journey, there are three levels of impact that interact with each other. They tell the story of the difference you make in the lives of the direct and indirect audiences affected by your activities and society in general. These levels are output, outcome and impact. In OECD’s [Glossary of Key Terms in Evaluation and Results-Based Management for Sustainable Development \(Second Edition\)](#), these are defined as below:

Outputs: The products, capital goods, and services that result from an intervention. Outputs may also include changes resulting from the intervention that contribute to the achievement of outcomes. Outputs include changes in knowledge, skills, or abilities produced by the activities. Outputs are within the control of the implementing team and attributable to it.

 *Examples: number of Competitors participating in a Competition, number of Experts, number of volunteers supporting the events, number of hours of training that the Competitors undertook in preparation for the Competition*

Outcomes: The short-term and medium-term effects of an intervention’s outputs. Outcomes are often changes in the institutional and behavioural capacities for development conditions that occur between the completion of outputs and the achievement of impacts.

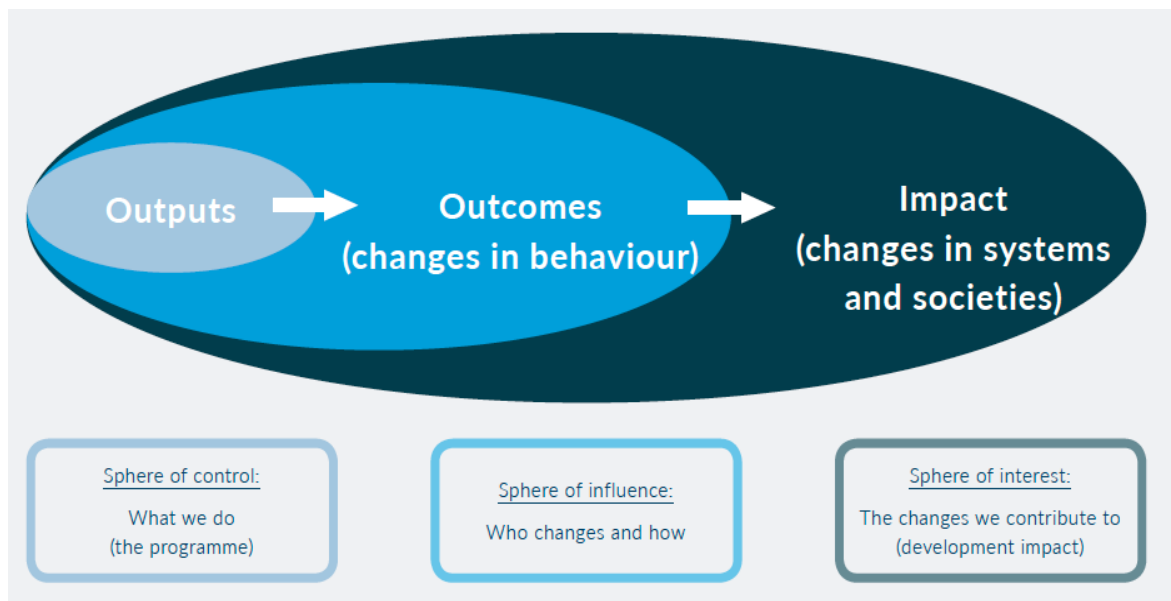
 *Examples: improved problem-solving skills of Competitors, increased interest in becoming an advocate for skills, reduced stress and anxiety due to a sense of belonging to a community, increased networking opportunities for Experts*

Impact: The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects. Impact addresses the ultimate significance and potentially transformative effects of the intervention. It seeks to identify social, environmental, and economic effects of the intervention that are longer-term or broader in scope than those already captured under the effectiveness¹ criterion. Beyond the immediate results, impact seeks to capture the indirect, secondary, and potential consequences of the intervention. It does so by examining the holistic and enduring changes in systems or norms, and potential effects on people’s well-being, human rights, gender equality, and the environment.

 *Examples: improved employability of Competitors, reduced skills shortage, reduced skills gap, improved profile of skills, improved skills excellence*

The diagram below illustrates the connection between the three levels of impact and highlights the degree of control and accountability we can exert at each level. Impact measurement typically occurs at the outputs and outcomes levels.

¹ Effectiveness: The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.



2.2 Importance of measuring impact

2.2.1 The rationale behind impact measurement

The rationale behind impact measurement is rooted in the need for organizations to understand and demonstrate the value and effectiveness of their activities. It provides a clear picture of how their efforts contribute to desired outcomes and supports evidence-based decision-making. By systematically evaluating the outcomes and changes resulting from their work, organizations can ensure they are making meaningful progress toward their goals and contributing positively to their target audiences and are better equipped to communicate their successes to their audiences.

2.2.2 Benefits to organizations and stakeholders

Here are several specific benefits of measuring impact:

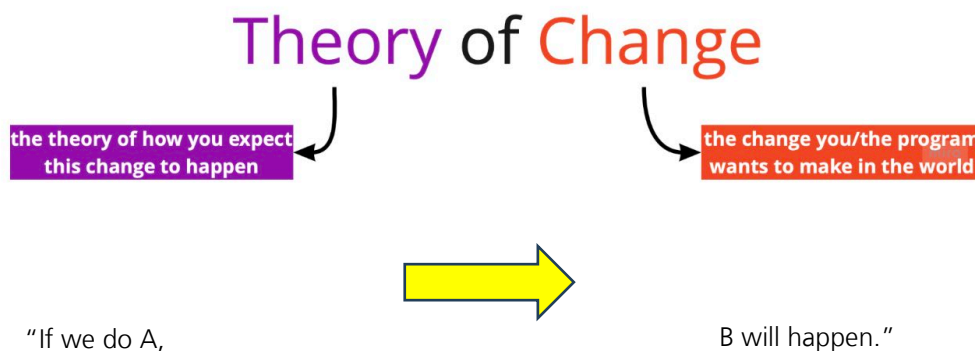
- **Accountability:** Measuring impact upholds accountability and demonstrates transparency to donors, partners, and the public, ensuring that all parties are informed about your organization's activities and their outcomes.
- **Effectiveness:** Assessing the effectiveness of your programmes and strategies enables you to refine and optimize them for maximum positive outcomes and greater impact.
- **Resource Allocation:** Understanding which efforts generate the most significant impact allows you to allocate resources efficiently, ensuring that time, funds, and energy are invested wisely.
- **Learning and Improvement:** Cultivating a culture of continuous learning and improvement helps identify strengths, weaknesses, and areas for growth, thereby enhancing overall performance.
- **Communications and Fundraising:** Showcasing demonstrated impact bolsters credibility and appeal to donors, partners, and supporters, thus enhancing fundraising and partnership opportunities.
- **Adaptation to Change:** Equipping your organization with data and insights needed to adapt approaches and strategies to evolving challenges and opportunities ensures long-term relevance and effectiveness.

3 Framework for impact measurement

3.1 Theory of Change

3.1.1 Explanation of the Theory of Change model

Theory of Change (ToC) is a tool that helps organizations articulate how and why a programme or activity is expected to lead to the desired changes or outcomes

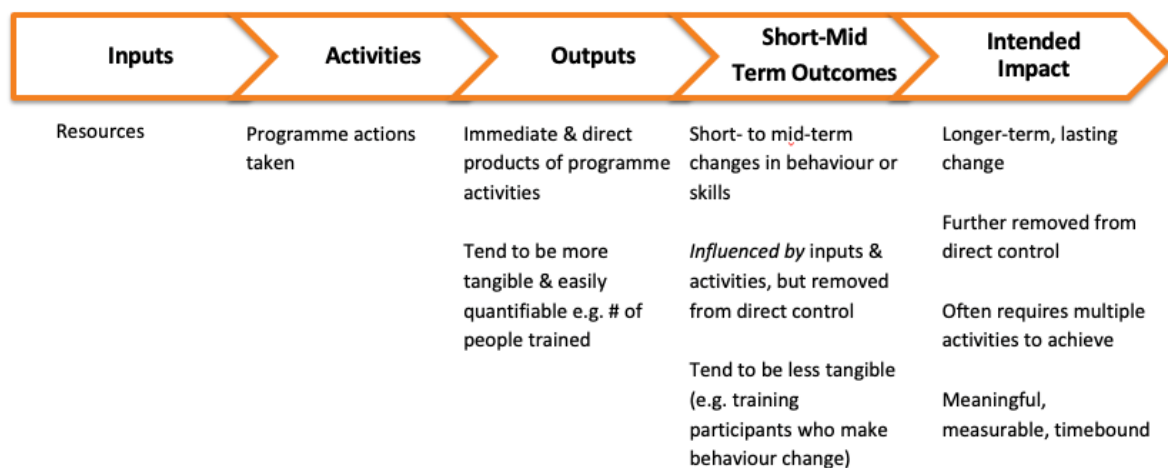


The purpose of the ToC is to provide a roadmap for how a programme is intended to achieve its long-term goals and create meaningful impact. It outlines the programme activities and outcomes and how they are linked. It maps out outcomes as immediate, intermediate, and long-term outcomes, demonstrating how change happens and allowing for a better understanding of the programme's logic and theory of action.

Theory of Change can be useful to:


- Describe your intended influence and/or contribution
- Clarify logic and causal linkages for different target audiences
- Inform the selection of methods, indicators, and standards
- Serve as a communications tool to align and/or manage expectations
- Anticipate areas of additional investments or partnerships

A ToC consists of the following components: Inputs, Activities, Outputs, Outcomes and Impact. These components are illustrated in the following diagram:




A ToC can be developed at different levels depending on the scope and focus of evaluation:


- An **Organizational-level ToC** covers the entire organization, all of its activities, programmes, and strategic goals. It provides a holistic view of how the organization intends to achieve its mission and overall impact. It is broad and strategic, therefore ideal for guiding the overall direction and aligning different programmes under a unified mission.

 *Example: A global education non-profit might have an organizational ToC that outlines how improving access to quality education in underserved regions will lead to increased literacy rates and economic empowerment.*

- A **Programme/Activity-level ToC** is specific to a particular programme, project, or set of activities within the organization. It details how a specific programme or activity is expected to contribute to the broader organizational goals. This level of ToC is more tactical, focusing on the specific steps needed to achieve outcomes within a particular programme, project, or activity.

 *Example: A vocational training programme might have a ToC that outlines how providing skill development workshops will lead to improved employment rates among participants, contributing to the organization's mission of reducing youth unemployment.*

- An **Actor-Based TOC** focuses on specific audiences who are central to achieving the desired change. It maps out how this specific audience is affected by the organization's programmes and activities. This level of TOC is particularly useful when the success of a programme hinges on the actions of specific audiences, providing clarity on how to engage and influence them.

 *Example: A youth-serving non-profit might have an actor-based ToC that focuses on the young people it serves to map out all the outcomes that they experience as a result of participating in the organization's programmes and activities.*

WSI and its Members may use the different levels of ToCs as tools to map out outcomes at the organizational level or for various programs and activities beyond Competitions. Alternatively, ToCs can be created to illustrate the outcomes for specific target audiences, like Competitors or Experts, showing the outcomes they experience at different levels or stages of their involvement with WorldSkills.

3.1.2 How to develop a Theory of Change for skills competitions

A programme/activity-based ToC model was used to guide the development of an IMM framework for the Competitions. This model is referred to as “Impact Pathway for Competitions” emphasizing that the Competitions are just one of the key activities within WSI and its Members that contribute to WorldSkills strategic goals of raising the profile of skills and promoting skills excellence.

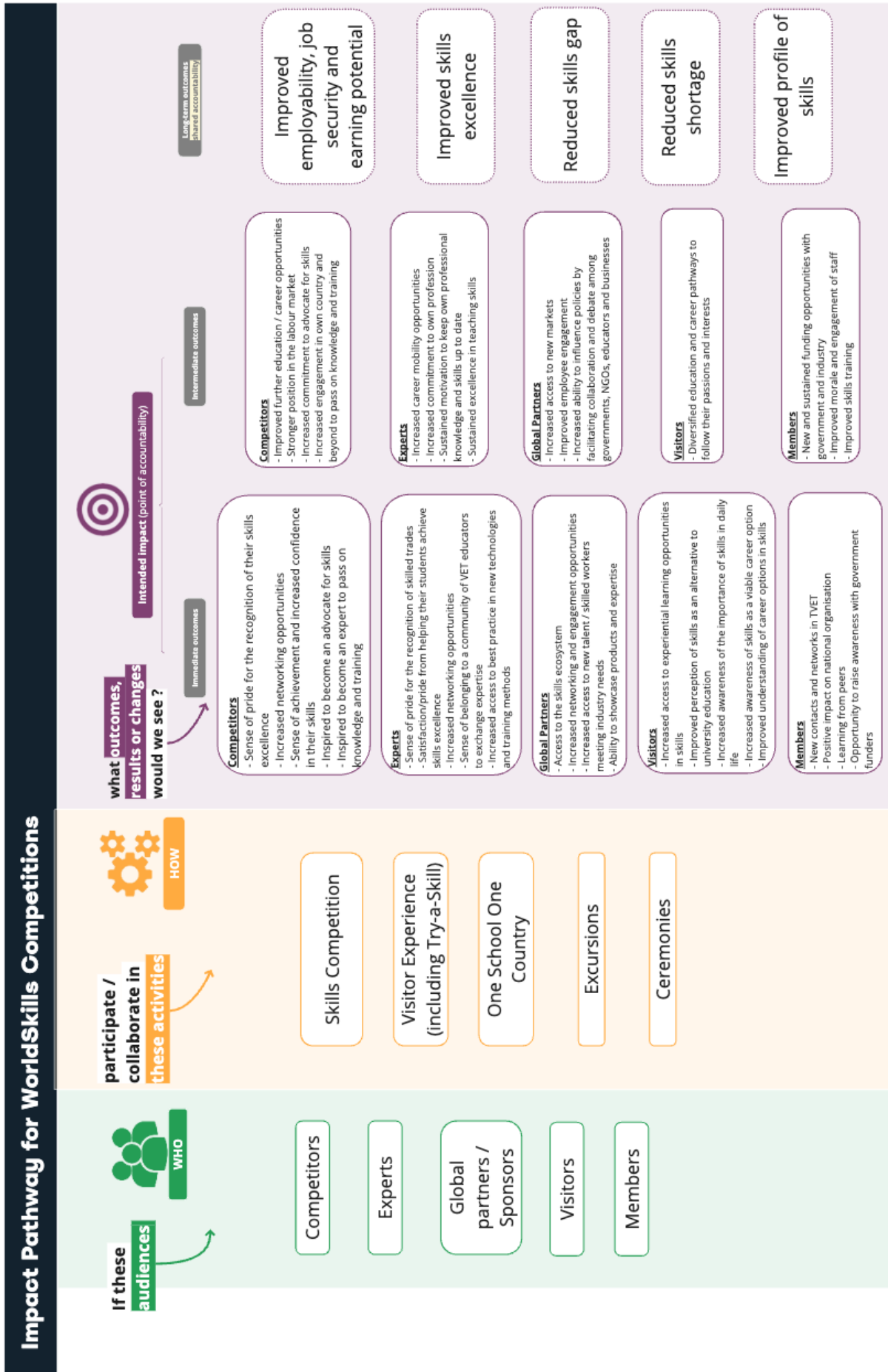
The Impact Pathway for Competitions was developed collaboratively with input from former Competitors, Experts, Members, Global Partners, WSI staff, and Board members. This process involved diagnostic interviews, in-person and online hands-on workshops, and consultation sessions conducted between December 2023 and August 2024. The following table provides details of participation. Members from the IMM Working Group also contributed to this process – Australia, Canada, Finland, Ireland, and United Kingdom.

8 Champions 3 sessions	4 Experts 1 session	8 Global Partners 3 sessions	14 Members 3 sessions
<ul style="list-style-type: none"> • Australia • India • Jamaica • Morocco • New Zealand • Portugal • UK • Zambia 	<ul style="list-style-type: none"> • Australia • Canada • India • Thailand 	<ul style="list-style-type: none"> • 3M • Autodesk • DMG MORI • Festo • Jiean Hi-Tech • Stanley Black & Decker • Studica • VCOM 	<ul style="list-style-type: none"> • Australia • Belgium • Canada • China • Finland • France • Germany • Hungary • Japan • Malaysia • Namibia • Norway • Sweden • Thailand

3.2 Impact Pathway for Competitions

The Impact Pathway for Competitions is illustrated on the next page. This illustration shows the target audiences, the activities included in the development of the IMM framework and the lists of outcomes for each target audience group.

The outcomes that are prioritized for measurement, how they are linked to activities, and how they lead from immediate to intermediate outcomes are presented in Section 4.



4 Outcomes and key indicators for measuring impact of WorldSkills Competitions

The outcomes for measuring the impact of WorldSkills Competitions were identified between December 2023 and August 2024 through a review of WorldSkills resources, interviews, and consultation sessions with Competitors, Experts, Members, Global Partners, WSI Secretariat, and WSI Board, and to refined with the IMM Members Working Group.

Competitors, Experts, Members, Partners and Sponsors, and visitors were prioritized as the key stakeholder groups. The effects and changes these groups experience as a result of participating in a WorldSkills Competition were mapped. These effects and changes are called outcomes, and depending on the time frame in which they are experienced or observed, they can be immediate, intermediate, or long-term outcomes.

For each outcome, one or a set of indicators is selected. Indicators are metrics that are used to track outcomes and provide evidence of changes over time. They can be quantitative (numerical) or qualitative (descriptive) and are essential tools for evaluating whether desired outcomes are being achieved.

- **Quantitative indicators** are numerical measures that provide data that can be counted or expressed in numbers. They provide the "*what*" and "*how much*" aspects of a programme's impact, making it easier to measure and compare results across different groups or time periods.



Example outcome: Improved career opportunities

Example indicator: Percentage of Competitors who received a job offer within 3 months of participating in a WorldSkills Competition

- **Qualitative indicators** are descriptive measures that capture subjective experiences, perceptions, or changes in behaviour and attitudes. They provide the "*why*" and "*how*" aspects, offering insights into the underlying reasons for success or challenges and helping to interpret the significance of the quantitative data.



Example outcome: Improved perception of skills as a viable career pathway

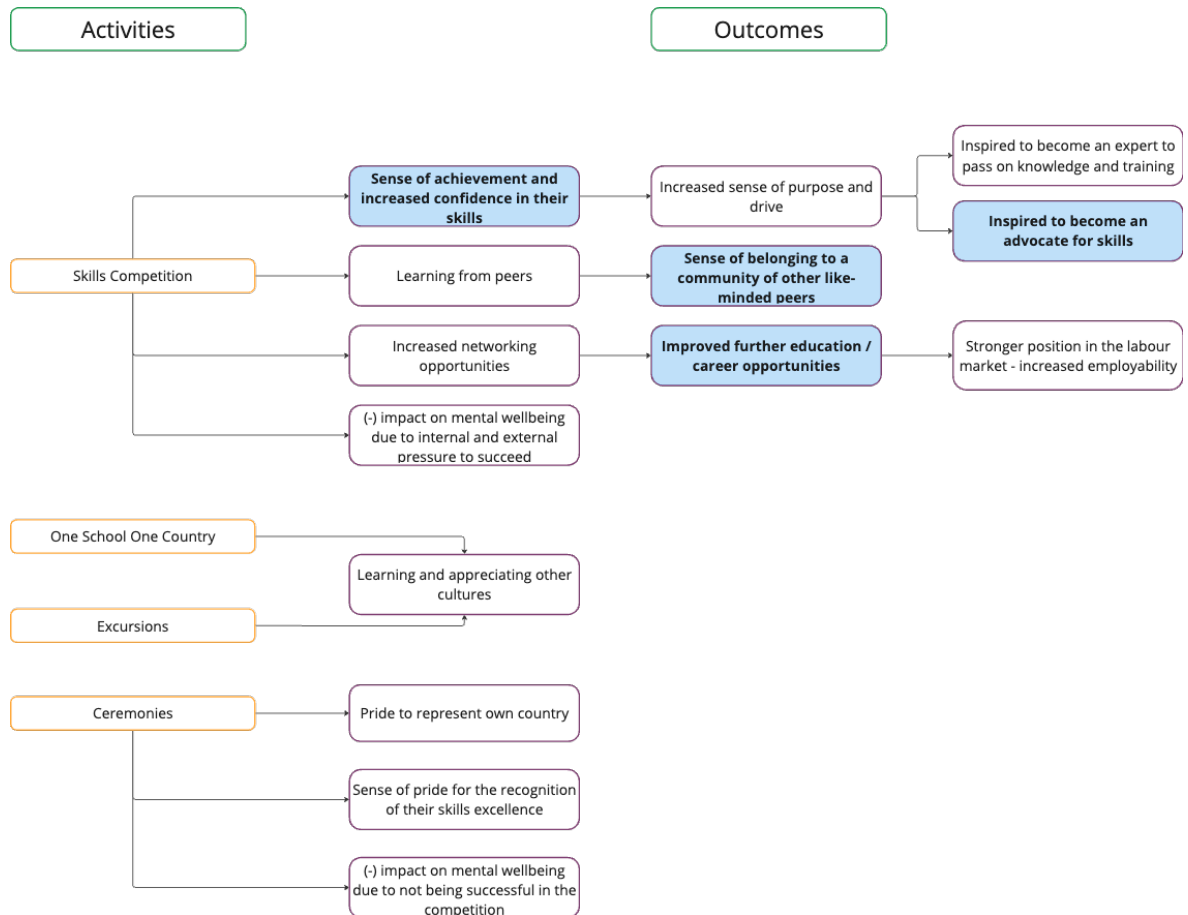
Example indicator: Percentage of visitors who had a positive perception of skill-based careers after visiting a WorldSkills Competition

All outcomes and indicators included in the IMM Guide are collated in the IMM Framework for WorldSkills Competitions in Section 1 of the IMM Toolkit.

4.1 Outcomes and indicators for Competitors

4.1.1 Outcomes for Competitors

The activities that the Competitors participate in and the outcomes they experience as a result of participating in these activities are illustrated below.



The following four outcomes, which are also shown in blue boxes above, are prioritized for measurement and are included in this IMM Guide and Toolkit:

- Sense of achievement and increased confidence in their skills
- Inspired to become an advocate for skills
- Sense of belonging to a community of other like-minded peers
- Improved further education / career opportunities

Since the four outcomes listed above correspond to Skills Competition only, they can be used for both large-scale Competition events with wrap-around activities and those that are run as stand-alone Competitions without wrap-around activities.

4.1.2 Indicators to measure the outcomes for Competitors

The indicators that are selected to measure these outcomes are listed in the table below:

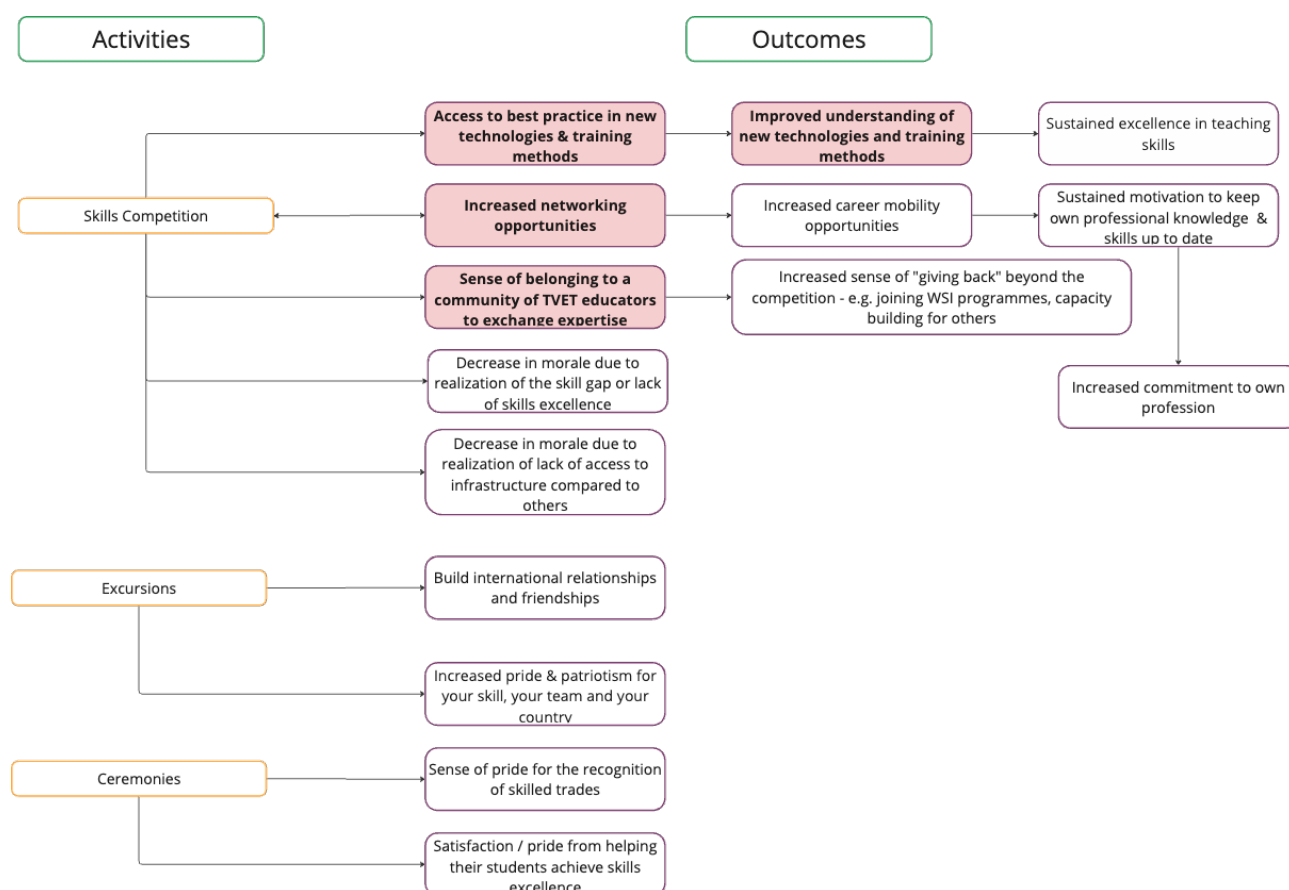
Outcome	Indicator
Sense of achievement and increased Confidence in their skills	Percentage of Competitors who report increased confidence in their skills because of the preparation for and during the WorldSkills Competition.
	Percentage of Competitors who report a high level of satisfaction with their skill development after the WorldSkills Competition.
	Percentage of Competitors who report an increase in self-esteem and sense of personal accomplishment after the WorldSkills Competition.
	Percentage of Competitors who feel recognized by peers, mentors, community members, or industry representatives for achievements in skill development after the WorldSkills Competition.
Inspired to become an advocate for skills	Percentage of Competitors who are willing to participate in community or industry events as a skilled representative or speaker.
	Percentage of Competitors who are willing to take on new challenges or responsibilities to advocate for skills.
Sense of belonging to a community of other like-minded peers	Percentage of Competitors who felt connection and belonging to a community of like-minded peers during the WorldSkills Competition.
	Percentage of Competitors who feel valued and accepted within this community.
	Percentage of Competitors who had a high level of emotional and professional support from fellow Competitors during the WorldSkills Competition.
Improved career opportunities	Number of professional contacts or industry connections made during and immediately after the WorldSkills Competition.
	Number of Competitors receiving job offers within three to six months after the WorldSkills Competition.
	Number of Competitors securing internships or apprenticeships three to six months after the WorldSkills Competition.
	Number of Competitors who receive promotions or new responsibilities in their current job roles three to six months after the WorldSkills Competition.

Outcome	Indicator
	Number of Competitors starting their own businesses or freelance ventures three to six months after the WorldSkills Competition.
	Percentage of Competitors who report improvements in career prospects and confidence in job searches or career planning three to six months after the WorldSkills Competition.

4.2 Outcomes and indicators for Experts

4.2.1 Outcomes for Experts

The activities that the Experts participate in and the outcomes they experience as a result of participating in these activities are illustrated below.



The following four outcomes, which are also shown in red boxes above, are prioritized for measurement and are included in this IMM Guide and Toolkit:

- Access to best practice in new technologies and training methods
- Improved understanding of new technologies and training methods
- Increased networking opportunities
- Sense of belonging to a community of TVET educators to exchange expertise

Since the four outcomes listed above correspond to skills competition only, they can be used for both large-scale Competition events with wrap-around activities and those that are run as stand-alone Competitions without wrap-around activities.

4.2.2 Indicators to measure the outcomes for Experts

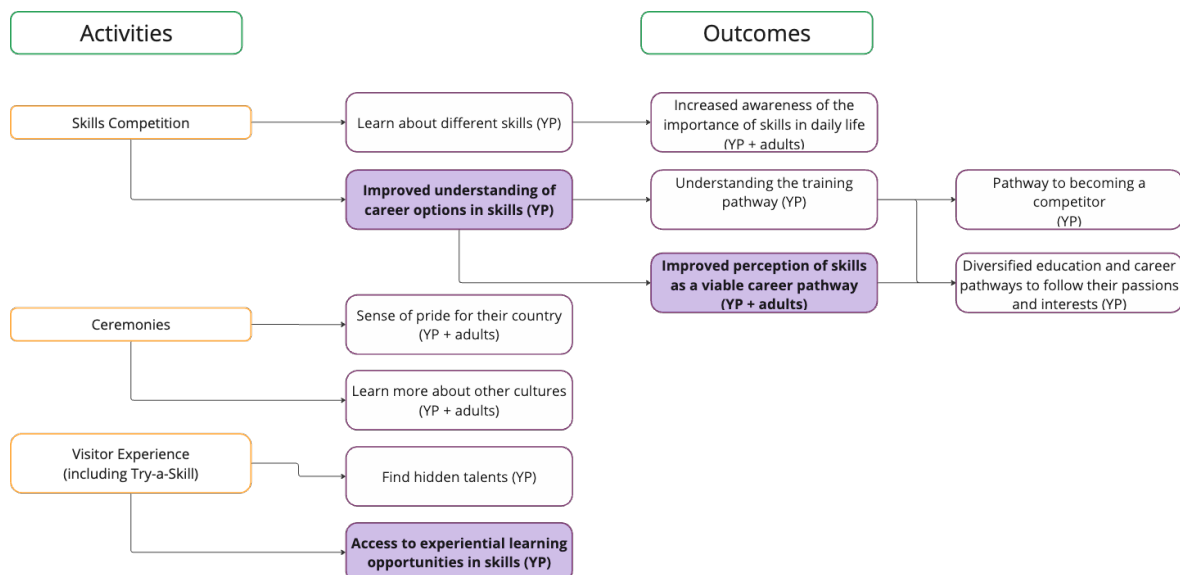
The indicators that are selected to measure these outcomes are listed in the table below:

Outcome	Indicator
Access to best practice in new technologies & training methods	Percentage of Experts who report increased access to best practices in new technologies after participating in the WorldSkills Competition.
	Number of resources or materials on new technologies and training methods shared by Sponsors, Partner, or among the Experts in preparation for and during the Competition.
Improved understanding of new technologies and training methods	Self-assessment of knowledge level before and after the Competition.
	Percentage of Experts who report an improved understanding of new technologies and training methods.
Increased networking opportunities	Number of new professional contacts made during the Competition.
	Percentage of Experts who report an increase in networking opportunities that are useful for future professional and personal development as a result of the Competition.
Sense of belonging to a community of TVET educators to exchange expertise	Percentage of Experts who report a strong sense of belonging to the WorldSkills community.
	Number of instances of collaboration or knowledge exchange with other Experts post-competition.

4.3 Outcomes and indicators for visitors

4.3.1 Outcomes for visitors

The activities that the visitors participate in and the outcomes they experience as a result of participating in these activities are illustrated below.



The following three outcomes, which are also shown in purple boxes above, are prioritized for measurement and are included in this IMM Guide and Toolkit:

- Improved understanding of career options in skills (for both young people (YP) who are up to 25 years old and adult visitors who are over 25 years old)
- Improved perception of skills as a viable career pathway (for both YP and adult visitors)
- Access to experiential learning opportunities in skills (YP only)

The first two of these three outcomes are associated with skills competition, and the third outcome is linked to Visitor Experience (including Try-a-Skill) or visitor experience in general. In stand-alone Competitions without wrap-around activities, particularly without Visitor Experience (including Try-a-Skill), the first two outcomes can be used to measure the impact on visitors.

4.3.2 Indicators to measure the outcomes for visitors

The indicators that are selected to measure these outcomes are listed in the table below:

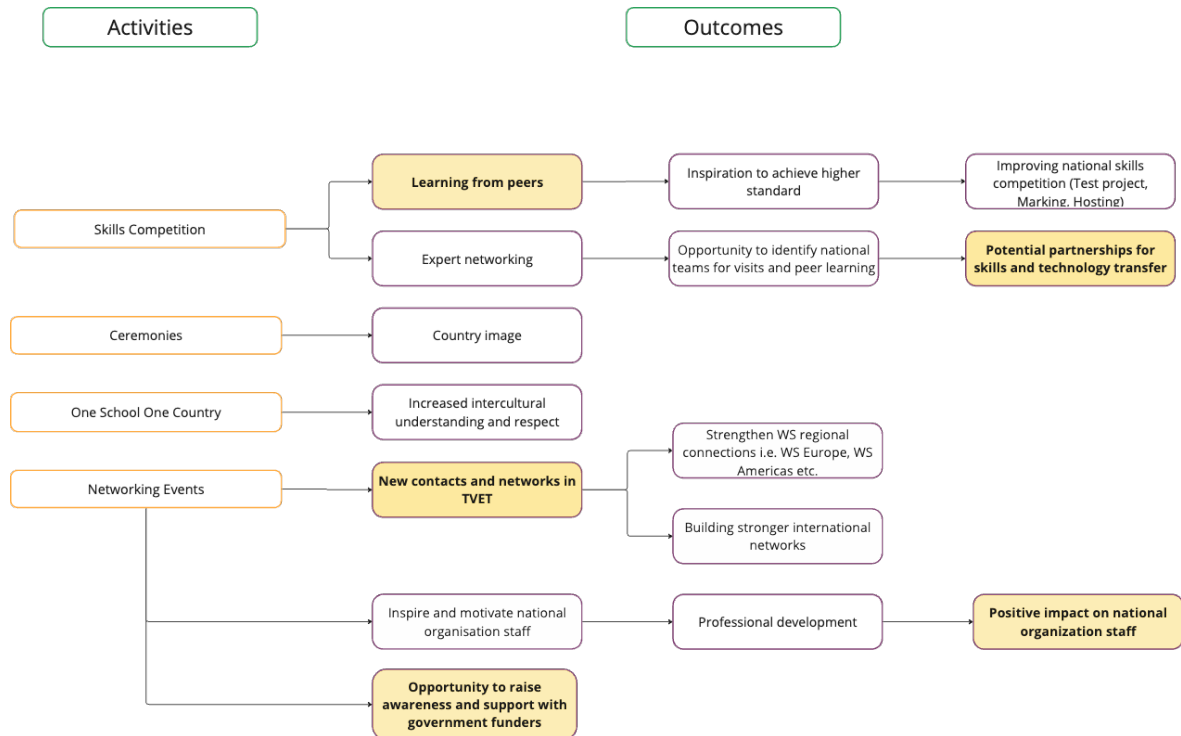
Outcome	Indicator
Improved understanding of career options in skills (for both YP and adult visitors)	Percentage of visitors who became aware of various skill-based career options (YP, adults).
	Percentage of Visitors who had access to useful information on the benefits and opportunities in skill-based careers (YP, adults).

Outcome	Indicator
Improved perception of skills as a viable career pathway (for both YP and adult visitors)	Percentage of Visitors who would be interested in learning more about and practicing a skill that they came across at the WorldSkills Competition (YP).
	Percentage of Visitors who expressed increased interest in pursuing skill-based careers after visiting the WorldSkills Competition (YP).
	Percentage of Visitors who had access to clear information on how to pursue a career in a skill they are interested in (YP).
	Percentage of Visitors who had a positive perception of skill-based careers after visiting the WorldSkills Competition (YP, adults).
Access to experiential learning opportunities in skills (YP only)	Percentage of Visitors who had a chance to participate in a Visitor Experience (including Try-a-Skill) activity.
	Percentage of Visitors who rated their Visitor Experience (including Try-a-Skill) activity experience as good or very good.
	Percentage of Visitors who are interested in exploring further the skill they practice in Visitor Experience (including Try-a-Skill).

4.4 Outcomes and indicators for Members

4.4.1 Outcomes for Members

The activities that the Members participate in and the outcomes they experience as a result of participating in these activities are illustrated below.



The following five outcomes, which are also shown in yellow boxes above, are prioritized for measurement and are included in this IMM Guide and Toolkit:

- Learning from peers
- Potential partnerships for skills and technology exchange
- New contacts and networks in TVET
- Positive impact on national organization staff
- Opportunity to raise awareness and support with government funders

The first two of these five outcomes are associated with skills competition, and the other three outcomes are linked to Networking events. In stand-alone Competitions without wrap-around activities, particularly without Networking events, the first two outcomes can be used to measure the impact on Members.

While these outcomes were identified as outcomes for WorldSkills Members, they may also be relevant and, therefore, can be used to measure the impact of Competitions on local, regional, state/ provincial WorldSkills organizations and TVET institutions participating at national-level competitions.

4.4.2 Indicators to measure the outcomes for Members

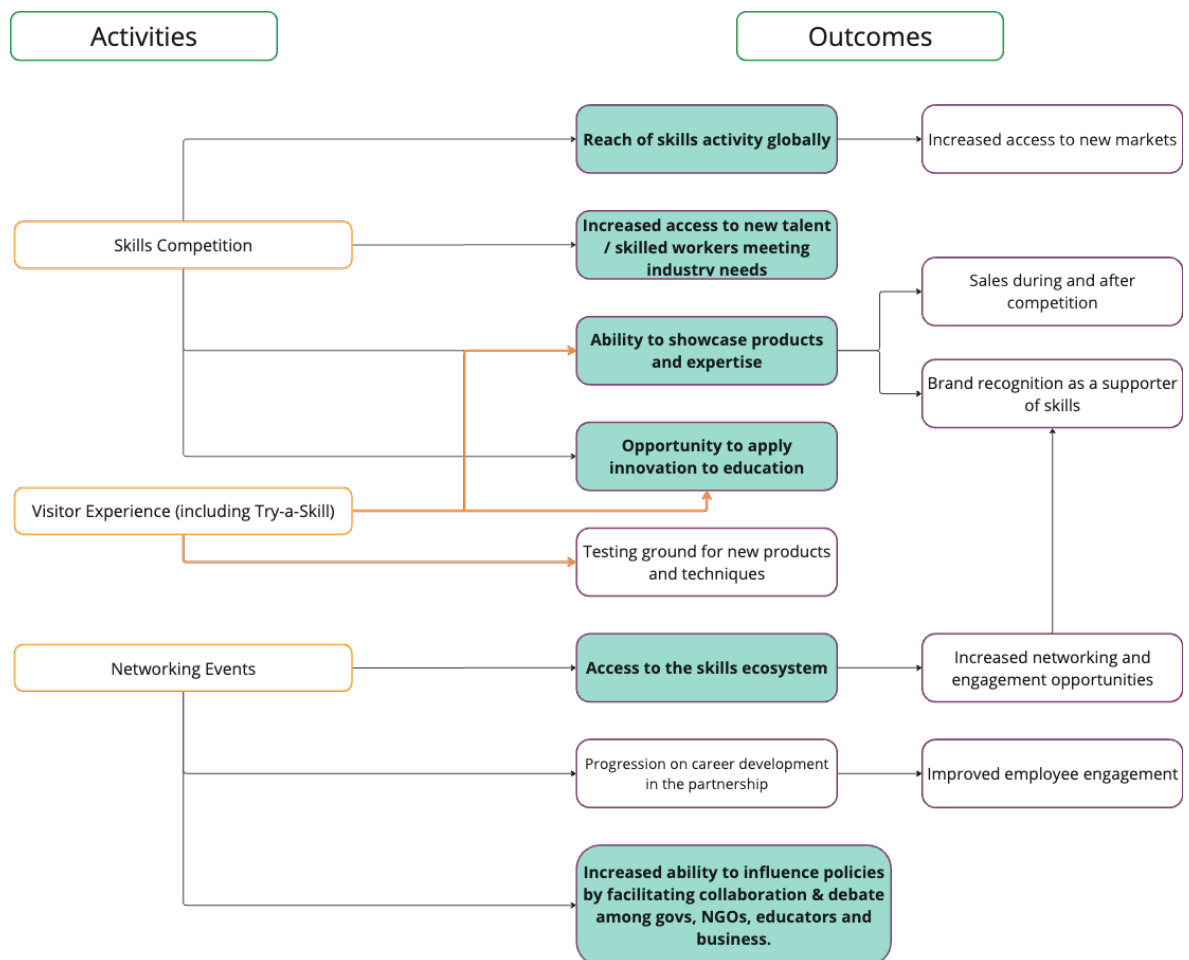
The indicators that are selected to measure these outcomes are listed in the table below:

Outcome	Indicator
Learning from peers	Percentage of Members that report gaining new knowledge or insights by learning from their peers during the Competitions.
	Number of best practices or strategies adopted by the Member that were learned from peers during the WorldSkills Competitions.
Potential partnerships for skills and technology exchange	Percentage of Members that identify potential partnerships for skills and technology exchange during the WorldSkills Competitions.
	Number of partnerships initiated or formalized for skills and technology exchange as a result of attending the WorldSkills Competitions.
New contacts and networks in TVET	Percentage of Members that report establishing new contacts or networks in the TVET sector during networking events at WorldSkills Competitions.
	Quality of the new contacts and networks established, as perceived by the Member.
Positive impact on national organization staff	Percentage of national organization staff who report a positive impact on their skills, knowledge, or motivation as a result of participating in WorldSkills Competitions.
Opportunity to raise awareness and support with government funders	Percentage of Members that successfully raised awareness or gained support from government funders due to participation in WorldSkills Competitions.
	Number of new funding opportunities secured from government funders as a result of participating in WorldSkills Competitions.

4.5 Outcomes and indicators for Partners and Sponsors

4.5.1 Outcomes for Partners and Sponsors

The activities that the Partners and Sponsors participate in and the outcomes they experience as a result of participating in these activities are illustrated below.



The following six outcomes, which are also shown in green boxes above, are identified and prioritized for measurement through consultations with WSI Global Partners as a starting point to provide the basis. They are included in this IMM Guide and Toolkit:

- Reach of skills activity globally
- Increased access to new talent/skilled workers meeting industry needs
- Ability to showcase products and expertise
- Opportunity to apply innovation to education
- Access to the skills ecosystem
- Increased ability to influence policy makers by facilitating collaboration and debate among governments, NGOs, educators, and business

The first four of these six outcomes are associated with skills competition, and the other two outcomes are linked to networking events. In stand-alone Competitions without wrap-around activities, particularly without Networking events, the first two outcomes can be used to measure the impact on Partners and Sponsors.

4.5.2 Indicators to measure the outcomes for Partners and Sponsors

The indicators that are selected to measure these outcomes are listed in the table below:

Outcome	Indicator
Reach of skills activity globally	Percentage of Partners and Sponsors who report an increase in their reach to relevant skills activities globally due to participation in WorldSkills Competitions.
	Number of new countries/regions where Partners and Sponsors have initiated or expanded their activities as a result of WorldSkills participation.
Increased access to new talent/skilled workers meeting industry needs	Percentage of Partners and Sponsors who have identified new talent or skilled workers that meet their industry needs through WorldSkills Competitions.
	Number of skilled workers recruited by Partners and Sponsors who were identified through WorldSkills Competitions.
Ability to showcase products and expertise	Percentage of Partners and Sponsors who report a successful showcase of their products and expertise during the skills competitions or Visitor Experience (including Try-a-Skill).
	Number of visitors or participants who engaged with the Partner and Sponsor's products and expertise during the Competition.
Opportunity to apply innovation to education (data collection related to this outcome requires more consultations with key stakeholder groups)	Percentage of Partners and Sponsors who report having opportunities to apply innovations in education after participating in WorldSkills Competitions.
	Number of new educational initiatives or programmes Partners and Sponsors contributed to or developed that were influenced by participation in WorldSkills Competitions.
Access to the skills ecosystem	Percentage of Partners and Sponsors who report improved access to the skills ecosystem after attending networking events during WorldSkills Competitions.
	Number of new partnerships or collaborations established with other stakeholders within the skills ecosystem.

Outcome	Indicator
Increased ability to influence policy makers by facilitating collaboration and debate among govts, NGOs, educators and business	Percentage of Partners and Sponsors who feel they have had an increased ability to influence policy makers through collaboration and debate during networking events at WorldSkills Competitions.
	Number of policy initiatives or recommendations influenced by the Partners or Sponsors as a result of participation in WorldSkills Competitions.

5 Data collection methods

5.1 Quantitative methods

5.1.1 Surveys and questionnaires

Surveys and questionnaires are among the most common quantitative methods used in impact measurement. They involve asking the target audience a series of structured questions designed to gather numerical data that can be analyzed statistically. These tools are particularly useful for collecting data from large groups, providing a broad understanding of trends, behaviours, and outcomes.

The list of surveys provided in this toolkit is as follows; the survey tools can be found in the following sections of the IMM Toolkit:

- Outcomes Survey for Competitors (Section 2)
- Outcomes Survey for Experts (Section 3)
- Outcomes Survey for Visitors (Section 4)
- Outcomes Survey for Members (Section 5)
- Outcomes Survey for Partners and Sponsors (Section 6)

The surveys for Competitors, Experts, and Visitors consist of two main sections:

- In **Section One**, diversity data and contextual information relating to each target audience group (e.g. gender, age) are gathered. More information about the importance of collecting diversity data is provided in the next section.
- In **Section Two**, the survey questions are based on the outcomes and the indicators presented in Section 4.

It is recommended that Members complete the Outcomes Survey as a team, involving the staff members who attended the Competition. Each Member should submit one collective response. The same recommendation applies to Global Partners and Sponsors.

5.1.2 Collecting diversity data and contextual information in surveys

Collecting diversity data in surveys is essential for ensuring that the perspectives and needs of different demographic groups are accurately represented. It helps identify disparities, promote equity, and improve engagement by tailoring strategies to connect with diverse populations. Additionally, diversity data enhances the effectiveness of programmes, and fosters an inclusive culture by demonstrating a commitment to understanding and valuing diversity.

Diversity data collected must be relevant to the local context. The unique legal, historical, political, and cultural environments of different nations and regions determine which diversity issues are relevant. Gender inequality is a global concern. However, gender diversity is at different stages of maturity in different parts of the world and across sectors, and metrics used to collect data must reflect that. Religion and caste are the main issues in India. Religion and ethnicity are significant in the Middle East and Africa. In China, there is an urban versus rural division. Race is the predominant diversity issue in the United States and South Africa. Language is significant in Canada and Europe. Multiculturalism is a concern of countries with a large proportion of migrants, as in many Western European countries as well as Australia and New Zealand.

While establishing universal diversity categories is challenging, identifying key categories for measurement and reporting is important. This approach will help WSI and its Members better understand the diverse groups that WorldSkills engages with, contribute to building a robust global evidence base, and enhance their ability to track progress and inclusivity across all activities. The following four categories are recommended for use across all levels of WorldSkills Competitions—national, regional, and international, to ensure consistency in reporting and benchmarking. These

categories should be included in surveys targeting individual target audiences, such as Competitors, Experts, and visitors:

- Age
- Gender identity
- Physical and learning ability status
- Socio-economic status

Definitions of these categories and some recommendations for collecting data on them are presented in Section 7 of the IMM Toolkit.

Members may choose to collect data on other diversity categories that are relevant to their context. One of the areas for consideration is collecting data on the national, linguistic, religious, and ethnic groups that the target audience belongs to, **IF** it is legally and culturally acceptable to collect data. If it is asked in your census survey, it may be safe to assume to ask this directly to the target audience, with enhanced data protection and disclosure control measures.² It is recommended to use the wording and answer choices in your census.

5.2 Qualitative methods

Qualitative methods can help gain deeper insights into the impact of the WorldSkills Competitions, ensuring that they continue to meet the needs of young people, industry and the TVET systems effectively.³

5.2.1 Interviews and focus groups

Interviews and focus groups provide in-depth qualitative data that offer insights into the target audience's personal experiences, perceptions, and attitudes. They can be used to enrich, validate, and add more interpretation to the quantitative data collected on the effects of the WorldSkills Competition.

- To gather detailed, qualitative data, **interviews** can be conducted one-on-one with any of the target audiences, i.e. Competitors, Experts, Visitors, Members, or Global Partners and Sponsors. Semi-structured interviews allow for flexibility and enable greater depth of exploration.⁴
- **Focus Groups** can be conducted by bringing together small groups of any of the target audiences to discuss their experiences and opinions. Focus groups facilitate interactive discussions and can generate a deeper understanding of the WorldSkills Competition's collective impact on the target audience.⁵

5.2.2 Case studies and anecdotal evidence

Case studies and anecdotal evidence provide real-world examples and personal stories that illustrate the impact of the WorldSkills Competitions.

² Following on from the UN Recommendations on statistical data collection regarding ethnicity in a census, 'owing to the sensitive nature of questions on ethnicity, special care may be required to demonstrate to respondents that appropriate data protection and disclosure control measures are in place. It is important that the responding public be informed of the potential uses and need for data pertaining to ethnicity, as this improves public support for the census exercise'.
https://ec.europa.eu/newsroom/just/document.cfm?action=display&doc_id=45791

³ [Listen and learn: How charities can use qualitative research](#)

⁴ For more information about conducting one to one interviews, visit: <https://www.betterevaluation.org/methods-approaches/methods/interviews>

⁵ For more information about conducting focus group interviews, visit <https://www.betterevaluation.org/methods-approaches/methods/focus-groups>

Detailed case studies of individuals or groups that have benefited from the WorldSkills Competition can provide tangible examples of the achievements, challenges, and changes they experienced as a result of their involvement in the WorldSkills Competition.

Anecdotal evidence, such as personal stories and testimonials from the target audience, adds a human dimension to impact measurement, making the results more relatable and engaging.

WSI website has many examples of well-written case studies and anecdotal evidence from former Competitors. [Read Shweta Ratanpura's story](#) as an example.

5.3 Mixed methods

5.3.1 Combining quantitative and qualitative approaches


Mixed methods involve the integration of both quantitative and qualitative approaches to provide a comprehensive assessment of impact.

While quantitative methods help gather broad and generalizable data, qualitative methods help explore the underlying reasons behind the trends identified in the quantitative data. The combination of these two methods allows for a more nuanced and advanced understanding of impact.

	Engagement	Great to...
Qualitative	Interviews	<ul style="list-style-type: none"> ● Understand context ● “Beginner's mind,” can uncover the unexpected ● Answer “Why” questions ● Build relationships & trust
	Focus Groups	
	Social Media/Text analysis	
Quantitative	Surveys	<ul style="list-style-type: none"> ● Frequencies, ratios, numbers ● Describe & correlate ● Answer “What” and “How much”
	Process Data (i.e. clicks)	
	Administrative Data (i.e. census)	

Mixed methods can be used sequentially, where qualitative data is collected first to inform the design of quantitative tools, or concurrently, where both types of data are collected simultaneously.

The data from both methods are analysed separately, and then the findings are integrated to draw more comprehensive conclusions about impact.

 *Example: To gain a comprehensive understanding of how Competitors make new professional connections during the WorldSkills Competition, you can start by collecting quantitative data on the average number of new industry contacts they made. This will help you identify general trends in professional networking among Competitors. Following this, you can organize a focus group with Competitors to validate these findings and delve deeper into the challenges and opportunities they encountered while making these connections. By employing mixed methods, you not only quantify the benefits Competitors gain in terms of new professional contacts but also uncover the factors that either facilitate or hinder their networking efforts.*

5.3.2 Benefits and applications of mixed methods

Using mixed methods in impact measurement offers several benefits, including:

- **Comprehensive Evaluation:** Mixed methods allow for a detailed evaluation by combining quantitative measures of impact with qualitative insights into the processes and contexts that

generate these impacts. This dual approach helps in understanding not just the outcomes but also the mechanisms and conditions under which they occur.

- **Enhanced Credibility and Validity:** The mixed methods approach enhances the credibility of findings by integrating qualitative and quantitative data. Quantitative data provides empirical evidence of impact, while qualitative data offers explanations and context, thereby validating and enriching the quantitative results.
- **Identification of Unintended Outcomes:** Mixed methods can identify both the intended and unintended outcomes of a programme or activity. This is crucial for impact evaluations where unexpected effects might occur, providing a more holistic understanding of the programme or activity's impact.
- **Contextual Understanding:** Qualitative data can illuminate the context-related factors that influence the success or failure of a programme or activity. This understanding is vital for tailoring the programme or activity to specific settings and for generalizing findings to other contexts.

5.4 Ethical considerations in data collection

Collecting data ethically is fundamental to ensuring that the information gathered is reliable, valid, and respectful of participants' rights. In the context of this IMM toolkit, adhering to ethical principles is crucial to maintaining the trust of participants, safeguarding their rights, and ensuring the integrity of the data collection process. The following principles should guide all your data collection activities:

- **Voluntary Participation:** Participants must be fully aware that their participation in any data collection effort is entirely voluntary. It is important to communicate clearly that they are under no obligation to take part and may withdraw at any time without any negative consequences. This ensures that the data collected is from individuals who are willingly and freely providing information.
- **Informed Consent:** Before any data is collected, participants must be fully informed about the purpose, procedures, potential risks, and benefits of the data collection. Informed consent involves explaining to participants what they are agreeing to in language that is easily understandable, so they can make an educated decision about their involvement. Written or verbal consent should be obtained and documented appropriately.
- **Do No Harm:** When dealing with sensitive topics, it is essential to approach them with care and sensitivity to avoid causing distress or harm to participants. Especially when conducting one-to-one and focus group interviews, the staff or volunteers who conduct these interviews must be trained to recognize potential triggers and be prepared to provide support or referrals if a participant experiences discomfort during the data collection process.
- **Protected Identity:** The confidentiality of participants must be a priority. This involves safeguarding their data and ensuring that their identities are protected throughout the data collection, analysis, and reporting processes. Anonymization techniques should be employed where appropriate, and data should be securely stored to prevent unauthorized access.
- **Neutrality:** Especially when conducting one-to-one and focus group interviews, the staff or volunteers who conduct these interviews must strive to remain objective and neutral during data collection. This means avoiding any actions or expressions that could influence participants' responses. By maintaining neutrality, they help ensure that the data collected is unbiased and accurately reflects the participants' true thoughts, feelings, and experiences.
- **Minimalism:** Data collection should be guided by the principle of minimalism, meaning only the necessary data for achieving the impact measurement objectives should be collected. This not only respects participants' time and privacy but also reduces the burden of data management and analysis. Carefully consider each piece of data you intend to collect and justify its necessity in the context of your impact measurement objectives.

To assist in implementing these ethical standards, the toolkit includes two sample information and consent sheets that can be used for your surveys. These templates can be found in Section 8 of the

IMM Toolkit and they are designed to help you clearly communicate with participants when collecting data and obtain their informed consent in a manner that aligns with the principles outlined above.

6 Data management and analysis

Effective data management and analysis enable drawing meaningful insights from the data and information collected through surveys, interviews, and other data collection tools. This section outlines recommended tools and platforms for data collection, their integration of these tools with existing systems, impact measurement software, and techniques for analyzing both quantitative and qualitative data.

6.1 Data collection tools and platforms


6.1.1 Recommended tools and platforms for data collection

Choosing the right tools and platforms for data collection is essential to ensure accuracy, efficiency, and ease of use. When choosing a data collection tool or platform, you should prioritize data security and compliance, ease of use, and integration with existing systems. The platform should offer customizable data collection features, scalability, robust reporting and analytics, and support offline capabilities if needed. Additionally, cost considerations, user experience, and availability of customer support and training are essential. Ensuring the tool aligns with your organization's specific needs and provides flexibility, along with efficient data export/import options, will lead to successful and secure data collection.

The following is a selection of tools and platforms that can be used for collecting data in WorldSkills Competitions:

- **SurveyMonkey/Qualtrics/Typeform:** These platforms are ideal for creating and distributing online surveys. They offer a variety of question formats, logic branching, and data export options, making them suitable for gathering both quantitative and qualitative data.
- **Google Forms:** A free and user-friendly tool for creating simple surveys and forms. It integrates well with other Google Workspace tools and allows easy sharing and collaboration.
- **Microsoft Forms:** Part of the Microsoft 365 suite, Microsoft Forms is a versatile tool for creating surveys, quizzes, and polls. It seamlessly integrates with other Microsoft tools, such as Excel and SharePoint, allowing for easy data management and analysis.
- **KoboToolbox:** Designed for data collection in challenging environments, this platform is particularly useful for fieldwork, offering offline data collection and easy data management.
- **Tableau/Power BI:** While primarily used for data visualization, these platforms also allow for the collection and integration of data through interactive dashboards and forms.
- **NVivo/Atlas.ti/MAXQDA:** For qualitative data collection, particularly interviews and focus groups, these platforms offer powerful tools for recording, transcribing, and organizing data.

Data collection platforms focus on gathering and storing data from various sources, offering tools for creating surveys and managing respondents, but with limited analysis capabilities. For more advanced analysis capabilities and a more comprehensive interpretation of your impact data, you may consider using an impact measurement software. Impact measurement software not only collects data but also analyzes and interprets it to assess the social, economic, or environmental impact of an organization's activities. While data collection platforms are broadly used across industries, impact measurement software is tailored for organizations focused on tracking and reporting outcomes against specific standards, providing advanced analysis and detailed impact reports aligned with recognized frameworks.

 *Example: In Canada, the Common Approach to Impact Measurement promotes the use of a standardized framework known as the Common Data Standard⁶ for measuring social impact. This standard provides a consistent way to collect, manage, and report on impact data, ensuring comparability and transparency across organizations. Several impact measurement software platforms are aligned with the Common Data Standard, enabling organizations to systematically capture and analyze their social impact in a way that meets these rigorous guidelines. These tools are particularly useful for organizations seeking to align their impact measurement practices with Canadian standards, as they facilitate the integration of standardized data across various projects, ensuring that the impact data is both meaningful and actionable for target audiences.*

6.1.2 Integration with existing systems

For seamless data management, it's important that the chosen data collection tools or impact measurement software integrate effectively with existing systems within your organization. Integration can streamline data flow, reduce redundancy, and ensure consistency across different datasets.


- **API Integrations:** Many data collection platforms offer API integrations that allow them to connect with other software systems, such as Customer Relationship Management (CRM) platforms, Learning Management Systems (LMS), and Enterprise Resource Planning (ERP) systems (mostly relevant to Members hosted by government institutions). This integration ensures that the data collected is automatically synchronized and available for analysis without manual data entry.
- **Data Export/Import Capabilities:** Ensure that your chosen tools can export data in various formats (e.g. CSV, Excel, JSON) that are compatible with other systems in use. Import capabilities should also be considered for integrating data from external sources.
- **Data Security and Compliance:** When integrating data collection tools with existing systems, it's critical to ensure that all platforms comply with data security standards and regulations (e.g. GDPR⁷). This ensures the protection of sensitive information and maintains data integrity.

6.2 Data analysis techniques

6.2.1 Statistical analysis and interpretation

Statistical analysis is the first step to making sense of quantitative data. It involves applying mathematical techniques to interpret data and draw conclusions. This involves several steps:

- **Descriptive Statistics:** Begin by summarizing the data using measures such as mean, median, mode, and standard deviation. These statistics provide a snapshot of the data, allowing you to identify patterns, trends, and outliers.

 *Example: "80% of the Visitors said visiting the WorldSkills Competition made them more interested in pursuing a skill-based career"*


OR

"There was a mean response of 5 (out of 6) to the question "After visiting WorldSkills Lyon, do you have a more positive view of skill-based careers?" meaning respondents were more likely to respond positively to this statement.

⁶ For more information on the Common Data Standard and impact measurement software aligned with this standard, visit: <https://www.commonapproach.org/common-impact-data-standard/>

⁷ For information on data protection and privacy legislation in your country visit <https://unctad.org/page/data-protection-and-privacy-legislation-worldwide>

- **Inferential Statistics:** Inferential statistics are used to make predictions or inferences about a larger population based on sample data. Techniques such as regression analysis, hypothesis testing, and correlation analysis help in understanding relationships between variables and testing assumptions.


 *Example: Apply regression analysis to determine if there is a significant relationship between feeling a connection and sense of belonging to a community of like-minded peers during the WorldSkills Competition and willingness to take on new challenges or responsibilities to advocate for skills after the WorldSkills Competition.*

- **Visualisation:** Employ graphs and charts to present data in a visually appealing and understandable format⁸. This could include bar charts showing the distribution of scores or scatter plots illustrating the correlation between variables like feeling a connection and sense of belonging to a community of like-minded peers during the WorldSkills Competition and willingness to take on new challenges or responsibilities to advocate for skills after the WorldSkills Competition.


6.2.2 Qualitative data coding and theme identification

Qualitative data analysis focuses on interpreting non-numerical data, such as interview transcripts, open-ended survey responses, and observational notes. The process involves coding the data and identifying themes.


- **Data Coding:** Coding is the process of categorizing segments of text (or other qualitative data) into meaningful units. This involves labelling pieces of data with codes that represent different themes, concepts, or ideas. Tools like NVivo and Atlas.ti are commonly used for coding qualitative data efficiently.

 *Example: Begin by assigning codes to segments of text that represent specific themes or concepts. For instance, if participants describe their experiences in the Competition, codes might include "skill development," "confidence building," or "networking opportunities."*

- **Theme Identification:** After coding, the next step is to identify recurring themes or patterns across the data. This involves grouping related codes together to uncover broader insights. Themes can help to answer the key impact questions and provide a deeper understanding of participants' experiences, perceptions, and motivations.⁹

 *Example: Themes might reveal that participants consistently find the competitions beneficial for career advancement.*

- **Triangulation:** To enhance the validity of qualitative analysis, triangulation can be used. This involves cross-verifying data from multiple sources or methods (e.g. comparing interview data with survey responses) to confirm findings.

 *Example: You may consider conducting interviews with former Competitors to understand the long-term impact of the WorldSkills Competitions and use triangulation by also analyzing competition records and observing current Competitors. This approach could reveal and provide evidence for themes such as "increased employability" or "enhanced technical skills," which can be used to improve future competitions and training programmes.*

⁸ [A Five-Step Framework for Interpreting Tables and Graphs in Their Contexts](#)

⁹ [Techniques to Identify Themes](#)

7 Reporting and communication of impact

Impact reporting means communicating the difference you made to the people you are trying to help or to the issue you are trying to improve. It often takes the form of an impact report or annual report, but it can also include:

- reports to funders, supporters, investors, and commissioners;
- board reports, management information, and organizational reviews;
- internal communications with staff, volunteers, and beneficiaries; and
- fundraising and communications material, such as websites, brochures and leaflets.

Good impact reporting is an essential part of impact measurement. It allows you and others to learn from your work and promotes a culture of accountability and transparency.

This section outlines the practices and guidelines for developing impact reports and communicating impact to target audiences.

7.1 Developing impact reports

Reporting your impact enables you to assess your progress toward your vision and goals, foster a learning organization that prioritizes results and improvement, and motivate staff, volunteers, and Board members by celebrating achievements. Additionally, it helps build trust and credibility with supporters, funders, policymakers, and beneficiaries, while also allowing you to share valuable lessons with similar organizations.

7.1.1 Structure and content of impact reports

An impact report should be structured to address the following key questions:

- **Need:** What is the problem that you, as an organization, are trying to address?
- **Activities:** What are you doing to address this?
- **Outcomes:** What are the results of these activities?
- **Evidence:** How do you know you've made a difference?
- **Lessons learnt:** How will you change your work for the better?

A detailed Impact Report Checklist is provided in Section 9 of the IMM Toolkit.

7.1.2 Best practices for effective reporting

The principles of good impact reporting¹⁰, developed by New Philanthropy Capital (NPC) in partnership with the non-profit sector organizations in the UK, outline six key guidelines for charities, social enterprises, and community organizations.

- These principles emphasize **clarity in communication**, ensuring that reports are easily understandable and avoid jargon.
- **Accessibility** is crucial, with information presented in formats suitable for different stakeholders.
- **Transparency** involves being open and honest, acknowledging both successes and shortcomings.
- **Accountability** requires that reports connect with stakeholders, reflecting a commitment to the organization's mission.
- **Verifiability** ensures that claims are backed by appropriate evidence, combining qualitative and quantitative data.

¹⁰ [The Principles of Good Impact Reporting](#)

- Lastly, **proportionality** suggests that the level of detail in reporting should match the organization's size and the complexity of the changes it aims to achieve, with a preference for brevity where possible.

7.2 Communicating impact to stakeholders

7.2.1 Tailoring communication for different audiences

You need to identify your audience, and what they need to know in order to understand and appreciate the impact of your work. Tailoring the message involves adapting the content, tone, and level of detail to suit each audience.

For example, Board members might need to know what is and isn't working and why, while Competitors and Experts might want to know your plans to improve your programmes and activities. Managers might need detailed written reports, whereas you might want to consider using infographics for the media for your industry partners and sponsors. If you have multiple audiences with different needs, you may need different report formats for different audiences.

It's essential to use language and examples that resonate with each group, ensuring that the message is both relevant and compelling. This approach increases engagement and ensures that the impact is understood and appreciated by all audiences.

7.2.2 Utilizing various media and formats

To maximize the reach and effectiveness of impact communication, it's important to utilize a variety of media and formats. Different audiences consume information in different ways; some may prefer detailed reports or case studies, while others might engage more with visual content like infographics, videos, or social media posts. Leveraging multiple platforms—such as websites, newsletters, social media, and public events—ensures that the impact is communicated widely and effectively. Additionally, using accessible formats that cater to different abilities and preferences, such as providing content in multiple languages or ensuring content is accessible for people with disabilities, helps to broaden the reach and inclusivity of the communication efforts.

 *Example: Communicating the impact of a WorldSkills Competition that improved career opportunities for Competitors:*

Approach	Format	Audience	Content
Comprehensive Impact Report	PDF document	Funders, government agencies, and educational partners	Detailed metrics on the number of Competitors who secured job interviews, jobs, internship or apprenticeship opportunities, or started their own business, Competitors testimonials. This report includes charts and graphs for easy data interpretation.

Approach	Format	Audience	Content
Short Video Testimonial	A 3-minute video	General public, donors, and potential participants	Features interviews with Competitors sharing their success stories and how the Competitions helped with having improved career opportunities. The video is shared on the organization's YouTube channel and social media platforms.
Infographic	Digital poster	Social media followers and newsletter subscribers	Highlights key achievements, such as "85% of Competitors found employment within 3 months," presented with engaging visuals. The infographic is easy to share on social media platforms like Instagram, Facebook, and X.
Interactive Webinar	Live online session	Industry partners, TVET educators, and potential collaborators	The webinar includes a presentation of the Competition's impact, followed by a Q&A session.
Blog Post	Article on your organization's website	General public and professional network	The blog post narrates a day in the life of a Competitor, training for the Competition or during the Competition, offering a personal glimpse into their daily experience. This human-interest angle makes the impact relatable and compelling.
Social Media Campaign	Series of posts	Broad public audience	A series of posts on Facebook, LinkedIn, and Instagram share quick facts, participant stories, and photos from the Competition. Use hashtags to increase reach and engagement.

8 Continuous Improvement

Continuous improvement is essential to maintaining the relevance and effectiveness of this IMM Toolkit. By establishing robust feedback mechanisms and a structured approach to adaptation, the toolkit can evolve in response to WSI's and its Members' needs and emerging insights. The overall process of feedback mechanisms requires more consultations with the stakeholders and will be ready to share in the next version.

9 IMM Progression Model

Members have different levels of readiness and capacity for IMM, the following IMM Progression Model is designed to guide Members based on various levels. The checklist in the executive summary helps Members assess their current stage in the impact measurement journey for competitions. Each level builds upon the previous one, gradually increasing in complexity and the depth of insights gained. This IMM Toolkit provides guidance and resources for Levels 1-3.

Level	Objectives	Key activities	Tool and methods	Reporting focus
Level 1: Basic	Establish a foundation by collecting and reporting on outputs related to WorldSkills Competitions.	Collect quantitative data on basic outputs (e.g. number of Competitors, Visitors, events, skills categories). Gather diversity data.	Administrative records. Registration databases. Simple surveys for diversity data.	Summary statistics. Basic descriptive reports on scope and reach.
Level 2: Intermediate	Measure short-term and intermediate outcomes of participation.	Collect quantitative data on outcomes (e.g. satisfaction, improved career opportunities, intention to advocate for skills). Conduct pre- and post-event surveys.	Pre- and post-event surveys. Follow-up surveys or assessments. Basic statistical analysis.	Outcome-focused reports Visualizations showing changes over time.
Level 3: Advanced	Deepen understanding of outcomes and explore broader impacts using both quantitative and qualitative methods.	Integrate qualitative methods (e.g. interviews, case studies, focus groups). Track longitudinal data on career progression.	Mixed-methods approach. Thematic analysis of qualitative data. Longitudinal tracking tools.	Comprehensive reports. Use of quotes, stories, and themes to illustrate qualitative insights. Integration of quantitative and qualitative findings.

Level	Objectives	Key activities	Tool and methods	Reporting focus
Level 4: Expert	Achieve sophisticated impact assessment, including Social Return on Investment (SROI) analysis ¹¹ .	Expand data collection to include economic and social impact indicators. Conduct SROI analysis to quantify social value.	SROI analysis. Triangulation of data sources. Advanced statistical methods and economic modeling.	Detailed SROI reports. Comprehensive impact studies. Dashboards and visual tools for communication.

¹¹ See WorldSkills UK's recent study on the Economic Value of WorldSkills UK:
<https://www.worldskillsuk.org/insights/new-study-shows-worldskills-uks-programmes-provide-high-value-for-money/>