

Impact Measurement and Management

Toolkit for WorldSkills Competitions

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1 IMM Framework for WorldSkills Competitions

1.1 Competitors

Outcome	Indicator	When to collect data
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	1 week after the Competition
	Percentage of Competitors who report a high level of satisfaction with their skill development after the WorldSkills Competition	
	Percentage of Competitors who report 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	

Outcome	Indicator	When to collect data
Improved career opportunities	Number of professional contacts or industry connections made during and immediately after the WorldSkills Competition	3-6 months
	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	
	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	

1.2 Experts

Outcome	Indicator	When to collect data
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.	1 week after the Competition
	Number of resources or materials on new technologies and training methods shared with 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.	

Outcome	Indicator	When to collect data
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.	

1.3 Visitors

Outcome	Indicator	When to collect data
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)	During or right after the Competition
	Percentage of Visitors who had access to useful information on the benefits and opportunities in skill-based careers (YP, adults)	
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)	

Outcome	Indicator	When to collect data
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)	

1.4 Members

Outcome	Indicator	When to collect data
Learning from peers	Percentage of Members that report gaining new knowledge or insights by learning from their peers during the Competitions.	1 month after the Competition
	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 transfer 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 organisation staff who report a positive impact on their skills, knowledge, or motivation as a result of participating in WorldSkills Competitions.	

Outcome	Indicator	When to collect data
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.	

1.5 Partners and Sponsors

Outcome	Indicator	When to collect data
Reach of skills activity globally	Partners and Sponsors who report an increase in their reach to relevant skills activities globally due to participation in WorldSkills Competitions.	2 weeks after the Competition
	Number of new countries/regions where Partners and Sponsors have initiated or expanded their activities as a result of WorldSkills participation.	3 – 6 months after the Competition
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.	2 weeks after the Competition
	Number of skilled workers recruited by Partners and Sponsors who were identified through WorldSkills Competitions.	3 – 6 months after the Competition
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) activities.	2 weeks after the Competition
	Number of visitors or participants who engaged with the global partner's and sponsor's products and expertise during the Competition.	2 weeks after the Competition

Outcome	Indicator	When to collect data
Opportunity to apply innovation to education (data collection related to this outcome requires more consultations with key stakeholder groups)	Percentage of global partners and sponsors who report having opportunities to apply innovations in education after participating in WorldSkills Competitions.	3 – 6 months after the Competition
	Number of new educational initiatives or programs global partners and sponsors contributed to or developed that were influenced by participation in WorldSkills Competitions.	3 – 6 months after the Competition
Access to the skills ecosystem	Percentage of global partners and sponsors who report improved access to the skills ecosystem after attending networking events during WorldSkills Competitions.	2 weeks after the Competition
	Number of new partnerships or collaborations established with other stakeholders within the skills ecosystem.	3 – 6 months after the Competition
Increased ability to influence policy makers by facilitating collaboration & 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.	2 weeks after the Competition
	Number of policy initiatives or recommendations influenced by the Partners or Sponsors as a result of participation in WorldSkills Competitions.	3 – 6 months after the Competition

2 Outcomes Survey for Competitors

2.1 Questions for Competitors for the 1-week-after-survey

Section 1: This section of the survey asks for some details about your general background. None of the information will make you identifiable.

1. What is your age?
 - Under 15
 - 15-18
 - 18-22
 - 22-25
 - Over 25
2. What best describes your gender?
 - Male
 - Female
 - Prefer to self-describe
 - Prefer not to say
3. Do you have a long-term illness or disability?
 - Yes
 - No
 - Prefer not to say
4. What is the highest level of education you completed?
(use this if the response to Q1 is 18-22, 22-25, over 25)
 - No formal education / Unable to read and write
 - Primary education
 - Some secondary education
 - Completed secondary education
 - Some post-secondary education (e.g., vocational training, college, or university)
 - Completed post-secondary education (e.g. vocational training, associate degree, bachelor's degree)
 - Completed postgraduate education (e.g. master's degree, PhD)
 - I don't know
 - Prefer not to say
5. What is the highest level of education completed by your parents or guardians?
(use this if the response to Q1 is under 15 or 15-18)
 - No formal education / Unable to read and write
 - Primary education
 - Some secondary education
 - Completed secondary education
 - Some post-secondary education (e.g. vocational training, college, or university)
 - Completed post-secondary education (e.g. vocational training, associate degree, bachelor's degree)
 - Completed postgraduate education (e.g. master's degree, PhD)
 - I don't know
 - Prefer not to say

Section 2: The questions in this section are about your individual experience of participating in [name of the Competition] as a Competitor.

6. After participating in [name of the Competition], how would you rate your confidence in your skill?
 - Much more confident
 - More confident
 - No change
 - Less confident
 - Much less confident
7. After participating in [name of the Competition], how satisfied are you with the skill development you experienced in preparation for it?
 - Very satisfied
 - Satisfied
 - Neutral
 - Dissatisfied
 - Very dissatisfied
8. To what extent has preparing for and participating in [name of the Competition] increased your self-confidence?
 - Greatly increased
 - Increased
 - No change
 - Decreased
 - Greatly decreased
9. To what extent has participating in [name of the Competition] increased your sense of personal accomplishment?
 - Greatly increased
 - Increased
 - No change
 - Decreased
 - Greatly decreased
10. How recognized do you feel by peers, mentors, community members, or industry representatives for your achievements in skill development after participating in [name of the Competition]?
 - Very recognized
 - Recognized
 - Neutral
 - Slightly recognized
 - Not recognized at all
11. Are you willing to participate in community or industry events as a skilled representative or speaker after participating in [name of the Competition] (e.g. invited by your national Member organization to speak at or participate in a local or national event that promotes skills)?
 - Very willing
 - Willing
 - Neutral
 - Unwilling
 - Very unwilling

12. After participating in [name of the Competition], how willing are you to take on new challenges or responsibilities, such as becoming an Expert or volunteering in your national Member organization to advocate for skills?
 - Very willing
 - Willing
 - Neutral
 - Unwilling
 - Very unwilling
13. How many professional contacts or industry connections did you make during and immediately after [name of the Competition]?
 - None
 - 1-2
 - 3-5
 - 6-10
 - More than 10
14. To what extent did you feel a connection and sense of belonging to a community of like-minded peers during [name of the Competition]?
 - Very strong connection
 - Strong connection
 - Moderate connection
 - Weak connection
 - No connection
15. How valued and accepted did you feel within the WorldSkills community during [name of the Competition]?
 - Very valued and accepted
 - Valued and accepted
 - Neutral
 - Slightly valued and accepted
 - Not valued or accepted
16. How would you rate the level of emotional and professional support you received from fellow Competitors from your country or region and others during [name of the Competition]?
 - Very high level of support
 - High level of support
 - Moderate level of support
 - Low level of support
 - No support

2.2 Questions for Competitors for the 3-6-months-after-survey

Section 1: This section of the survey asks for some details about your general background. None of the information will make you identifiable.

1. What is your age?
 - Under 15
 - 15 – 18
 - 18 – 22
 - 22 - 25
 - Over 25
2. What best describes your gender?
 - Male
 - Female
 - Prefer to self-describe
 - Prefer not to say
3. Do you have a long-term illness or disability?
 - Yes
 - No
 - Prefer not to say
4. What is the highest level of education you completed?
 - No formal education / Unable to read and write
 - Primary education
 - Some secondary education
 - Completed secondary education
 - Some post-secondary education (e.g., vocational training, college, or university)
 - Completed post-secondary education (e.g., vocational training, associate degree, bachelor's degree)
 - Completed postgraduate education (e.g., master's degree, PhD)
 - I don't know
 - Prefer not to say
5. What is the highest level of education completed by your parents or guardians?
 - No formal education / Unable to read and write
 - Primary education
 - Some secondary education
 - Completed secondary education
 - Some post-secondary education (e.g. vocational training, college, or university)
 - Completed post-secondary education (e.g. vocational training, associate degree, bachelor's degree)
 - Completed postgraduate education (e.g. master's degree, PhD)
 - I don't know
 - Prefer not to say

Section 2: The questions in this section are about the development of your career opportunities after participating in [name of the Competition].

6. Did you receive any job offers within the past 3-6 months after the [name of the Competition]?
- Yes
 - No
- (if Yes, ask 6.1.)
- 6.1. Did you start a new job largely because of the job offers received following [name of the Competition]?
- Yes
 - No
7. Did you secure any internships or apprenticeships in the past 3-6 months after the [name of the Competition]?
- Yes
 - No
8. Have you received any promotions or new responsibilities in your current job role in the past 3-6 months after the [name of the Competition]?
- Yes
 - No
9. Did you start your own business or freelance venture in the past 3-6 months after the [name of the Competition]?
- Yes
 - No
10. How would you rate the improvement in your career prospects in the past 3-6 months after [name of the Competition]?
- Significant improvement
 - Moderate improvement
 - Slight improvement
 - No improvement
 - Decline in prospects
11. To what extent do you feel the improvement in your career prospects in the past 3-6 months is influenced by your participation in the [name of the Competition]?
- To a great extent
 - To a moderate extent
 - To a slight extent
 - Not at all
 - Not applicable
12. How would you rate the improvement in your confidence in job searches or career planning in the past 3-6 months after [name of the Competition]?
- Significant improvement
 - Moderate improvement
 - Slight improvement
 - No improvement
 - Decline in confidence

3 Outcomes Survey for Experts

Section 1: This section of the survey asks for some details about your general background. None of the information will make you identifiable.

1. What is your age?
 - Under 27
 - 28 - 43
 - 44 - 59
 - Over 60
2. What best describes your gender?
 - Male
 - Female
 - Prefer to self-describe
 - Prefer not to say
3. Do you have a long-term illness or disability?
 - Yes
 - No
 - Prefer not to say
4. What is the highest level of education you completed?
 - No formal education / Unable to read and write
 - Primary education
 - Some secondary education
 - Completed secondary education
 - Some post-secondary education (e.g., vocational training, college, or university)
 - Completed post-secondary education (e.g., vocational training, associate degree, bachelor's degree)
 - Completed postgraduate education (e.g., master's degree, PhD)
 - I don't know
 - Prefer not to say

Section 2: The questions in this section are about your individual experience of participating in [name of the Competition] as an Expert.

5. To what extent do you feel you have gained access to information about new technologies as a result of your participation in [name of the Competition]?
 - To a great extent
 - To a moderate extent
 - To a slight extent
 - Not at all
 - Not applicable
6. To what extent do you feel you have gained access to best practices in new training methods as a result of your participation in [name of the Competition]?
 - To a great extent
 - To a moderate extent
 - To a slight extent
 - Not at all
 - Not applicable
7. How much has your understanding of new technologies improved as a result of participating in [name of the Competition]?
 - Significantly improved
 - Moderately improved
 - Slightly improved
 - No improvement
 - Not applicable
8. How much has your understanding of new training methods improved as a result of participating in [name of the Competition]?
 - Significantly improved
 - Moderately improved
 - Slightly improved
 - No improvement
 - Not applicable
9. On a scale of 1 to 5, how would you rate your knowledge of new technologies before participating in [name of the Competition]?
 - 1 (Very Low)
 - 2 (Low)
 - 3 (Moderate)
 - 4 (High)
 - 5 (Very High)
10. On a scale of 1 to 5, how would you rate your knowledge of new training methods before participating in [name of the Competition]?
 - 1 (Very Low)
 - 2 (Low)
 - 3 (Moderate)
 - 4 (High)
 - 5 (Very High)

11. On a scale of 1 to 5, how would you rate your knowledge of new technologies after participating in [name of the Competition]?
 - 1 (Very Low)
 - 2 (Low)
 - 3 (Moderate)
 - 4 (High)
 - 5 (Very High)
12. On a scale of 1 to 5, how would you rate your knowledge of new training methods after participating in [name of the Competition]?
 - 1 (Very Low)
 - 2 (Low)
 - 3 (Moderate)
 - 4 (High)
 - 5 (Very High)
13. To what extent has your participation in [name of the Competition] increased your networking opportunities?
 - To a great extent
 - To a moderate extent
 - To a slight extent
 - Not at all
 - Not applicable
14. How many new professional contacts or industry connections did you make during [name of the Competition]?
 - None
 - 1-2
 - 3-5
 - 6-10
 - More than 10
15. How strongly do you feel a sense of belonging to the community of TVET educators within [name of the Competition]?
 - Very strong
 - Strong
 - Moderate
 - Weak
 - Very weak
 - Not applicable

4 Outcomes Survey for visitors

4.1 Survey Questions for young visitors (25 years old and younger)

Section 1: This section of the survey asks for some details about your general background. None of the information will make you identifiable.

1. What is your age?
 - Under 15
 - 15 – 18
 - 18 – 22
 - 22 – 25
2. What best describes your gender?
 - Male
 - Female
 - Prefer to self-describe
 - Prefer not to say
3. Do you have a long-term illness or disability?
 - Yes
 - No
 - Prefer not to say
4. What is the highest level of education completed by your parents or guardians?
 - No formal education / Unable to read and write
 - Primary education
 - Some secondary education
 - Completed secondary education
 - Some post-secondary education (e.g., vocational training, college, or university)
 - Completed post-secondary education (e.g., vocational training, associate degree, bachelor's degree)
 - Completed postgraduate education (e.g., master's degree, PhD)
 - I don't know
 - Prefer not to say

Section 2: The questions in this section are about your individual experience of visiting [name of the Competition] and your thoughts about skills and skills-based careers.

5. Did you come across any skills that are interesting for you at [name of Competition]?
 - Yes
 - No
6. Would you be interested in learning more about a skill that you saw at [name of Competition]?
 - Yes, very interested
 - Yes, somewhat interested
 - Neutral
 - No, not really interested
 - No, not interested at all
7. Would you be interested in practicing a skill that you saw at [name of Competition]?
 - Yes, very interested
 - Yes, somewhat interested
 - Neutral
 - No, not really interested
 - No, not interested at all
8. Did visiting [name of Competition] help you become aware of various skills-based career options?
 - Yes, very much aware
 - Yes, somewhat aware
 - Neutral
 - No, not really aware
 - No, not aware at all
9. Did you get useful information on the benefits of skill-based careers at [name of Competition]?
 - Yes, a lot of useful information
 - Yes, some useful information
 - Neutral
 - No, not much useful information
 - No, no useful information at all
10. Did you get useful information on the opportunities in skill-based careers at [name of Competition]?
 - Yes, a lot of useful information
 - Yes, some useful information
 - Neutral
 - No, not much useful information
 - No, no useful information at all
11. Did visiting [name of Competition] make you more interested in pursuing a skill-based career?
 - Yes
 - No

(if Yes, ask 11.1.)

 - 11.1. Did you get clear information on how to pursue a career in a skill you are interested in?
 - Yes, a lot of clear information
 - Yes, some clear information

- Neutral
- No, not enough information
- No, no information at all

12. After visiting [name of Competition], do you have a more positive view of skill-based careers?

- Yes, much more positive
- Yes, somewhat more positive
- Neutral
- No, somewhat less positive
- No, much less positive

13. Did you have a chance to participate in a Visitor Experience (including Try-a-Skill) during your visit to [name of Competition]?

- Yes
- No

(if Yes, ask 13.1., 13.2. and 13.3.)

13.1. How many Visitor Experience (including Try-a-Skill) activities did you participate in?

- 1
- 2
- 3
- 4
- 5
- more than 5

13.2. How would you rate your overall experience in the Visitor Experience (including Try-a-Skill) you participated in?

- Very good
- Good
- Neutral
- Poor
- Very poor

13.3. Are you interested in exploring the skill you practiced in a Visitor Experience (including Try-a-Skill) further?

- Very interested
- Interested
- Neutral
- Not interested
- Not interested at all

Thank you very much for participating in the survey

4.2 Survey Questions for adult visitors (over 25 years old)

Section 1: This section of the survey asks for some details about your general background. None of the information will make you identifiable.

1. What is your age?
 - 25 – 43
 - 44 – 59
 - 60 and over
2. What best describes your gender?
 - Male
 - Female
 - Prefer to self-describe
 - Prefer not to say
3. Do you have a long-term illness or disability?
 - Yes
 - No
 - Prefer not to say
4. What is the highest level of education that you completed?
 - Primary education
 - Some secondary education
 - Completed secondary education
 - Some post-secondary education (e.g., vocational training, college, or university)
 - Completed post-secondary education (e.g., vocational training, associate degree, bachelor's degree)
 - Completed postgraduate education (e.g., master's degree, PhD)
 - Prefer not to say

Section 2: The questions in this section are about your individual experience of visiting [name of the Competition] and your thoughts about skills and skills-based careers.

5. Did visiting [name of Competition] help you become aware of various skill-based career options?
 - Yes, very much aware
 - Yes, somewhat aware
 - Neutral
 - No, not really aware
 - No, not aware at all
6. Did you get useful information on the benefits of skill-based careers at [name of Competition]?
 - Yes, a lot of useful information
 - Yes, some useful information
 - Neutral
 - No, not much useful information
 - No, no useful information at all
7. Did you get useful information on the opportunities in skill-based careers at [name of Competition]?
 - Yes, a lot of useful information
 - Yes, some useful information
 - Neutral
 - No, not much useful information
 - No, no useful information at all
8. After visiting [name of Competition], do you have a more positive view of skill-based careers?
 - Yes, much more positive
 - Yes, somewhat more positive
 - Neutral
 - No, somewhat less positive
 - No, much less positive

Section 3: The questions in this section are for visitors who are parents or guardians of young people or children between the ages of 10 and 25.

9. Are you a parent or a guardian of any children or young people who are between the ages of 10 and 25?

- Yes
- No

(if Yes, ask 9.1., 9.2. and 9.3.)

9.1. Would you encourage your child/children to learn more about any skills that you saw at [name of Competition]?

- Yes, definitely
- Maybe, it depends on my child's interest
- No, not interested

9.2. Would you encourage your child/children to practice any skills that you saw at [name of Competition]?

- Yes, definitely
- Maybe, it depends on my child's interest
- No, not interested

9.3. Did [name of Competition] make you more interested in encouraging your child/children to pursue a skill-based career?

- Yes
- No

Thank you very much for participating in the survey

5 Outcomes Survey for Members

1. To what extent did your staff gain new knowledge or insights from learning from their peers during [name of Competition]?
 - To a great extent
 - To a moderate extent
 - To a slight extent
 - Not at all
 - Not applicable
2. How many best practices or strategies has your organization adopted or considering adopting as a result of learning from your peers at [name of Competition]?
 - None
 - 1-2
 - 3-5
 - More than 5
3. Did you identify potential partnerships for skills and technology exchange during [name of Competition]?
 - Yes
 - No
4. How many partnerships for skills and technology exchange has your organization initiated or formalized as a result of participating in [name of Competition]?
 - None
 - 1-2
 - 3-5
 - More than 5
5. How many new contacts or networks in the TVET sector did your staff team establish during networking events at [name of Competition]?
 - None
 - 1-5
 - 6-10
 - More than 10
6. How would you rate the quality of the new contacts and networks your staff team established during [name of Competition]?
 - Excellent
 - Good
 - Fair
 - Poor
7. How much of a positive impact did participating in [name of Competition] have on your staff's skills, knowledge, or motivation?
 - Significant impact
 - Moderate impact
 - Slight impact
 - No impact
 - Not applicable

8. To what extent did your participation in [name of Competition] help raise awareness from government funders?
 - To a great extent
 - To a moderate extent
 - To a slight extent
 - Not at all
 - Not applicable

9. To what extent did your participation in [name of Competition] help gain support from government funders?
 - To a great extent
 - To a moderate extent
 - To a slight extent
 - Not at all
 - Not applicable

6 Outcomes Survey for Partners and Sponsors

6.1 Questions for Partners and Sponsors for the 2-week-after-survey

1. To what extent has your participation in [name of Competition] increased the global reach of your skills-related activities?
 - To a great extent
 - To a moderate extent
 - To a slight extent
 - Not at all
 - Not applicable
2. Have you identified new talent or skilled workers that meet your industry needs as a result of participating in [name of Competition]?
 - Yes
 - No
3. How successfully were you able to showcase your products and expertise during the skills competitions or Visitor Experience (including Try-a-Skill) at [name of Competition]?
 - Very successful
 - Moderately successful
 - Slightly successful
 - Not successful
 - Not applicable
4. How many people interacted with your booths, demonstrations, or Visitor Experience (including Try-a-Skill) during [name of Competition]?
[Free text]
5. How much has your access to the skills ecosystem improved as a result of attending networking events during [name of Competition]?
 - Significantly improved
 - Moderately improved
 - Slightly improved
 - Not improved
 - Not applicable
6. To what extent do you feel that your participation in the networking events at [name of Competition] has increased your ability to influence policies through collaboration and debate?
 - To a great extent
 - To a moderate extent
 - To a slight extent
 - Not at all
 - Not applicable

6.2 Questions for Partners and Sponsors for the 3-6-months-after-survey

1. How many new regions or countries have you expanded your market development activities due to the connections you made or the opportunities you discovered during [name of Competition]?
[Free text]
2. How many skilled workers has your organization recruited as a result of their participation in [name of Competition]?
 - None
 - 1-2
 - 3-5
3. To what extent have you had opportunities to apply innovations in education as a result of your participation in [name of Competition]?
 - To a great extent
 - To a moderate extent
 - To a slight extent
 - Not at all
 - Not applicable
4. How many new educational initiatives or programs have you developed or initiated as a result of your participation in [name of Competition]?
 - None
 - 1-2
 - 3-5
 - More than 5
5. How many new partnerships or collaborations have you established with stakeholders in the skills ecosystem as a result of participating in [name of Competition]?
 - None
 - 1-2
 - 3-5
 - More than 5
6. How many policy initiatives or recommendations have you influenced as a result of collaboration and debate during [name of Competition]?
 - None
 - 1-2
 - 3-5
 - More than 5

7 Collecting diversity data

Diversity category	Definition	What to collect
Age	Age of the target audience, i.e. Competitor, Expert, Visitor	Date of birth as in their ID card, passport, etc.; Age or age group selected from a drop-down menu
Gender identity	A person's deeply felt internal experience of their own gender, which may or may not correspond with the sex assigned to them at birth ¹ .	<i>Recommended question:</i> What best describes your gender? (Male/Female/Prefer to self-describe/Prefer not to say)
Physical and learning ability status	The United Nations Convention on the Rights of Persons with Disabilities defines disability as: long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder [a person's] full and effective participation in society on an equal basis with others. ²	<i>Recommended question:</i> Do you have a long-term illness or disability? (Yes / No / Prefer not to say)

¹ https://www.unfpa.org/sites/default/files/pub-pdf/Out_of_School_CSE_Guidance_with_References_for_Web.pdf

² <https://www.refworld.org/docid/45f973632.html>

Diversity category	Definition	What to collect
Socio-economic status	Socioeconomic status is a combination of sociological and economic statistics. It is often measured as a combination of education, income and occupation.	<p><i>Recommended questions</i>³ for under 18-year-old respondents are about the following indicators of socio-economic status, which are commonly used by a number of international and regional student assessment surveys across the world:</p> <ul style="list-style-type: none"> Parents' education or literacy (for under 18) Books in their home (for under 18) Items in their home (for under 18) <p><i>Recommended questions</i> for over 18 are:</p> <ul style="list-style-type: none"> Respondent's education or literacy (for over 18) Respondent's employment status

³ The wording of the questions can be adopted from the following surveys, based on the country:

- Programme for International Student Assessment (PISA) survey for the [81 countries](#) where it is implemented.
- The Programme d'Analyse des Systemes Educatifs de la CONFEMEN (PASEC) survey for Francophone West Africa (Cameroon, Burundi, Republic of Congo, Côte d'Ivoire, Senegal, Chad, Togo, Benin, Burkina Faso, and Niger)
- Southern and Eastern Africa Consortium for Monitoring Educational Quality (SEACMEQ) survey for Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe.

8 Sample Information and Consent Forms for data collection

8.1 Sample 1 – long version:

Survey Information Sheet and Consent Form

If you are under 18 years old, we recommend that you and your parent/legal guardian read this information together.

What is the purpose of the survey/interview?

This survey/interview is part of an impact study conducted by [name of organization]. The study aims to explore the effects of visiting [name of the Competition]. The information gathered from the survey/interview will be used to assess and improve future Competitions.

What do I have to do to take part in the survey/interview?

Please follow the steps below:

- Read this information sheet. If you have any questions, please contact [email address]
- When you are satisfied with the information you have received and understand the purpose of the survey/interview, you can then access the consent form at the end of this document.
- When you click the link, you will see the consent form, which must be read and completed by the young person and their parent/legal guardian (if they are under 18).
- When you click 'Submit' on the consent form, this means you have given consent to participate in the survey/interview.

Please note:

- You can withdraw from the survey/interview at any time.
- The survey/interview questions do not ask you for any identifying information and the results are anonymous.

What will the survey ask about?

The survey/interview asks general questions about you and your experience of visiting [name of the Competition]. You can skip any question you do not want to answer. You will not be asked for your name or any other identifying details. This is to ensure that your answers can be anonymised.

How long will it take to complete the survey/interview?

The survey/interview takes approximately [x] minutes to complete. For each question, you select one response that is true for you from a list of possible responses.

Do I have to take part in the survey?

Participation in this survey/interview is voluntary. You can withdraw at any time. Please note that once you complete the survey and click 'Submit', you will no longer be able to go back or change the information submitted.

Why do I have to give consent?

We want to ensure that you are happy to participate in a study that asks about you and your experience. If you are under 18, your parents/guardians must also consent. You have the right to

information that will help you understand the purpose of the research and the right to decide if you would like to get involved.

What will happen to the results of the survey?

The anonymised survey/interview results will be used to compile a report. The anonymous findings will be shared with public. Participants of the survey cannot be identified in any reports or publications.

What should I do if I have any further questions?

Please contact the following for questions about participation: [email address]

Thank you for reading this Information Sheet. If you would like to participate in the survey/interview, please confirm the following by ticking the box:

- I have read the Information Sheet and understand the purpose of the survey/interview. I am satisfied to participate.
- I understand that participation in this survey/interview is voluntary.
- I understand that I can withdraw participation in the survey/interview at any time before the completion and submission of the survey.
- I understand how the anonymised data will be managed.
- I consent to participate in the survey/interview.

(If all the boxes are ticked, the 'Continue' or 'Start the survey' button should be activated)

8.2 Sample 2 – short version:

Thank you for taking part in this survey/interview! The aim of this survey/interview is to understand the effects of visiting [name of the Competition]. The information gathered will be used to assess and improve future Competitions.

Participation in this survey/interview is voluntary and there are no right or wrong answers, please give us your opinion. The survey/interview should take around [x] minutes to complete.

We may use the responses from this survey/interview in promotional materials and publications, so by answering these questions, you agree to us using your comments in our materials. Your data will be treated confidentially, and your responses and comments will remain anonymous since we do not ask for your name or any personal details (please also avoid giving your name or identifying details in the comment fields). Collected data will be kept for 2 years and will not be shared with third parties.

If you wish to continue with the survey/interview, please tick the box below.

- I have read the information about the survey/interview and I consent to participate.

9 Impact Report Checklist

Overview	Check...
	<input type="checkbox"/> Does it address the questions your readers will want to know? <input type="checkbox"/> Will everyone be able to understand it? <input type="checkbox"/> Are the key points clear?

Section	Check...
Title page	<input type="checkbox"/> Name of your organization <input type="checkbox"/> Name of your project <input type="checkbox"/> Date the report was published <input type="checkbox"/> Period covered by the evaluation <input type="checkbox"/> Report author/name of the evaluator
Glossary	<input type="checkbox"/> An explanation of any technical words or abbreviations used in the report
Executive Summary	<input type="checkbox"/> What was evaluated and why <input type="checkbox"/> Key findings <input type="checkbox"/> Lessons learned <input type="checkbox"/> Recommendations <input type="checkbox"/> Maximum 2 pages
Methodology	<input type="checkbox"/> Purpose of the evaluation - what you wanted to find out <input type="checkbox"/> Who conducted the evaluation <input type="checkbox"/> How they did it <input type="checkbox"/> Who took part and how they were selected <input type="checkbox"/> Strengths and limitations of this approach <input type="checkbox"/> How you analysed the information <input type="checkbox"/> How confident you are of the findings

Section	Check...
Purpose	<input type="checkbox"/> Rationale behind your program or project - what problem(s) you are addressing and why <input type="checkbox"/> Overall aims, including who you aim to work with <input type="checkbox"/> Existing evidence base <input type="checkbox"/> Context in which you work
Activities	<input type="checkbox"/> What activities or services did you provide - what did the program or project look like? <input type="checkbox"/> What resources were required (funding, staff/volunteers)?
Evaluation findings	<input type="checkbox"/> This should relate back to your aims <input type="checkbox"/> Users and engagement: number of people who engaged and number who completed the activities <input type="checkbox"/> Feedback: what users (and staff/volunteers if relevant) thought of it <input type="checkbox"/> Outcomes: what differences did it make? <input type="checkbox"/> Have you addressed the key evaluation question(s) you set out in the methodology? <input type="checkbox"/> To what extent did your involvement contribute to the difference? How can you tell?
Learning and recommendations	<input type="checkbox"/> What can you conclude from your evaluation findings? <input type="checkbox"/> What worked well and what didn't go to plan, and why? <input type="checkbox"/> What, if any, changes will you make in future?
Conclusion	<input type="checkbox"/> Did the project or program meet your aims and objectives? <input type="checkbox"/> What are the wider implications of your findings? <input type="checkbox"/> Did your evaluation approach work, is there anything you would do differently next time? <input type="checkbox"/> Recommendations (for yourself or others)

This resource is taken from the Inspiring Impact Programme resources. Inspiring Impact was a UK-wide programme which ran from 2011 to early 2022, to support good impact practice in the charity sector.