Learning as you SCALE

A practical guide for using data and insights to navigate scaling and complex system change

People's Voice Media
Connecting Communities

GENIO

Authors

Alexandra Yaghil

Alexandra specialises in fundraising and project management in the social entrepreneurship arena and is an expert evaluator for the European Commission on social innovation and entrepreneurship themes.

Dr. Gorgi Krlev

Gorgi is a senior researcher at the Centre for Social Investment (CSI) of Heidelberg University and a Visiting Professor at Politecnico di Milano. His award-winning research focuses on social innovation, entrepreneurship, and impact measurement.

Dr. Hayley Trowbridge

Hayley is the CEO of People's Voice Media, a social enterprise that specialises in people-led change-making processes and the adoption of lived experience storytelling as a tool for engaging people in research processes, evaluation activities, service design and delivery, and policy development within the social innovation and social justice arenas.

Stephen Barnett

Stephen is an advisor on strategy and social impact in the European space, and his work in social innovation and capacity development brings together a strong understanding of local and regional government and civil society.

Supported by

Dr. Lauren Wallace-Thompson

Research Support and Copy Editing

Leon Gower

Video Production

Jenny Liversidge-Wright

Graphic Design

The practical guide has been produced in consultation with actors within the social innovation arena from across Europe. These actors included Madeleine Clarke (Genio), John Healy (Genio), Niamh Lally (Genio), Grainne Smith (Genio), Dana Verbal (Directorate-General Employment, Social Affairs and Inclusion, European Commission), Risto Raivio (Directorate-General Employment, Social Affairs and Inclusion, European Commission), Henk Visser (Directorate-General Employment, Social Affairs and Inclusion, European Commission), Monika Chaba (Directorate-General Employment, Social Affairs and Inclusion, European Commission), Ruth Armstrong (National Social Inclusion Office, Health Service Executive, Ireland), Marieke Altena (National Social Inclusion Office, Health Service Executive, Ireland), David Stead (Maanch), Clémentine Blazy (European Centre for Social Finance & member of the ESCF Advisory Board), Bairbre Nic Aongusa (Irish Department of Rural and Community Development), Gary Johnston (Social Finance UK/NL), Maša Malovrh (Beletrina), Michael Fembek (Zero Project), Assiri Valdes (UpSocial), Ona Argemí (UpSocial), Anja Koenig (EVPA), Stephanie Haefele (Bosch-Stiftung), Luca Pilosu (Compagnia di San Paolo), Hannah Cooper (IDC), Carolina Gottardo (IDC) and Vivienne Chew (IDC). The authors would like to acknowledge their sincere appreciation of the input of time and expertise that these people contributed to the development of this resource.

This guide was commissioned and supported by the Genio Trust.

Contents

About

Social innovations aim to design and deliver solutions to social problems and seek to improve people's lives and communities. They come in different shapes and sizes, including processes and practices, products and services. Such innovations usually start life as 'pilots' that are delivered outside of the wider system, market or environment already working to address a given social problem. Successful pilot innovations may then seek to 'scale' or 'spread' within or beyond their sectors, dependent on their initial results.

This guide supports those involved in scaling social innovations to develop and embed a disposition to learn 'as they scale'. This is not the traditional formal post facto evaluation, rather it is about learning during a change process, system redesign or roll-out. This guide prompts social innovators to embark on the initial learning process in respect of one social innovation – and we hope that this will lead to a learning habit, becoming an essential part of the culture of an organisation or partnership leading multiple social innovations. Rooted in action research, this practical guide enables individuals and organisations working on social innovations to explore how they gather data and insights from their innovations, how they evaluate and assess these materials and how they can use these insights both within scaling plans and beyond.

Learning As You Scale may mean that the 'innovation' shifts and flexes in response to challenge and learning, evolving into a better social innovation along the way. Alternatively, it could be that a given social innovation is proven ineffective and is therefore not scaled up, but scaled down, allowing space for fresh social innovations to emerge.

Who is this guide for?

Learning As You Scale focuses on supporting people working on social innovations which are scaling in complex change environments and are often addressing 'wicked' problems within the social sphere. A wicked problem is a social or cultural problem that's difficult or impossible to solve - normally because of its complex and interconnected nature. Wicked problems lack clarity in both their aims and solutions and are subject to real-world constraints which hinder risk-free attempts to find a solution (Rittel and Webber, 1973). However, many of the principles and tools in this guide would be relevant to social innovations operated by social enterprises and non-profits in a market context. We trust those leading social innovations to adapt these tools, and the mix of tools, to their own needs, context and stage of innovation.

This guide has been designed specifically for those involved in social innovations who are interested in involving the people for whom the innovation is designed (the beneficiaries) within this scaling and learning process. It can be used by individuals and teams within these types of social innovations who occupy roles connected to evaluation, learning & development, and leadership, governance & strategy.

Why should this guide be used?

Learning As You Scale provides a framework that assists those working on social innovations to define, plan and navigate a learning process that can support different types of scaling. It provides guidance to teams and individuals in how to apply methodologies and tools that are relevant to the needs of their scaling plans and the context in which their innovation is taking place.

As part of this guidance, it supports:

1. Complex system change through an active learning process that involves a range of stakeholders connected to the social innovation working with different types of data and insights.

2. Those leading social innovations to hear, value and actively include the people who are direct and indirect beneficiaries of the social innovation within this change-making and learning process.

Many innovations are contested and challenged by stakeholders who are resistant to change – particularly those who have invested in current approaches to addressing the problem. This guide is useful for helping social innovators navigate 'contestation' and 'challenge' in their scaling journeys by using data and learning strategically. Because the tools contained here can be used in isolation rather as part of a strict linear process, it may be that people working on market-based social innovations can use some of them, even if they are also drawing on business planning and growth tools.

What it's not

This is not a full guide to impact evaluation, growing a social enterprise, advocacy, lobbying or how to set-up a randomised controlled trial. It is also not a guide to fundraising, securing public sector contracts, change management or putting power in the hands of people who access services. However, you will find parts of the guide useful for all of these things as they overlap with gathering data and insights and using these in learning and development processes.

How should this guide be used?

This resource is focused on implementation and, as such, contains a range of practical guides and activities, as well as some concise understandings, of core concepts and supporting theory.

The sections within this guide are:

- **Navigating Learning:** Here you will find resources and guidance on how to create a plan for 'learning as you scale' that will help you to identify what data and insights are most useful to you and what approaches to working with these are suitable for the context of the social innovation.

- **A Learning Culture:** Here you will find an overview of our approach to building a learning culture in a social innovation and guidance on thinking through the people you involve in this process.

- **Toolbox:** Here you will find overviews of three tools to support learning, impact measurement and decision-making during the scaling process: the PICO framework (Participants, Intervention, Comparator, Outcomes); process-tracing; and lived experience.

- **Sharing Learning:** Here you will find practice advice and techniques for how you can work with the learning that has emerged during the implementation of the scaling plan.

The guide has been designed so that you can either:

- access the chapters in a pick-and-mix manner according to your scaling challenges
- read through it in a linear fashion from beginning to end, section-by-section

The guide does not compel you to follow a particular structure or process: rather, it is up to the team around each social innovation to work out how to use which parts of it and in what order. Whilst we provide some hints and worksheets, the application is left largely to those making innovation happen on the ground. There are case studies and examples throughout the chapters to help you think through how the content of this guide can be transferred to your context. Whichever way you go about it, we recommend you start with the Navigating Learning section and then choose where to go next. The glossary below sets out some key terms used within the guide and the definitions we are using for them.

Glossary

Community of Practice (CoP): A Community of Practice is a group of people that have a shared desire to learn about what they do in order to develop.

Co-production: Working alongside the people who directly and/or indirectly benefit from a product, social innovation, service or policy to initiate, design, deliver, govern or evaluate it.

Impact measurement: A way of evaluating the impact of an activity, innovation, organisation or programme of work via both quantitative and qualitative means.

Knowledge mobilisation: This concept theorizes how scientific evidence can be 'mobilised' in the interests of societal objectives and provides a set of success factors which you incorporate into a strategy.

Lived experience: This is experiential knowledge, and it focuses on what we can learn from people's experiences of living with the implications of social challenges.

Outcome: The change that occurs as a result of an activity, intervention or social innovation (for example, improvement of people's digital literacies).

Output: The quantifiable or tangible products, goods, services that come from an activity, intervention or social innovation (for example, an app to support safe Internet usage by children).

Process tracing: A method from political science that employs a rigid analytical strategy using probing questions to uncover the critical junctions, actors, roles and context factors of a process. It usually involves looking back at the phenomenon in retrospect.

Randomised Controlled Trials (RCT): This form of impact evaluation randomly assigns subjects to one of two groups: one (the experimental group) receiving the intervention that is being tested, and the other (the comparison group or control) receiving an alternative (conventional) treatment. The two groups are then followed up to see if there are any differences between them in outcome or impact which can be systematically measured.

Social innovation: Social innovations are processes, practices, products or services that are designed to deliver solutions to social problems and seek to improve people's lives, communities and society.

Theory of Change (ToC): A Theory of Change is a way of describing, planning and illustrating how and why a specific 'change' will occur within the context in which the change is being made. It can then be tested and refined through evaluation

Section One

Navigating Learning: A starting point

Section One

Social innovations aim to help to address social issues, and ultimately seek to improve people's lives and enhance our communities. Many set out to achieve positive social change by tackling complex problems that exist in society and are multifaceted interventions, whereas others address more one-dimensional issues and are less complex in their make-up. Social innovations often begin life as pilots or discrete activities within larger organisations, systems and sectors. When positive results are revealed, the people behind the innovation often look to scale them via spreading - in various ways - the know-how from the innovation into its wider context. Whilst 'scaling' may suggest a business mindset to spreading an innovation, this should for our purposes be understood in the broadest sense of 'spreading' or 'disseminating' an innovation.

This scaling can take on many different forms and, whilst this guide has not been designed to help you to think through a scaling process and create a plan, it is useful to reflect on the ambitions of those involved in the social innovation and the intended scaling journey in order to develop a learning culture. This first section of the guide will help you to do this by supporting you to think through the 'macro level' questions that will underpin your learning process. It provides a framework for this thinking that you can use as a navigation aid. **A Learning Culture (Section 2)** will help you to make a more concrete plan for your learning process, including overall aims, how to make it active and who (stakeholders and actors) you could involve. The **Toolbox (Section 3)** explores specific tools and techniques that you can embed. **Sharing Learning (Section 4)** supports you to think about how you can use the learning from your social innovation to influence stakeholders and actors beyond your immediate context, and thus support future scaling and sustainability.

Creating value and impact

Social innovations create different types of value, such as:

- **Economic:** refers to direct monetary benefits (such as earned income for beneficiaries) or indirect socio-economic benefits (such as public expenditures that an activity helped save or avoid).

- **Social:** refers to the impact on people and communities. This includes relations, connections and exchange between individuals, mutual support between groups of people and areas that impact on people's lives such as health and wellbeing.

- **Cultural:** refers to the positioning of individuals towards others and comprises aspects such as one's self-image, image of and appreciation for others, moral values and norms.

- **Political:** refers to the engagement and activity of individuals within social settings and comprises aspects such as the ability to become pro-active, be involved in societal processes, or influence important decisions (see Krlev, 2017).

- **Environmental:** refers to the limitation of environmental degradation or the targeted fortification of natural capital including aspects such as biodiversity, environmental preservation, or limitation of greenhouse gas emissions as per the 'European Green Deal' and other programmes globally.

Being clear about the types of value that the social innovation generates will help to determine what data and insights need to be gathered during the scaling process to demonstrate the impact of the venture.

This impact could be direct in the sense that the social innovation directly delivers a solution to a social problem – or helps to better manage that problem - and improves people's lives. An example of a social innovation that creates direct impact would be a service that pairs people with low levels of digital literacy with people who have good levels of digital literacy to provide support when undertaking digital tasks. In this example, one desired direct impact would be on the digital skills development of people.

The impact the innovation makes could also be indirect. Indirect impact is when the social innovation influences others – people, organisations, sectors – to create direct impact. An example of this could be a social innovation that advocates for lived experiences of people with disabilities being embedded into decision-making health and social care structures. In this example, the social innovation is not directly impacting on the lives of people with disabilities but by changing the working practices of the health and social care system so that it actively involves people with disabilities in making the decisions that impact on them, the end goal is that the lives and support for people with disabilities is improved.

Find out more: Direct and indirect impact when scaling

There are many pathways to scaling, and they can create impact in different ways. In this short video, Gorgi Krlev from Heidelberg University explores direct and indirect scaling strategies. As you will see later in this guide, the learning tools we explore – particularly process tracing – can help you dissect whether your scaling strategy is best pursuing direct or indirect impact. Other tools will help you to measure or evidence this impact.

Listen to Gorgi talk about this topic here: https://youtu.be/PYN95yRMnDo

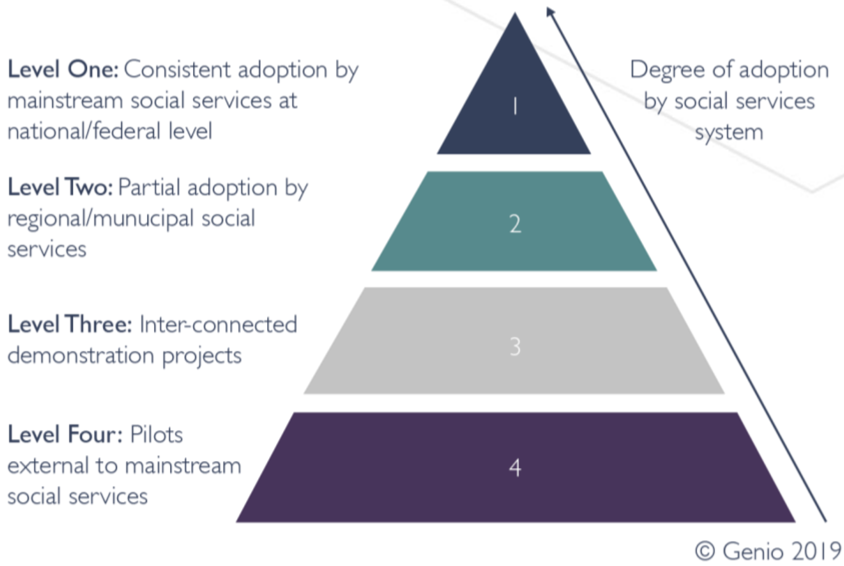
The Toolbox in Section 3 explores different types of value that social innovations generate and ways to measure such impact in more detail.

Ways to scale

Scaling any type of innovation can be a challenging process due to the variables involved in taking innovations from their 'pilot' and 'start-up' context into the mainstream. With social innovations generating value that benefits people and communities, scaling these ventures is in the interest of the innovators and professionals working within the innovations, citizens and policy-makers. However, scaling a social innovation in the not-for-profit arena can be even more challenging than in a commercial arena due to the emphasis being on different types of values (as detailed above), as opposed to simply profit maximisation (although economic value is also a consideration).

Systems change to combat wicked problems is likely to involve a large degree of not-for-profit effort. There are likely to be various stakeholders who have influence over the uptake and success of the social innovation as it scales that go beyond commercial considerations such as growth being determined by paying customers. For example, a social innovation's scaling may be influenced - positively or negatively - by the degree of political support it has, not solely based on how well it addresses a specific social problem.

Although scaling a social innovation within a complex system change arena is not straight-forward, Genio's framing the progression of social innovations from pilots to mainstream parts of the wider system is a useful way to envisage this journey. As the diagram details, there are different levels to a social innovation's wider adoption:



This guide is concerned with supporting social innovations whilst they move from the 'pilot' phase through 'interconnection' and towards 'partial adoption' or 'consistent adoption' within complex systems.

There are different ways in which this progression can be achieved and therefore social innovations scale in different ways. These can broadly be summarised in the following ways that are broadly in-line with how the European Commission & the OECD (2016) have categorised the scaling approaches taken by social innovations:

1. **Scaling deep or localised growth**
   In this case social innovators seek to complement or enhance their work in their original local context after an initial pilot. This can take the shape of an expansion to new groups of

beneficiaries (doing 'more of the same') or diversifying their offer with a new service to the original beneficiary bracket that has additional impact and value. For example, a social innovation initially offering mental health support to long-term unemployed people could expand its services to training and skills development in view of helping beneficiaries to (re)enter the job market.

2. **Replicating**
   The social innovation replicates its model and/or methods in another geographical context. This process can take different forms, such as branching (in which the originator of the innovation keeps a certain level of control) and social franchising (where the replication is done by another organisation following a set of parameters agreed with the parent organisation in a compliance agreement) (Mavra, 2011). Through social franchising, for example, the social innovation can expand to another country where it will adapt slightly its model to the context and harness the social franchisers' know-how, while creating a strong brand name.

3. **Partnership working**
   As in replication, in partnership working the social innovation is expanded beyond the original context. This can manifest in different ways such as affiliations, strategic partnerships and mergers & acquisitions - although the latter is less common in the not-for-profit domain. These types of expansions provide quick access to new beneficiaries, capacities and skills and markets. In the case of a strategic partnership, the originator can, for example, team-up with an existing social enterprise or non-profit organisation in a new location to deliver the service or product that has proven successful in the original context.

4. **Knowledge and skills sharing**
   The social innovation here is taken beyond its own organisation or community by sharing knowledge, transferring organisational culture or processes and thereby tying into the wider ecosystem. This can take the formal shape of labelling or training courses as well as the less formal shape of networking and open source approaches. For example, a guide could be produced on how the innovation can successfully be applied in different contexts. Some creators or advocates for particular innovations develop ways to measure 'fidelity to the model' to help ensure that the essential ingredients of the innovation are preserved.

It should be noted that there are more nuances to scaling processes than briefly summarised here, and the categories are not necessarily mutually exclusive or have to be undertaken in silo. Your own scaling plan is likely to contain much more detail than the above overviews allow for, but it is useful to think about which characteristics from these four broad approaches are embodied within it.

Creating change

Social innovations may alternatively be understood as change-making processes. As you scale the innovation, a core part of the process may be seeking to re-design and change a system or policy and as such, you are likely to encounter resistance along the way and your ideas and approach will be contested.

This guide is intended to help you take the steps in the scaling process to minimise contestation with a positive approach. However, you may still encounter particular challenges and setbacks. An alternative way of using this guide is as a trouble-shooter as depicted in the table below.

What are people saying to challenge you?	How can this guide help you with it?
Challenges to the transferability of the social innovation: “It’s great that this works in your country but it’ll never work here.” “It’s great this works for that group of people but it won’t work with our clients.”	In A Learning Culture (Section 2) you will find guidance on building a learning community - or Community of Practice - around the social innovation. This guide will help you to think through who to involve in your learning process, and how and when. Bringing in stakeholders from arenas to which you would like to transfer the learning and other aspects of the social innovation into this learning community can support stakeholders to see the value of the social innovation in their context.
Challenges to whether or not your innovation has value: “You don’t have the data or evidence to support the change you propose.” “I don’t see how this is going to make things better for service users.”	In Toolbox (Section 3) you will find guides to how you can demonstrate the value of the social innovation and the impact it is having using tools such as the PICO framework, process tracing and lived experience storytelling. These different ways of gathering and working with various evidences, data and insights will help you to see where the value of the social innovation lies.
Challenges with convincing decision-makers/gatekeepers about the value of the innovation: “I like this but I can’t convince finance to support it.” “I like this but I can’t convince my boss / my minister to support it.”	In Sharing Learning (Section 4) there are practical suggestions about how you can use the learning from the social innovation to win the hearts and minds of various stakeholders. The section will help you to think through what types of data are useful for specific stakeholders and how you could present that data in the most effective manner.

How to… get started on your learning process

Every social innovation is different and therefore this guide does not advocate a ‘one size fits all’ approach. Instead, teams working on social innovations should use this resource to determine and design their own learning process based on their needs, ambitions, and context. The process below and associated resources will help you to navigate key decisions you need to make when creating your own ‘learning as you scale’ plan. The steps outlined are probably ones that have been thought through in one way or another during or before the piloting stage, particularly if a clear Theory of Change has been developed for the innovation.

Step 1: What change do we want to make?

Every social innovation exists to make a change in the world, and yours will be no different. As a starting point to thinking about how to embed learning into your scaling process, it is good to be clear on what change you intend to make with the social innovation. Before thinking about your learning process, make sure you have identified:

- The change(s) you intend to make with the social innovation (what difference does the social innovation make to people's lives?).
- The way(s) in which this change manifests itself (what does the change look like and how will we know this change is being made?).

Your scaling plan - especially if is based on a sound Theory of Change - should provide these answers. Write them down so they are clear as you progress through the steps outlined here.

Find out more: Theory of Change

A Theory of Change (ToC) is a way of describing, planning and illustrating how and why a specific 'change' will occur within the context in which the change is being made. Developing a ToC can help people designing and leading social innovations to focus on their priorities, determine goals and identify routes to achieving them.

Nesta have developed a simple, downloadable Theory of Change template - https://www.nesta.org.uk/toolkit/theory-change/ This guide does not provide guidance here on a Theory of Change because this is generally done at the pilot stage: our focus is on post-pilot scaling, but it is helpful to revisit the original Theory of Change thinking behind the innovation when it comes to scaling.

Step 2: What value and impact are we seeking to generate?

Based on the change(s) and their indicators of change that you have identified in Step 1, think about what type of value you are creating. Your changes could be creating value in one or more of the following areas:

- social
- environmental
- cultural
- political
- economic

Now that you have identified the type of value the social innovation will generate, identify the different impacts that the social innovation intends to make. You can use the Value and impact mapping tool to map these impacts to the different value areas. For example, if your social innovation developed people's digital literacy skills, this could generate both social and economic value.

Step 3: What approach to scaling are we taking?

Look at the scaling typology and identify what type(s) of scaling you are using to spread, grow or disseminate your social innovation. Reflect on why you have chosen this approach or combined these approaches to scaling.

Now that you are clear on the approach you are taking to scaling, take some time to note down how that approach may impact on your learning process. You may find recreating the table below on paper and jotting down some initial ideas useful.

Scaling approach/attribute	How could this inform our learning process?
e.g., Replicating - we are thinking of establishing our pilot service for e-bikes in a new geographical location.	e.g., It would be useful to know if people in the new location use the e-bikes for different purposes for the people in the pilot location and if this affects service delivery in any way.

Step 4: What different data and insights are we currently gathering and working with?

Before creating an entirely new learning process and inventing different ways of gathering evidence and insights, it is useful to spend some time thinking about what you are currently doing. Sometimes there isn't a need to reinvent the wheel. There may be existing practices, processes and data that you can integrate. Thinking about the ways you currently approach learning and data could also identify gaps that you may want to plug during the scaling journey.

We suggest that you use the SWOT of current data and insights resource to help you think about how you currently gather relevant information. Identify from this what information you already have and what gaps there are that need addressing.

Step 5: What do you want to learn and how do you want to use this learning?

Based on the previous four steps, you should now be in a position to be able to determine:

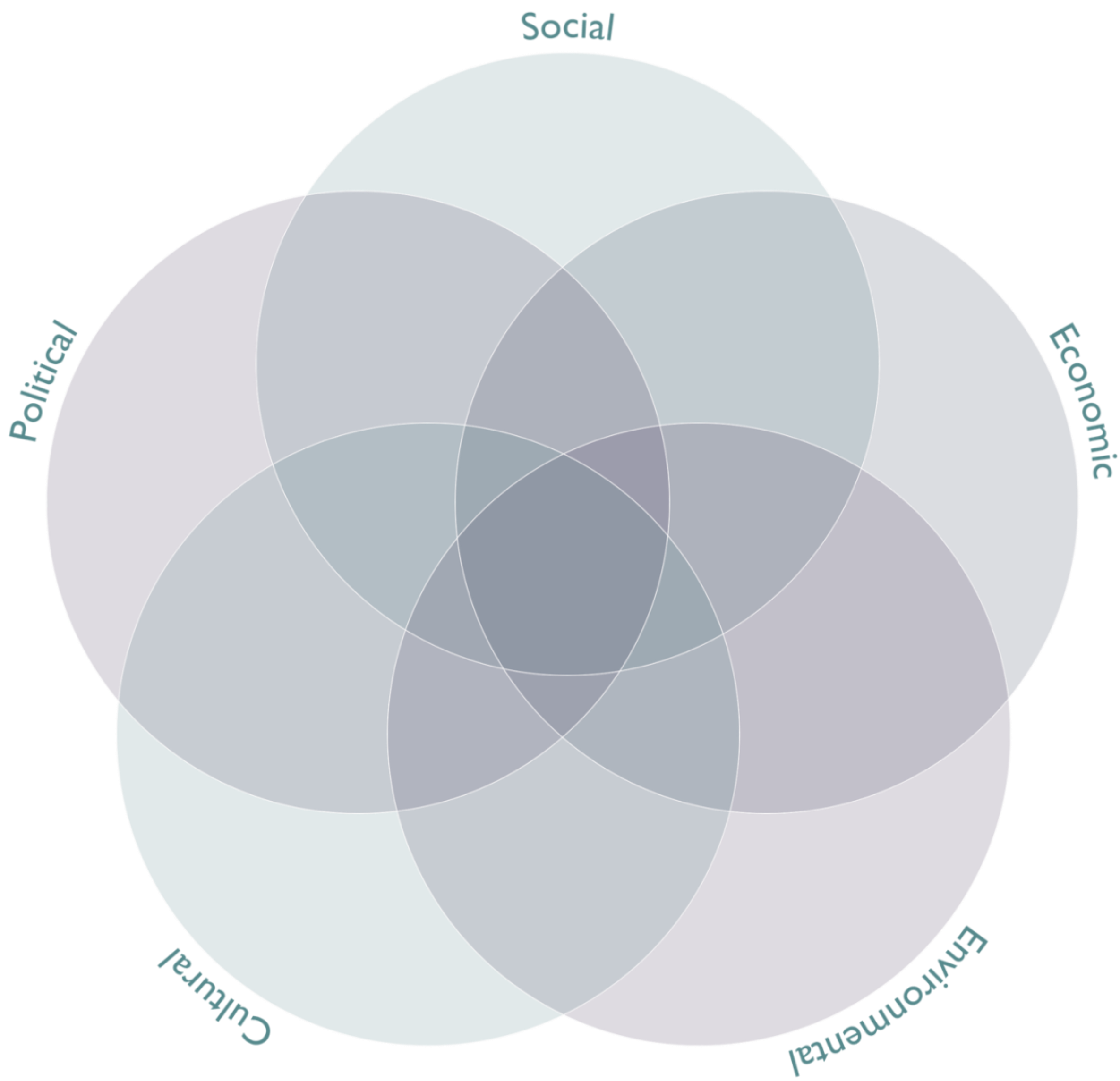
- **What do you want to learn?**
  When answering this question, think about what will be useful for you to know or have a deeper understanding of as the innovation scales. This could range from basic quantitative knowledge about the number of beneficiaries of the social innovation to more intricate, qualitative understandings of how the innovation has brought about tangible changes to individuals' lives.

- **How you want to use this learning?**
  Look at your answers to the first question and think about how you will use the insights. We recommend that you identify ways in which you can directly use this learning within the innovation such as informing decisions about scaling or making changes to delivery. You may also want to use the knowledge you are harnessing for other purposes, such as making a case for continued funding or influencing wider practice in the sector. If you can't identify a way in which you want to use elements of your learning, you may want to reconsider if that learning is worth pursuing.

Your answers here will help you to create a bespoke learning process for the scaling journey. Read on to Section 2 to explore the practicalities of setting-up this learning process in your context.

Resource: Value and impact mapping tool

Map the different impacts the social innovation intends to make on the Venn diagram of 'values' below. Remember, the impact may overlap value areas.



Resource: SWOT of current data and insights

Use the SWOT framework below to assess: the data and insights you are currently gathering, how you are doing it, what the data/insights are useful for, and where any 'gaps' are.

Strengths *What are the strengths in how you are currently gathering and using data and insights? What approaches are working well and what are they enabling you to do?*	**Weaknesses** *What are the weaknesses in how you are currently gathering and using data and insights? Are there any gaps in your data (missing perspectives, things you don't know)? Is there any specific data that is not proving to be useful to you?*
Opportunities *What opportunities exist for you to gather data and insights that you are not currently using? How else could you be using the data and insights you are gathering in and beyond the innovation?*	**Threats** *What threats are there to you gathering and using data and insights in the ways that you want to? What have you found challenging so far, and what may prevent you from making the most of the opportunities you have identified?*

Section Two

A Learning Culture: How to build it when scaling social innovations

Section Two

Learning As You Scale is formulated to support a continual learning process that encompasses different actors involved in the scaling of the innovation, including:

- the scaling organisations or consortia driving the scaling
- funders
- policy-makers
- wider stakeholders
- the people whose lives the social innovation seeks to improve - the direct and indirect beneficiaries.

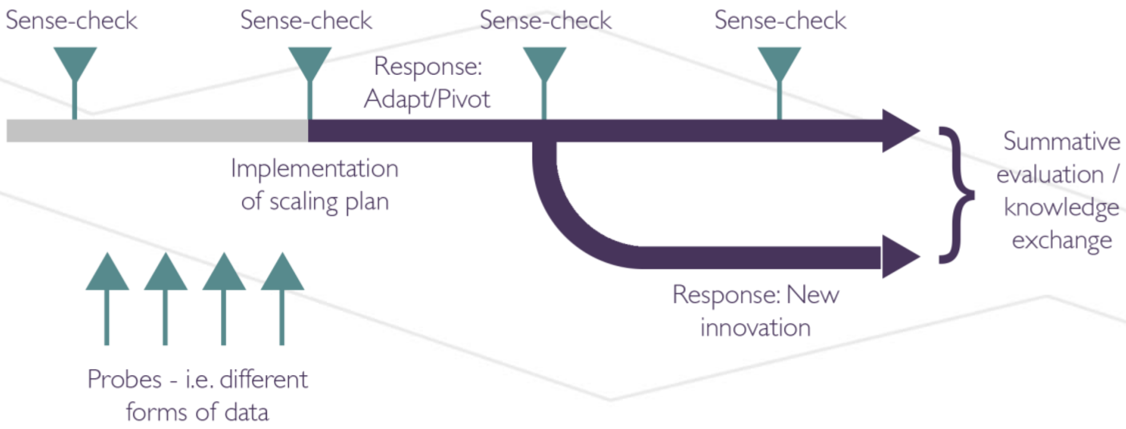
It is underpinned by an action research structure based on the Cynefin decision framework (Snowden and Boone, 2007), for complex environments. The framework begins with probing (gathering data about the scaling process) and then progresses onto sense-making (understanding what the data is telling us about the scaling process), which results in responding (actioning the learning from the data within the innovation as it scales).

This active approach to learning provides scope for temperature checks throughout the implementation of the plan to scale the innovation. It enables those involved in innovations to learn as they go, and to feed the learning back to improve and accelerate progress towards scaling. In essence, those involved in scaling innovations will have a hypothesis about how the results that the innovation will bring can be achieved based on previous piloting and mechanisms such as the Theory of Change.

This active approach to learning provides scope for those involved to reflect on their original hypotheses and Theories of Change, and to see whether or not their original assumptions about how their innovation would scale are playing out. In cases where things are not going to plan, the probing-sense-making-responding framework allows the people driving the social innovation to learn about their emergent practice, adapt plans where needed and pivot based on new information and understanding of the scaling context.

What does this approach look like in practice?

We know that scaling innovations is never straightforward but seeing your learning process as developmental tool can help give it some structure. The visualisation below outlines how the probing, sense-making, responding model could look in practice.



There are many learning opportunities possible as you implement the scaling plan. As you are scaling, you can 'probe' the process to gather different types of data that incorporate the perspectives of a range of stakeholders. Section 3 of this guide provides you with some ideas about different approaches to probing and the use of specific types of data.

At various stages within your scaling journey, you should organise **'sense-checks'** which bring together different stakeholders connected to the social innovation - which could include direct and/or indirect beneficiaries - to review the data that the probing has yielded. This helps you to 'temperature check' how the scaling process is going and get different perspectives on the data. This group of people are a Community of Practice that can help you to navigate your scaling plan and provide additional expertise to help the team around the social innovation to learn as you scale.

Find out more: Communities of Practice

A Community of Practice (CoP) is a group of people that have a shared desire to learn about what they do in order to develop. CoPs have a shared domain and are a community that meets regularly and practices.

King's College London have developed a toolkit (with case studies) for developing a Community of Practice - https://www.kcl.ac.uk/scwru/res/roles/copdp/cptoolkit-final.pdf

With this understanding of what is happening in the scaling process, you are in a position to **'respond'**. This may mean adapting your scaling plans slightly or pivoting, in order to enable a successful scale-up and learn from any 'failure' or unsuccessful activities along the way. The probing and sense-checking could also lead to new ideas and innovations emerging too.

Although this process focuses on 'learning as you scale', this continual gathering and exploration of data and insights can also build into a more traditional summative evaluation of how the scaling of the social innovation has gone, as the visualisation depicts.

What can this approach help us to do?

This approach has three core strengths:

1. **It supports stakeholder buy-in:** Bringing different stakeholders into the learning process and working with them to make sense of the data provides you with different perspectives on what you are learning (and ideas for how the innovation can develop). It can also be a key engagement technique for establishing relationships and cultivating a sense of ownership with decision-makers and allies who can support the innovation to sustain in the future. However, in practice this is not always as easy as it looks and you should be savvy about who you invite into the group and when; it can be difficult to build the right energy around an innovation and learning process if there are actively or passively resistant people at its core in the early phases.

2. **It enables the innovation to be reflective and responsive:** Rather than waiting until the end of the scaling plan to assess how effective the scaling process was and what the results and impacts were, this approach allows social innovators to learn from 'failures' - or things that didn't quite go to plan - and rectify their approach to scaling accordingly. Adapting and pivoting can avoid wasting resources on activities that are not working as intended and lead to better outcomes overall.

3. **It provides ways of working with varied forms of data:** The approach is based on various 'probes' or types of data being incorporated into the learning process. This enables those involved in scaling social innovations to build a multifaceted picture of how their scaling journey is going. In viewing the scaling via different lenses, it enables better, more nuanced decision-making about the social innovation to be made.

How to… set-up and facilitate a learning process

Setting-up and facilitating a learning process doesn't have to be complicated. Here are three simple steps to take to get you on your way.

Step 1: Getting started

First you will need to make some key decisions about the learning process. Who will it involve? How frequent will sense-checks be? How does it fit into your scaling plans and the organisation's current structures? You are essentially setting-up a Community of Practice who share a connection to your social innovation's field or sector to meet regularly and discuss how the scaling process is going. Each member of the CoP will bring their own expertise to the table. We would encourage you to ensure that the people who are direct and indirect beneficiaries are a part of this group, but there are things to consider when doing this – not least, how to avoid tokenism and create equitable discussions. In Section 3, the focus on working with lived experience could help you avoid the pitfalls. To get started with planning your learning process, you could use the Who to involve resource to think through the stakeholders you want to involve (and who you may want to keep out!) and then use the What does our learning process look like? resource to help you think through the overall process.

Step 2: Logistics

When you have mapped out your learning process, you then need to make the practical arrangements to make it happen. This involves agreeing dates and times for sense-check sessions and arranging venue bookings or determining which online platform will be used. Navigating the dairies and needs of a range of stakeholders can be challenging, therefore try to arrange things in advance or have a regular timeslot booked ahead. Tools such as Doodle are useful for surveying what dates and times work for people. You will also need to ensure that the data you are gathering in the learning process is presented in a way that is digestible and understandable for the invited stakeholders. For example, rather than sending around spreadsheets of data, you may decide to use simple visualisations (graphs, charts, word clouds) to help convey the insights quickly.

Step 3: Delivery

Once you've made the arrangements for your learning process, the next step is to start delivering it. This primarily involves facilitating the sense-check sessions with the stakeholders or Community of Practice. It is important that these sessions are well-structured and productive. This will help you to retain people throughout the process of scaling the innovation and add value to the learning itself. To enable you to do this, there should be clear objectives for the sessions. Include activities that enable people to explore the data that has emerged from the probes and identify concrete insights or actions and recommendations. You might find the Sense-check template session plan resource useful when facilitating sessions with your stakeholders.

Top Tips

1. **Embed rather than 'bolt on':** Look at how this learning process can be incorporated into existing activity and structures to scale the social innovation. This can support sustainability of the learning process in the longer term.

2. **Keep it structured:** Learning can be a messy business, so keep as much structure to the process as possible so that the learning has a clear sense of direction. This can be achieved by sense-check sessions with clear pre-identified purposes and a timetable of activities scheduled from the start.

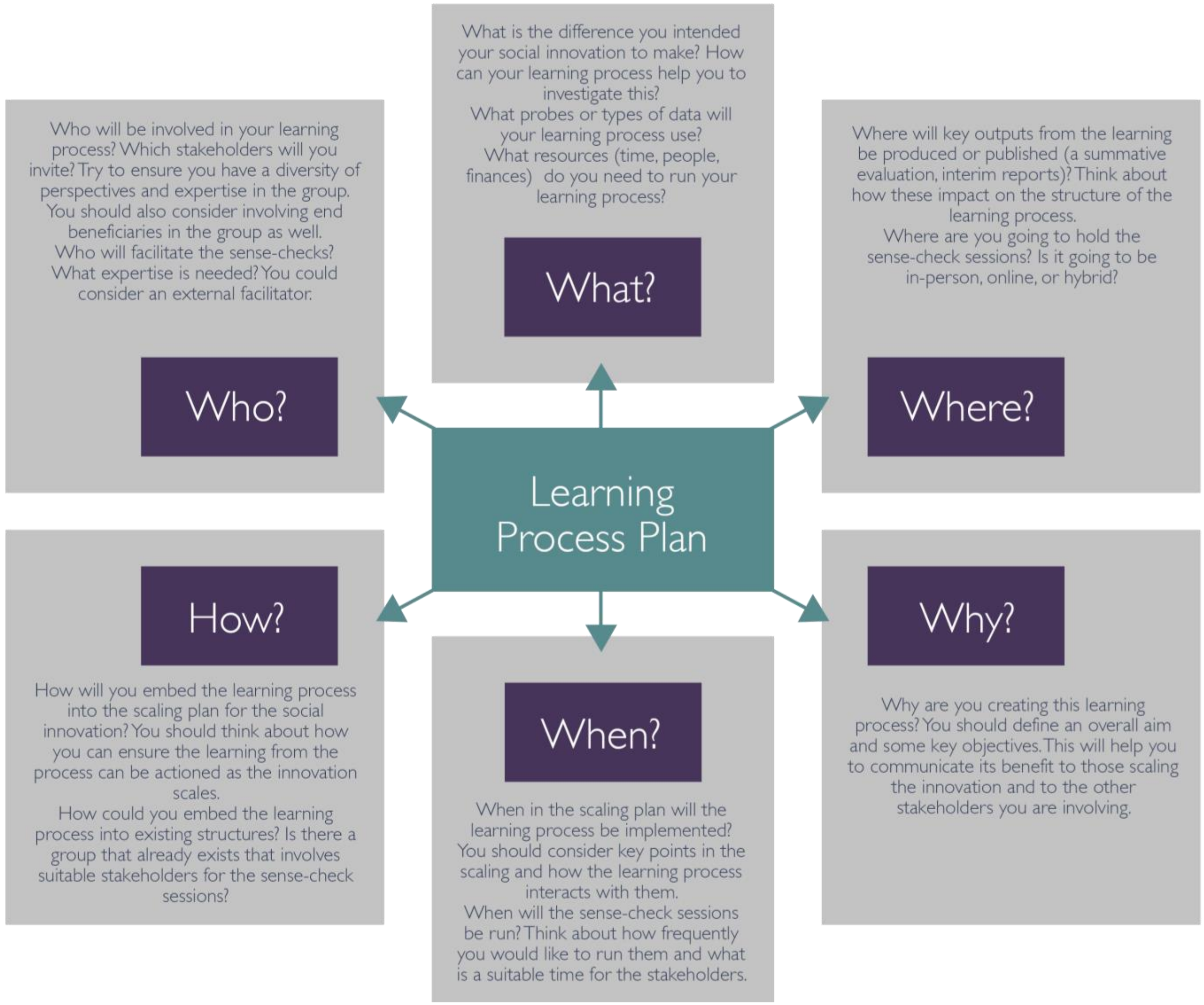
3. **Have clear communications:** Ensure that the stakeholders involved in the process have clarity on what is happening in the learning process. This can include being clear about when and where sessions are taking place, and ensuring people have adequate notice for them. It also involves communicating how their contributions to the learning process are being used to scale the social innovation, and the value of their support - feedback loops are key here.

Resource: Who to involve

Whose perspective and/or influence would it be useful to have in our Community of Practice?	Why is their perspective and/or influence useful to have in our Community of Practice?	What barriers to their involvement might there be? Are there any challenges to involving them?	How could we support their involvement or overcome the challenges we encounter through involving them?	On a scale of 1-5 (1 = low and 5 = high), how important is it that they are included in the Community of Practice?
e.g., *Frontline workers of the employment service*	e.g., *They provide an understanding of the day-to-days workings of the service, insight into their relationships with the people accessing the employment service and practical know-how that can help with implementation.*	e.g., *A large number of frontline workers were resistant to the innovation within the employment service at the start due to a fear of an increase in workload. This negativity could impact on how they engage with the learning process.*	e.g., *The Community of Practice could provide a space for exploring these fears in-line with the different data emerging from the innovation. This could reduce overall negativity and focus their energy on solutions to any issues.*	e.g., *4*

Whose perspective and/or influence would it be useful to have in our Community of Practice?	Why is their perspective and/or influence useful to have in our Community of Practice?	What barriers to their involvement might there be? Are there any challenges to involving them?	How could we support their involvement or overcome the challenges we encounter through involving them?	On a scale of 1-5 (1 = low and 5 = high), how important is it that they are included in the Community of Practice?

Resource: What does our learning process look like?



Resource: Sense-check template session plan

This template session plan is suitable for use within the learning process. For your first sense-check session, you could have a shorter session that allows for:

- introductions
- icebreaker activities
- an overview of the social innovation itself
- an outlining of the learning process
- agreeing the remit of the sense-check group.

The generic plan below is useful for interim sense-checks or temperature checks during the lifespan of the scaling plan – and potentially beyond.

Aim:	To bring different perspectives together to explore what different forms of data are indicating about the implementation of the scaling plan for the social innovation.	
Objectives:	1. Reflect on progress made since previous sense-check. 2. Review and identify key learnings from new data. 3. Determine core actions to take based on learning from data.	
Time	Activity	Resources
0 minutes	**Welcome** Facilitator to: • Welcome everyone to the session. • Provide an overview of the session. • Enable introductions (if there are any new members).	N/A
10 minutes	**Update from previous session** Facilitator or another nominated speaker to: • Provide an update on actions or follow-ups from the previous session. • Take questions from the sense-check group.	Summary of actions/follow-ups (Tip: This could be presented as a presentation slide or in a document and could be circulated in advance)
30 minutes	**Exploring the data** Facilitator to: • Split stakeholders into small mixed-expertise groups and give each group a different piece of data (for example, a set of quantitative indicators or a piece of feedback from a person accessing the social innovation). (5 min) • Ask the groups to look at the data and reflect on the following questions:	Pieces of data (Tip: Present these in an accessible format so that the key insights are clear – for example, a visualisation of quantitative data can help people to understand it more quickly)

	• *What are the key insights in the data? What does it show?* • *What could this be telling us about the scaling of the social innovation? Does it demonstrate any successes or challenges?* • *How does this relate to our own experiences and/or knowledge? How can our perspectives and expertise help us to interpret this data?* (25 min) • Provide space for each group to feedback on the data they have been looking at. (15 min)	Questions (Tip: Present these as either a presentation slide, written on a board or piece of flipchart paper, or printed on A4 paper for each group) Note-taking materials for the groups (Tip: If you are running the session online, Flinga.fi is a useful tool)

1 hour 15 minutes	**Learning points and actions**
	Facilitator to:
	• Ask participants to identify the key learnings from across the pieces of data about the social innovation. The facilitator or another designated person should make a note of these on a board or piece of flipchart paper. (15 min)
	• Ask participants to answer the following questions. You could do this via flipchart and post-it notes or an online tool such as Mentimeter.com.
	• *Based on the data and our discussions what should the innovation:*
	  • *Continue to do?*
	  • *Build on?*
	  • *Explore more?*
	  • *Change or stop?*
	  • *Start doing?* (15 min)
	• Short discussion on responses to previous questions and agree 3 core actions. (10 min)
		Note-taking materials for the groups
		
		Flipchart paper and post-it notes OR online tool similar to Mentimeter.com

1 hour 55 minutes	**Wrap-up** Facilitator to: • Thank everyone for their contributions. • Confirm date and times of forthcoming activities.	N/A
2 hours	**End of sense-check session**	

Section Three

Toolbox: Practical tools for learning as you scale

Section Three

Welcome to the toolbox. This section of Learning As You Scale provides an overview of different approaches for gathering and evaluating useful data and insights. These are the tools which we suggest you deploy in – or whose results you share with – your Community of Practice or informal sense-checks and consultations. They are, in our view, accessible tools which will yield valuable insights:

a) The PICO (Participants, Intervention, Comparator, Outcomes) framework
b) Process-tracing
c) Lived experience

Each section provides an overview of the area and contains tools, techniques and tips to support you to apply the approach in the social innovation as a 'probe' that will enable you to gather different types of data and insights. This information can be used to help you measure the overall impact of the social innovation at the end of implementing your scaling plan. However, in this guide, we are advocating for you to see this not wholly as a form of summative evaluation, but rather as a way of temperature-checking throughout the lifespan of the innovation. This ongoing process will provide you with the understanding needed to adapt your scaling plan if required and address the challenges the innovation may face when scaling. In essence, we are repositioning 'evaluation' to be more centred on learning during a change process, system redesign or roll-out, rather than a post-mortem at the end.

A word on impact measurement

The amount of impact measurement tools is vast, and their variety and concrete application have been well documented (see Avise, 2021; GECES Sub-group, 2014; European Commission & the OECD, 2015; Tuan, 2008). You may be aware of many others and you could choose to integrate those into your Learning As You Scale plan. Rather than repeating existing resources, we provide these three accessible tools and a number of strategic considerations that will help you decide which tools to use to measure impact.
It is well established that economic value creation may play a pronounced role in social innovations, which may therefore represent a substantial share of relevant key performance indicators (KPIs). Any activities that help prevent public transfers, such as work integration efforts, might be well covered and analysed with classic cost-benefit analyses that focus on how much the state has saved by the innovator succeeding to provide unemployed people with a job. However, as detailed in Section 1, it is essential to understand that a large share of social innovations will focus on the creation of other types of value or impact such as:

- **social** (questions about interpersonal relations and networks, people's lives etc.)
- **cultural** (questions about norms and values)
- **political** (questions about participation and engagement)

- **environmental** (questions about preserving our environment and limiting environmental degradation)

Assessing such effects demands a much higher degree of creativity and methodological complexity. There are a range of ways that this can be achieved. Social return on investment (SROI) methods is one approach that enables people to assess the value of their social innovations that are not usually assessed via traditional financial value measurement tools. However, this is not the only way of assessing the social, cultural and political value of social innovations and, as Section 4 explores, different decision-makers, gatekeepers and stakeholders can be influenced by different methods. Some will prefer more traditional data or quantitative evidence, whereas others are inclined to be persuaded by individual stories and data with richer qualitative details.

Since the Nobel Prize in Economics of 2019, experimental methods that make use of randomisation have been prominent. Such randomized controlled trials are perhaps viewed as the 'gold standard' for evidence and thus social innovators may assume that such methods should be what they use when measuring impact. However, it is important to note that while experimental methods, which are very resource-intensive, have their benefits in certain areas, they also have serious limitations.

Randomisation has its benefits when interventions represent 'easy fixes' to a problem, for example when a vaccination may prevent a disease. In such a case, the desired outcome or impact (higher immunization) equals or is close to the outputs produced (number of vaccinations performed). In instances like this, you can easily check the incidence of the disease in groups of people who received the vaccine versus groups that did not receive it in order to assess its effectiveness.

However, experimental methods are limited, if not unsuitable, for understanding multifaceted, organizational activities that seek to produce multifactorial changes. For many social innovations we will need detailed accounts of whether interventions enable new social relations, empowerment, or self-worth, or a combination of those effects. This requires contextual knowledge, from multiple data sources, including qualitative information. This part of the toolbox will explore this more complex arenas in which social innovations are usually situated in more detail.

Let's talk about… measuring impact

Take a look at these short videos from Gorgi Krlev from Heidelberg University. In them, Gorgi explores how you can how to move from methods to a strategic approach to social impact measurement, and some of the challenges you can come across when measuring impact.

From method to strategy - Watch here:
https://www.youtube.com/watch?v=jHD4_Z781r0

Challenges when measuring impact - Watch here:
https://www.youtube.com/watch?v=boJ8zgn3nOk

Why is it useful to measure your impact?

It is important to stress that impact measurement is not an exercise that social innovators only do for their funders or policy makers. It should also be undertaken so that the insights can be used for organisational learning. As a learning tool, it is useful for:

1. **Gathering information:** It can inform the 'standard activities' of social innovators by being a useful means through which data about these activities is gathered and understood.

2. **Navigating the direction of innovations:** It can help assess and steer the scaling of social innovations because it helps establish links between performed activities and impacts achieved. It informs the planning of the process as well as the process itself.

3. **Answering key critical questions:** An effective impact measurement and reporting system provides answers to questions like:

- Where did we not see the impact that we were aiming to create?
  - What were the reasons for the impact not materializing?
  - How do we need to improve our activities? Or alternatively, how do we need to redefine our goals to better align with our actual impacts?

- What kinds of impacts have we achieved that we did not expect?

- Is what we are doing producing the greatest possible impact, or do we need to develop an entirely new approach?

You may also want to consider exploring questions regarding stakeholders through your impact measurement strategy, particularly those outside of the innovation who may be vital to scaling the innovation. Examples of such critical questions could be:

- How far did our own impact expectations and performance align with those of our stakeholders? Which impact dimensions were missing or seemed redundant to our stakeholders?

- Which of the impacts produced (or not) were most material to our stakeholders? What does that mean for our organizational strategy?

The following tools - the PICO framework, process-tracing and lived experience - are all useful ways of gathering evidence of impact and data that can support learning processes. They can be used individually or in conjunction with one another and can be combined with other insight gathering methods not included in this guide.

Tool A: The PICO Framework

When thinking about how to measure your impact, we suggest you break it down into three steps:

1. **Determining what impact to measure -** This step is about identifying the changes the social innovation is making and what is important to measure.

2. **Getting to an impact measurement design -** This step is about researching and determining what types of data and data processes would be useful for measuring impact.

3. **Putting measurement into practice -** This step is about planning how you activate an impact measurement process.

The descriptions below provide practical guides as to how you can apply these steps in your social innovation using the PICO framework (Participants, Intervention, Comparator, Outcomes). The PICO framework has been used widely in healthcare settings but is transferable to other areas and sectors. You can also use answers from Section 1 and the Value and impact mapping tool resource to help you.

Step 1: Determining what impact to measure

Description	This activity helps you to use the PICO framework to determine what kind of impact measurement is right for the social innovation.
Resource Level	Experience: Intermediate Time: 0.5 days - 1 day (research, discussion/reflection and compilation of results) Cost: Low
Materials	Desk-based research facilities, note-making materials Impact measurement - PICO template
Step-by-step guide	The PICO method prompts analysts of impact to consider four questions on Participants, Intervention, Comparator and Outcomes. **Step 1: Participants:** a) Who are the intended beneficiaries (direct or indirect) of the social innovation? b) Who are the core target groups? **Step 2: Intervention:** a) What is it exactly that the social innovation does that is supposed to create effects for the target groups? (Tip: If you have a Theory of Change - or similar - it will help you answer this question). **Step 3: Comparator:** b) What are our activities additional to?

	c) What is the standard intervention? (Remark: your activities may be so new and innovative that there is nothing to compare it to) **Step 4: Outcomes (also referred to as impacts):** a) What main effects is the social innovation aiming to produce? These are the changes you are hoping to see as a result of the social innovation. **Top Tip:** Try to be as specific as possible when answering the questions: • In terms of participants, be specific in terms of age, gender, socio-economic status or other relevant characteristics. • When thinking about the intervention, be clear about the types and variety of activities you are delivering and the important elements in them. • Do not be too broad when thinking about outcomes, or the measurement may become unmanageable; listing too many desired outcomes may also indicate your strategy is unfocussed.
Templates	Impact measurement - PICO template

Step 2: Getting to an impact measurement design

Description	This activity helps you to decide what kind of data you will gather and how you will gather and analyse it.
Resource Level	Experience: Intermediate Time: 1-2 days (research, discussion/reflection and compilation of results) Cost: Low
Materials	Desk-based research facilities, note-making materials PICO examples table PICO summary template
Step-by-step guide	**Step 1: Analytic considerations:** Look at the outcomes (or impacts) that you have identified via the PICO framework and reflect on what type of change is being created and how this change is best measured or evidenced, and what it can be compared to. There are many approaches to this and the Find out more: Which data should I use and how? call out box will help you with this thinking. You should identify whether quantitative or qualitative data (or both) is best for evidencing the impact of the social innovation. • Quantitative data is data that can be quantified or counted, and is easier to measure. For example, a social innovation that aims to reduce drug and alcohol addiction in a specific location may choose to track hospital admissions in the area for reasons relating to drug and alcohol misuse and

compare them to similar periods prior to the social innovation to see if the innovation has helped to reduce admissions.

- Qualitative data focuses on data that is observed and can garner more nuanced insights into an activity. It covers areas that are not so easy to measure such as thoughts and feelings. For example, the drug and alcohol addiction support service may want to understand how people accessing the service felt about their treatment. This could be gathered by simple feedback cards or with storytelling techniques like those outlined in the section on lived experience later in this guide.

The PICO examples table resource gives some example methods that other social innovations have used to give you some ideas.

Step 2: Pragmatic considerations:
When thinking about the data you are gathering and how you work with it, you should also contemplate the following:

- Abilities of the target group, for example:
  - Digital natives might feel most comfortable completing a questionnaire online on their own.
  - People who are not regular users of digital technology might prefer to be interviewed face-to-face.
  - A written questionnaire won't be appropriate for people with low levels of literacy.
  - People in challenging life situations or with impairments may appreciate shorter time frames for completion or conversation (or alternative assessment modes altogether, such as peer-consultation).

- Type of service, for example:
  - If you are running an online platform, it might be easy to implement a short online survey into the provision process (even a before and after comparison). It will be much harder to recruit participants for an online survey if you are providing an in-person service.

- Prior knowledge (and combination of methods), for example:
  - If you are doing many things with many supposed outcomes, you might want to do a scoping survey to see which effects are most important and then do a more focussed follow-up survey or interviews to gain more depth.
  - If you are doing something uniquely new and see changes, but are not quite sure what they are, you might want to explore through in-depth interviews and then check emergent focuses with a larger-scale survey.

	Step 3: Look at examples: The bottom line is, different activities will require different measurement designs. The PICO examples table resource gives three examples that build on PICO considerations. Have a look at these and then try to summarise your approach on the PICO summary template.
Templates	PICO examples table PICO summary template

Find out more: Which data should I use and how?

Different outcomes (or impacts) require different approaches to gathering and analysing data. For example, if your desired outcomes are situated in the area of behaviour change, you will want to track that transformation process. To get to a detailed description of the transformation process you might choose to systematically conduct and analyse interviews. Have a read of this blog post to explore this arena further: https://gorgi-krlev.medium.com/yo-peace-8f0f37902934

However, if your impact measurement is looking at whether using virtual reality applications to enhance the prevention of bullying are more effective than in-person training, you might want to compare your virtual reality activities with a control group participating in established training to detect differences (with or without random allocation into groups).

It is also important to realise that there may be no comparator at all. For example, when you have developed an innovative approach to skill homeless people, there might be no alternative intervention so that you would need to compare your effects to people having no access to such targeted help.

Step 3: Putting measurement into practice

Description	This activity focuses on how you can implement an impact measurement process.
Resource Level	Experience: Intermediate Time: 2 - 5 days (research, discussion/reflection and compilation of results) Cost: Medium
Materials	Desk-based research facilities, note-making materials Impact measurement flowchart plan
Step-by-step guide	**Step 1: What data are you already gathering?** Make a list of the data that is already being gathered around the social innovation or its activities. This could be quantitative indicators you are collating (such as new registrations for a service or downloads of an app) or more informal, qualitative

	pieces of data like comment or feedback cards. The SWOT of current data and insights resource in Section 1, may be useful for thinking this through. **Step 2: How can you work more formally with this data?** Think about how this existing data could be gathered or analysed in a more systematic way to help demonstrate impact. You may want to do some desk-based research into different ways of working with data, ask people in your team about their knowledge, or approach the Community of Practice you have created for their ideas. You may also find the GECES Sub-group (2014) guide on social impact measurement useful here, particularly the chapters on 'Stakeholders and their needs' and 'Defining good measurement'. **Step 3: Where are the gaps?** From the above, think about the gaps in data. What else might you need to introduce to gather and analyse the data you need to demonstrate impact? **Step 4: Putting your ideas into practice** You are now in a position to start gathering your data and working with it. You may find it useful to put this down into the simple Impact measurement flowchart plan we have produced as a resource. **Top Tip:** First steps into impact measurement may be small and not all organisations need to go the entire way through the process. We recommend that you start to engage with some impact measurement activities and gradually expand your capacity to understand your impact as you progress with the social innovation. This will support scaling in the best possible way.
Templates	Impact measurement flowchart plan

Top Tips

1. Do not waste time and energy performing impact measurement merely as a tick-box exercise: Make sure you give enough time to the above activities to properly consider how you measure your impact. Without investing this time, the results you get may not be very valuable learning material.

2. Do not feel scared by the complexity of impact: Use the above steps to define a measurement approach that is right for you. Start with small, simple ventures into impact measurement and then grow them as you scale.

3. Think differently about what you consider to be data. Important reference points could be: testimonials, feedback you receive at stakeholder events, social media posts and much more. Much of this data would need to be expanded and gathered and analysed more systematically than this is usually the case in standard practice, but it can provide a very valuable starting point.

Resource: Impact measurement - PICO template

Participants Who are the intended beneficiaries (direct or indirect) of the social innovation? Who are the core target groups?	**Intervention** What is it exactly that the social innovation does that is supposed to create effects for the target groups?
Comparative What are our activities additional to? What is the standard intervention? (Remark: your activities may be so new and innovative that there is nothing to compare it to)	**Outcomes** What main effects is the social innovation aiming to produce?

Resource: PICO examples table

Social Innovation	Community-oriented housing	School programme for prosocial behaviour	Political web platform
Participants	Older people requiring support (60+ years/disabled/care needs)	Students 14+ years old	Citizens and politicians using the platform
Intervention	Community oriented living model promoting self-activation, self-responsibility and mutual support	Boxing and video work	Provision of a platform for political exchange and more transparency
Comparator	Assisted living	None (tracing of potential transformation through qualitative material)	None (comparison to average population)
Outcomes/Impacts (examples)	Social contacts (numbers of, frequency, intensity, importance) Reciprocal support (companionship, emotional etc.)	Level of violence Respect	Interest in politics Engagement Interaction between citizens and politicians
Chosen method	Quantitative In-person, assisted paper-survey with control group	Qualitative (and quantitative) Interviews (and before-after scoping survey to identify relevant points)	Quantitative Online survey, with retrospective accounts on areas of improvement
Additional Material	https://gorgi-krlev.medium.com/how-dyou-wanna-live-when-you-re-old-er-35d565c7910c	https://gorgi-krlev.medium.com/yo-peace-8f0f37902934	https://gorgi-krlev.medium.com/lets-chat-politics-can-we-re-engage-citizens-digitally-5d5c96b98290

Resource: PICO summary template

Social Innovation Title	
Participants	
Intervention	
Comparator	
Outcomes/Impacts (examples)	
Chosen method(s)	

Resource: Impact measurement flowchart plan

Data: What is the data you are going to gather?	Gathering: How will you collate the data?	Processing: How will you analyse the data?	Impact: What outcome or impact will this help you to measure?
Data: What is the data you are going to gather?	Gathering: How will you collate the data?	Processing: How will you analyse the data?	Impact: What outcome or impact will this help you to measure?
Data: What is the data you are going to gather?	Gathering: How will you collate the data?	Processing: How will you analyse the data?	Impact: What outcome or impact will this help you to measure?

Tool B: Process tracing

Socially innovative organisational practices are often looked at with an exclusive focus on the outcomes they produce. However, as social innovations aim to change social practices of target groups and their surrounding environment, and are usually enhanced when a variety of actors collaborate, a process perspective is warranted (Anheier, Krlev & Mildenberger, 2018).

Process tracing is a method from political science. In order to understand how a transformative process has occurred, it looks at the events, actors and context factors in retrospect. Process tracing uses a rigid analytical strategy of probing questions. These probing questions aim to uncover:

- what the critical junctions were in a change process,
- who the actors involved were and what role they played
- what contextual factors ensured success.

For example, it could be used to explain how a new law got passed despite political contestation, or the completion of major political projects such as that of European integration (Bennett and Checkel, 2017). Because it looks backwards and tries to answer questions to "solve" the puzzle of how change came about, it can be compared to "whodunnit?" detective stories. This complex and plot-driven literary genre centres on who committed the crime, and how and why the culprit has done it. Process tracing uses a similar detective process to look back, investigate through questioning, and understand.

We know that social innovations are marked by a high degree of local embeddedness and typically depend on a unique combination of enabling factors rather than a universal formula (Krlev et al., 2019). Because of this, the processes and results of scaling almost never look like the original social innovation. What is more, the concept of scaling itself, in a social innovation context, is much more complex than its commercial counterparts. It may involve different types of scaling as outlined in the Ways to scale summary in Section 1 of this guide.

These different types of scaling underline that scaling in the social innovation context does not equal organizational growth. Quite the contrary, many scaling processes of social innovation are about transferring practices to other contexts or sectors, or of mobilizing a coalition of actors to promote a joint cause. Such collective action types of innovation and scaling require a clear initial idea of the process and continuous learning as the process evolves to be able to steer it appropriately. This means that process tracing is a good learning tool for social innovations as they scale.

Why is process tracing useful?

Process tracing is an effective methodology for implementing a learning as you scale strategy because:

1. Probing questions provide focus and allow for critical thinking: The probing questions ensure that you have all essential elements of scaling thought through and help to prompt you to challenge the original version of your scaling strategy. For example, the probing may help you to detect new players, might encourage you to go back to your conceptualization phase, or adapt your scaling plan.

2. Supports the documentation of the learning journey: From an institutional or policy perspective, process tracing has an additional value added, because it helps document the learning journey of social innovators during their scaling. Other social innovators can use systematic insights that the process tracing generates to pursue successful strategies, or avoid mistakes.

3. Allows social innovations to see alternatives: Process tracing enables you to establish a constructive, yet critical account of what alternatives are already there as you plan to scale (retrospective function); and to project where the social innovation (and its impact, see next section) could be going in the future (projective function).

4. Provides evidence for sustaining the innovation: In relation to funders or regulators, the prospective function - looking at future direction of the innovation - can help make the case for why the innovation should receive further support and what kind of support would result in the highest impact. Using process tracing for this purpose can help establish a more long-term focus in supporting social innovation, which is often called for but rarely implemented in practice.

How to… do process tracing

We suggest social innovators apply process tracing in their scaling processes in the following three stages:

- **Conceptualising:** Identifying key people and phases of the scaling process. You may find the Who to involve resource in Section 2 useful here as well.
- **Probing:** Revisiting core reflective questions at regular intervals in the scaling process.
- **Envisioning:** Looking at what is being learned and how it fits into the bigger picture.

Here are three short overviews of how you can apply these three phases in your own social innovation.

Top Tips

1. Be prepared to have your original assumptions challenged: Process tracing helps us to understand the scaling process. It may show us different ways we can be scaling our innovations.

2. Keep it lean: Decide on the key areas you are going to probe and focus on them. Trying to do too much can over complicate things.

3. Think carefully about who to involve and when: The stakeholders and actors you bring into process tracing activities can change over time. Involve the right people at the right time.

Phase: Conceptualisation

Description	An individual or group reflective activity that aims to support social innovators to identify the key stakeholders and phases in their scaling process.
Resource Level	Experience: Beginner Time: 1 - 2 hours Cost: Low
Materials	Note-taking and/or group thinking materials (flipchart and post-it notes or digital equivalent) for initial ideas Process tracing - conceptualisation mind-map
Step-by-step guide	**Step 1: Stakeholders** Reflect on the following questions and make notes: • Who are the stakeholders that must be involved in the scaling (and who are the ones that do not seem essential)? Who might we have to exclude? • Depending on how the scaling should look like and where it wants to go) • What stakeholders need to be involved that were not present in the original setting? **Step 2: Phases -** Reflect on the following questions and make notes: • What are the most critical phases, events or junctions to be expected? When will those likely occur? • How do we make sure we are not only documenting these instances, but maintain our ability to govern the process? **Step 3:** Use the Process tracing - conceptualisation mind-map resource to collate your final answers.
Templates	Process tracing - conceptualisation mind-map

Phase: Probing

Description	A group reflective activity that aims to support social innovators to reflect on and understand their scaling process.
Resource Level	Experience: Beginner Time: 15 minutes to 1 hour Cost: Low
Materials	Group note-taking materials (flipchart and post-it notes or digital equivalent) Process tracing log

Step-by-step guide	**Step 1:** Bring a group of stakeholders and actors in the social innovation together to discuss the probing questions below. We recommend you embed this into your learning process, and it can be included in the 'sense-check session'. **Step 2:** Work with your group to reflect on the following questions: a) Have new players appeared on the scene? Which roles have they taken? b) Have unexpected events occurred? How did they influence the process? c) Which adaptations needed to be made and why? What will this mean for a repetition of the scaling process into some other direction later on (or for other scaling processes)? **Step 3:** Log these reflections on the Process tracing log resource to help you to see progression. **Top tip:** You could use these questions to structure the discussions 'Learnings and Actions' section of the sense-check session template plan from Section 1.
Templates	Process tracing log

Phase: Envisioning

Description	A group reflective activity that aims to support social innovators to position the scaling innovation into a wider context and focus on the future of the social innovation.
Resource Level	Experience: Beginner Time: 1 - 2 hours Cost: Low
Materials	Group note-taking materials (flipchart and post-it notes or digital equivalent)
Step-by-step guide	**Step 1:** Bring a group of stakeholders and actors in the social innovation together to discuss the reflective questions below. We recommend you embed this into your learning process and work with the group of people you have identified to be a part of this. **Step 2:** Work with your group to reflect on the following questions: a) How does the scaling fit into the bigger picture? Have impacts been triggered that were unexpected and could be considered spill-over effects? b) How does the momentary success and sustainability of the scaling depend on institutional factors (for example political support, perception and acceptance by (new) target groups etc.)? **Step 3:** Identify with your group what we learn from the answers to the above questions about the future of the social innovation. This may include: a) ideas for new innovations

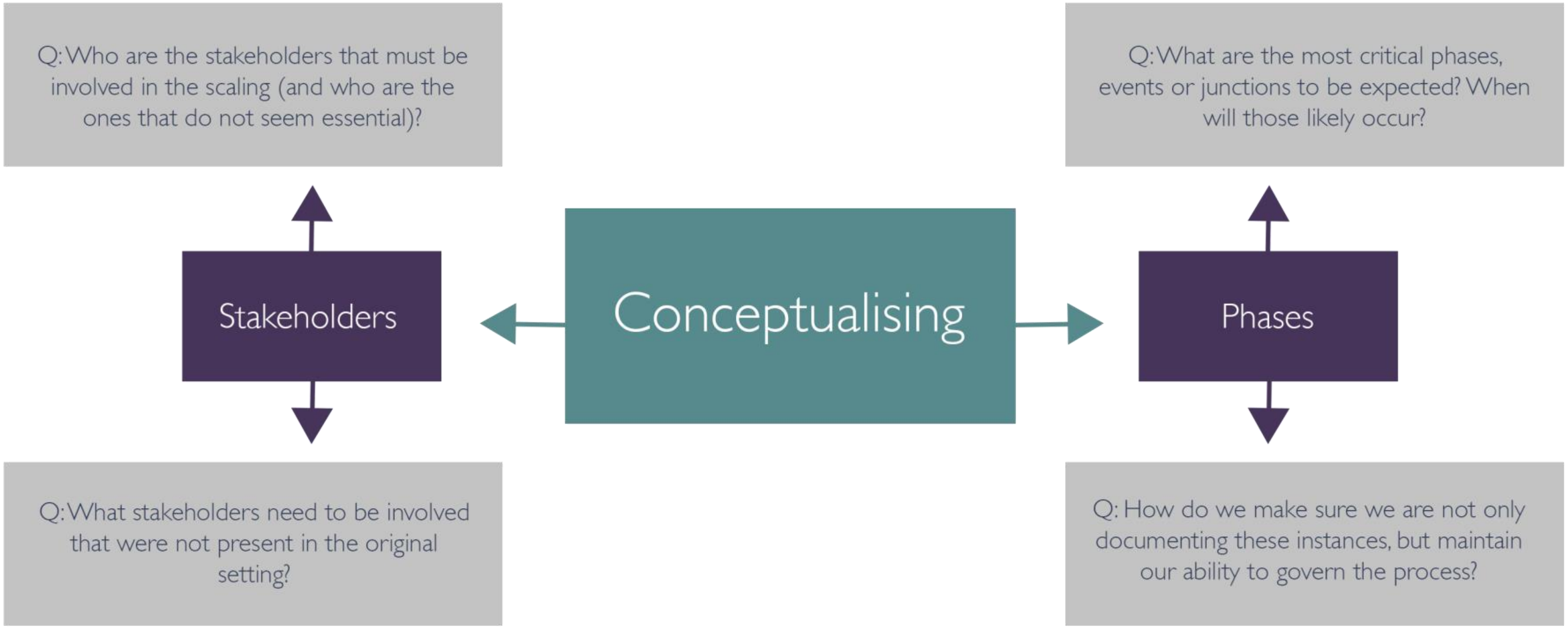
	b) sustainability c) future directions **Top tip:** This phase is best implemented when the scaling process starts to generate wider impact (not at the start of your journey). You may want to use the above steps as an alternative structure for some of the sense-check sessions outlined in Section 2 of this guide in the later stages of your scaling plan. This structure will help your group of stakeholders and actors think about the future of the innovation and be a part of making concrete plans about this.
Templates	A group reflective activity that aims to support social innovators to position the scaling innovation into a wider context and focus on the future of the social innovation.

When you go through these activities, we recommend you follow a lean approach that focuses on the most important elements and stakeholders. So, the stresses in italics are purposefully employed. We do this for two reasons:

1. Following up on every possible aspect in the greatest detail will overburden social innovators and deteriorate the value of the exercise.
2. You should not seek to activate all possible stakeholders right at the start. The scaling of social innovation needs different stakeholders and their competencies at different points in time. Involving too many, especially those who have an interest in maintaining the status quo, might prevent a process from unfolding, while involving too few may prevent the innovation from getting to the next impact level.

What is most important can be identified by working with the group of stakeholders you are involving in your learning process (your learning community or Community of Practice), as outlined in Section 2.

Resource: Process tracing - Conceptualisation mind-map



Resource: Process tracing log

Question	Probe points notes	Probe points notes	Probe points notes
Have new players appeared on the scene? Which roles have they taken?			
Have unexpected events occurred? How did they influence the process?			
Which adaptations needed to be made and why? What will this mean for a repetition of the scaling process into some other direction later on (or for other scaling processes)?			

Tool C: Lived experience

There are different types of knowledge such as practical know-how, theoretical expertise and experiential understandings. Experiential knowledge – what we are referring to here as 'lived experience' – focuses on what we can learn from people's lives and their experiences of different situations. Lived experience supports people's participation in research, policy-making, service development, and decision-making processes and recent research has acknowledged the validity of lived experience and knowledge-based practice in these fields (see Durose et al, 2013; Glasby, 2011).

Conventional tools for using lived experience in social innovations include:

- surveys
- polls
- questionnaires
- focus groups
- comment cards

Such approaches are often used to gather feedback on social innovations and are valuable ways of understanding people's experiences. The information from these approaches can support process tracing and other impact measurement activities.

In this part of the toolbox, we are going to focus specifically on how storytelling can help social innovators to use lived experience in both formal and informal ways to inform and assess social innovations as they scale. Through this, we will explore how the end beneficiaries of the social innovation can be actively involved in the learning process. We will examine how the people at the centre of the innovation - the beneficiaries - can have agency within the scaling process and the decision-making around the social innovation. This approach and the activities outlined in this section can be situated within the wider sphere of co-production - or what may be referred to as 'co-creation'. As such, what we are delving into here is fundamental to changing systems. Through increasing the voice, agency and power of the beneficiaries of the innovation, we are seeking to actively disrupt the status quo of how services and organisations are traditionally run. For people working within these structures, the process and shift can be difficult, and this can manifest itself in resistance.

Despite this, stories can be powerful vehicles through which people can connect with one another, share understandings and build bridges between communities and different perspectives. They have a long history as a tool for learning, dialogue and creating change (Copeland and Moor, 2018) and as Durose et al (2013) argues, allows for the representation of "different voices and experiences in an accessible way". However, as Chimamanda Ngozi Adichie (2009) discusses in her TED talk, storytelling can lead to dominant narratives - or as Adichie puts it, the danger of the single story. These single stories or dominant narratives can create stereotypes and thus allow "one story [to] become the only story".

The activities within this section will explore how this and other ethical considerations can be addressed by social innovators wanting to work with lived experience in meaningful, inclusive and equitable ways. The activities will outline how lived experience can be used to:

a) gather evidence to inform process tracing and impact measurement activities
b) as a tool for dialogue between actors and stakeholders connected to social innovations
c) to influence and inform decision-making and
d) ultimately support social innovators to learn as they scale.

Embedded within these activities is guidance on some of the pitfalls and challenges that you may encounter when working with lived experience. Stories may sound 'soft and fluffy' but working alongside people in equitable ways, dismantling pre-existing power structures and dispelling pre-conditioned ideas about what real data is, is anything but.

Let's talk about… lived experience

Take a look at this short video from Hayley Trowbridge from social enterprise People's Voice Media. In the video, Hayley answers some key questions that social innovators ask about working with lived experience and gives us some useful tips from the perspective of a practitioner in the field. https://youtu.be/nXMDEBho43Y

Why is lived experience useful?

Lived experience can increase our understanding of problems that the social innovation seeks to address and the lives of the people the innovations seek to support. It is particularly useful for:

1. **Providing rich, qualitative understandings of how people experience the world:** People's experiences provide an understanding of how they feel and help social innovators to see situations from their perspectives. This is a valuable source of information as it identifies what is important to the people that social innovations are seeking to support.

2. **Interpreting other forms of data:** Lived experience can help to explain other forms of data and paint a fuller picture of how the social innovation is working on-the-ground. The experiences of people who are direct and indirect beneficiaries of the social innovation help social innovators to see the nuances of how their innovation is impacting on people's lives. It also helps to identify the potential contradictions between different people's experiences and the findings from different types of data.

3. **Influencing and informing decision-making:** Lived experience brings findings to life and makes the data real. It helps decision-makers to really see and understand the value of the social innovation, from the perspective of the people that directly and indirectly benefit from it. Stories are useful for helping us to see the individual people that more macro-level quantitative data represents.

Take a look at this short video from the pan-European InnoSI research and innovation project to see how lived experience storytelling can be a useful tool within the social innovation arena: *https://www.youtube.com/watch?v=wMHiKPS40cg*

Find out more: Co-production as a value-led practice

Lived experience is a fundamental part of co-production. Without the active involvement of people who access services and innovations, you cannot really claim to be 'co-producing'. But what is co-production? Co-production is probably best thought about as a value-led practice rather than a process. What this means is that co-production is not a set of activities to be delivered in an structured sequence, but instead is a way of working, being and doing things that is governed and underpinned by a fundamental commitment to co-produce with those for whom the innovation is intended to benefit.

To delve a bit further into this, you may find this blog post interesting: https://cosie.turkuamk.fi/general/co-creation-as-a-value-led-practice/

or look at the work of the Co-Production Collective to see how their core values underpin their activities: https://www.coproductioncollective.co.uk/what-is-co-production/our-approach.

Find out more: Using stories to measure impact

Since 2017, Arts at the Old Fire Station has been using the storytelling methodology to evaluate the impact of its work. Based on their experiences, they have produced a guide with useful tips and techniques about how stories can be used to demonstrate the outcomes of social innovations.

You can download the guide here: https://oldfirestation.org.uk/project/storytelling-evaluation-methodology/

How to… work with lived experience

There are many ways that social innovators can incorporate lived experience into their scaling and learning processes. The activity outlined below and supporting resources will help you to think through how you can do this in a way that is relevant to the context of the social innovation.

Activity 1 is core to this application, as it supports social innovators to develop a responsible practice for how they will work with lived experience. This activity can also be helpful for you to work out how to involve people with lived experience of the social innovation, or the issue the innovation is addressing, in your overall learning process and Community of Practice detailed in Section 2.

Activities 2 - 5 are different ways you may choose to work with lived experience and can be used independently of each other, or in any combination. Activity 2 focuses on how to gather lived experience stories. Activity 3 focuses on how to analyse lived experience stories in a systematic manner. Activity 4 focuses on creating a learning dialogue around lived experience stories that can help with determining changes to implementation of a scaling social innovation.

These activities are largely based on People's Voice Media's Community Reporting methodology. Originating in 2007, Community Reporting has been developed across Europe as a mixed methodological approach for enhancing citizen participation in research, policy-making, service development, and decision-making processes. You can find out more about this approach at https://peoplesvoicemedia.co.uk

Top Tips

1. **Be clear about why, where and how you are going to use lived experience:** Having clarity around the purpose for incorporating lived experience into your learning strategy will help you to know how to use this type of knowledge. This will help you to avoid using lived experience in a tokenistic way and it becoming a 'tick box' exercise.

2. **Think carefully about the ethics of how you will work with people and their lived experience:** We would recommend thinking about the 'values' that will underpin this work that helps to guide your decision-making and approach in this arena.

3. **Stay curious:** Be open to learning from people's experience and be prepared to have your own understanding (or the findings from other forms of data) to be challenged. Understand that different people's perspectives can be contradictory - it is these nuances and complexities that make lived experience rich material for learning processes.

Activity 1: Responsible practice

Description	This activity helps you to think through how you can involve people with lived experience in your learning process /or seek their input into the scaling process. Responsible practice asks us to think about the ethics and values of when we ask people to contribute their lived experience to a process, the content of those lived experience stories and how we can keep everyone safe (physically and emotionally) when doing these types of activities. Whilst this activity can be undertaken by a group of professionals working in the innovation, we recommend that you also involve in people with lived experience so that the outputs from it are co-produced.
Resource Level	Experience: Intermediate/Beginner Time: 2 - 3 hours Cost: Low
Materials	Flipchart paper, post-it notes, marker pens, pens
Step-by-step guide	**Step 1:** Bring a group of people connected to the social innovation together for a participatory workshop. This group should really involve people with lived

experience of the social innovation, as well as frontline professionals and possibly management and any key external partners. We would recommend a group of between 6 - 12 people.

Step 2: Prepare four flipcharts that each have one of the following questions written onto them:

a) The value of lived experience: Whose lived experiences do we want to hear and why? How are we planning to use these experiences in the social innovation/learning process?

b) Ethics and consent: How should we treat people who share their lived experience with us? How would we want to be treated? What does informed consent look like?

c) Content: Are there any topics and life experiences that we think people would not want to share? Where are our own boundaries when sharing our lived experience?

d) Safety: How can you keep yourselves (and others) safe (physically and emotionally), when sharing our lived experience? How can we create welcoming and inclusive environments that provide a space for sharing lived experiences?

Put the flipcharts on the walls in four different locations around the room.

Step 3: Explain the questions on the flipcharts to the group and ensure that each everyone has post-it notes and a pen. Ask them to walk around the room in a carousel-like manner and add their ideas to the flipcharts via the post-it notes.

Alternatively, you could put the flipchart paper in the middle of a table and facilitate a discussion about each question, with one person writing down people's ideas on the flipchart paper.

Step 4: Review each question in turn and co-decide which ideas/suggestions are core to your responsible practice. You should document this in some way post-activity (for example, a written set of co-produced principles) and use these to govern how you work with lived experience in the social innovation.

Adaptations:
You may need to use more 'prompts' or 'visual aids' in the discussion parts of this activity if you are working with children and young people or people with learning disabilities. Flashcards or easy read statements with key concepts or examples on them would be useful.

Useful resources	A free to use set of easy read images are available here: https://www.learningdisabilityservice-leeds.nhs.uk/easy-on-the-i/ Whilst we feel it is important for you to involve the people for whom the social innovation is seeking to support in the learning process, it should be done with thought and care. It could be that you want to undertake some reflection with the team connected to the social innovation about how you work with people with lived experience before you do this responsible practice activity. To support this reflection, we recommend using this short, animated co-creation training resource produced on the CoSIE project, that supports reflective practice in terms of how services can work ethically with beneficiaries: https://www.youtube.com/watch?v=yqk0F7PZHGI&t=320s

Activity 2: Getting lived experience stories

Description	This activity helps you to think about how you will 'gather' lived experience stories during the scaling of the social innovation, and then practically implement it. We have proposed that you deliver the gathering activities in group settings, as participatory workshops, but you could adapt the ideas in this activity to be done on a one-to-one basis. You may decide to use different gathering methods at different stages, depending on how you would like to use this experiential knowledge.
Resource Level	Experience: Intermediate Time: 2 - 3 hours Cost: Medium / Low (depending on if you plan to digitally record the stories)
Materials	Flipchart paper and post-it notes, pens and marker pens, consent forms (if applicable), recording devices (if applicable).
Step-by-step guide	**Step 1:** First, you must be clear on how you are going to work with lived experience stories within your social innovation. Activity 1 helps you to do this. This thinking will help you to navigate the following questions before delivering the workshop activity outlined in the next steps: • Who are the participants/attendees and how can we make the workshop inclusive, accessible and welcoming to them? • How do we intend to use the lived experiences shared in the workshop in the social innovation? If you intend to systematically analyse them and use them as a form for 'data' (see Activity 3) or want to share them with others (see Activity 4) then you need to record them in some way.

	• Logistics: What venue will we use to deliver the activity in? Have we prepared our resources and equipment? What expenses/payment/reimbursement/thank you gifts have we agreed? Who has the necessary skills to facilitate the workshop? Use these answers to set-up the workshop and recruit participants. **Step 2:** Use the Storytelling workshop plan to deliver the workshop. The Storytelling techniques resource will help you determine which storytelling approach is most suitable. **Adaptation:** Some groups may find this approach to storytelling (i.e., removing the structure and agenda) a bit more difficult than others. Therefore, we recommend using the Story mindmap resource to help people to think through the experience they want to share and to act as a prompt during the storytelling. This could be useful for working with groups for whom cognition and focus might be challenging. You may want to adapt the prompting questions to suit the context of the storytelling, but we would recommend keeping the categories listed. For people with learning disabilities, the facilitator may be best to make notes on the mindmap for the person who is sharing their experience, or alternatively ask them to draw out their answers and explain what they are drawing to you.
Useful resources	Storytelling workshop plan Storytelling techniques Story mindmap Alternatively, you may find storytelling approaches outlined in the "Our Voices" Digital Curator toolkit useful: http://our-voices.eu/wp-content/uploads/2018/07/DigitalCuratorToolkitFinal.pdf Translated resources in German, Swedish, Italian, Spanish and Polish can be found here: http://our-voices.eu/resources/

Activity 3: Analysing lived experience stories

Description	This activity helps you to work with lived experience stories as a form of data and analyse them with a methodology rooted in traditional notions of discourse analysis and grounded theory. If you would like to find out more about these methods, take a look at the work of Brown and Yule (1983), Glaser and Strauss (1967) and Tummers and Karsten (2012). The methodology is split into two phases:

	• **Phase 1 - Vertical analysis:** The person/people conducting the analysis reviews every individual story and identifies the topics, content and contextual elements within it. • **Phase 2 - Horizontal analysis:** Once each story has been analysed, the person/people conducting the analysis looks across them for trends and anomalies. This process results in the identification of a key set of trends and anomalies from a collection of stories that can synthesised into a collective set of insights, without losing the individual voices in the stories. The bringing together of different stories to form a collective insight is generally informed by Pierre Lévy's (1997) concept of "collective intelligence" that presents the argument that the sum of multiple people's knowledge is always greater than an individual's own knowledge. This activity can be done by individuals or in teams/groups.
Resource Level	Experience: Intermediate Time: Determined by the number of stories you are analysing Cost: Medium / Low (the largest cost is people's time to conduct the analysis)
Materials	A set of recorded lived experience stories (8+), pens Story review sheet template Story review sheet worked example Identifying trends and anomalies worksheet
Step-by-step guide	**Step 1:** Listen to or watch one of your lived experience stories. Use the Story review sheet template to write a summary of the story and identify key sections in it. We recommend that you listen to or watch the story once and make notes on a separate piece of paper, then listen to or watch it again to see if you missed anything before writing the summary. Try to be descriptive in the summary and do not include your own analysis or judgment of the story. You may want to listen to or watch the story for a third time once you have written your summary to identify the key quotes and check the summary is accurate. We find writing the summary in chronological order works best. Using the phrases/words/expressions that the storyteller uses helps to keep it accurate. You might find the Story review sheet worked example useful as a rough style guide. **Step 2:** Repeat Step 1 with each lived experience story you have collected. **Step 3:** It is now time to look at the topics, content and context points in your story. This is the part that is rooted in traditional notions of discourse analysis. The Identifying trends and anomalies worksheet will be useful here. Look back at each review sheet in turn and identify the following from each story: • **Topics (The What):** This stage is concerned with identifying the subject matter(s) in a story. This primary analysis phase is based on a basic textual

analysis. Here you need to identify WHAT the person talks about in their story.

- **Content (The How):** This stage is concerned with outlining the way in which the subject matters are being described. This secondary analysis phase - the compositional level - is focused on explaining how the subject matters identified are spoken about to create meaning. This asks you to think about key emotions expressed, tone of voice, expressions on people's faces, and the relationships between the subject matters. It uses a more interpretative approach to situate the subject matters within the perspective they were told through looking at them in more detail.

- **Context (The Why):** This stage of analysis is concerned with explaining the wider context in which story is being told. This final analysis phase relates the trends to the wider circumstances that surround the story and places them within the environments in which they were told. This is the most interpretative level and some of this contextual knowledge may come from the story itself, but some of it you may know via other means. In your notes you should be clear which contextual knowledge you have taken directly from the story and which you know via other means.

Step 4: When you have done the above for each individual story, read through your notes and identify the following:

- Trends: The similarities you notice across the different experiences.
- Anomalies: The differences you notice across the various experiences.

List these in the space provided on the worksheet.

Step 5: Look at the trends and anomalies you have identified and think about the 'insights' or 'learning' that are emerging from it - this part is rooted in grounded theory. To help you do this, you may want to consider the following:

- What do we learn about the social innovation from the experiences?

- What do we learn about the lives of people that may be relevant to the social innovation from the experiences?

- How may we explain/understand the difference and similarities in experiences?

Step 6: You are now ready to think about how you will use this learning within or outside the social innovation. Section 4 contains more concrete ideas about how you can do this based on the people you are trying to connect the learning to. For example, some short extracts from the stories with some key learning points identified could win the hearts and minds of frontline practitioners, whereas an

	insight briefing with concrete recommendations could be useful for strategic management. Whichever way you choose to share the learning, we recommend you use as much of the people's words and voice as possible. Although it may be tempting to translate what people have said into 'system speak', we find that this loses the impact of people's experiences. Instead, try to use people's own phrasings as much as possible and subtly connect them to relevant concepts, policies or initiatives in the system. This methodology is largely based on the Community Reporting approach to story curation. You may find this short animation that explains more about this way of analysing stories useful to watch before you begin your analysis: https://peoplesvoicemedia.co.uk/approach/curating/
Useful resources	Story review sheet template Story review sheet worked example Identifying trends and anomalies worksheet
Case study example	An evaluation into the impact of creative activities on mental health and wellbeing was funded by The Health Foundation and delivered by Creative Minds in partnership with the University of Huddersfield and People's Voice Media. The evaluation saw over 40 participants and staff being trained to become Community Reporters. They used digital tools including film and audio to capture authentic stories about their own lived mental health experience. In total, over 100 stories were gathered and these were analysed via a similar methodology outlined in this activity and were used to produce an evaluation report. Read more about this project here: https://www.southwestyorkshire.nhs.uk/creative-minds-news/evaluating-soft-and-fluffy-creative-activities-delivered-by-creative-minds/

Activity 4: Creating a learning dialogue from stories

Description	This short activity uses 'story dialogue' and is designed to be embedded into larger workshops and events, team meetings, focus groups. It's a way of working with lived experience in a practical way as part of learning, development and reflection processes. This approach has been adapted from the work of Labonte and Feather (1996) and is designed to promote empathy and connection.
Resource Level	Experience: Intermediate / Beginner Time: 30 minutes - 1 hour Cost: Low
Materials	Lived experience story/stories (recorded as a photograph, audio or video), flipchart paper, post-it notes, marker pens, pens
Step-by-step guide	**Step 1:** Explain what story dialogue is to the group. The text below will help:

Story dialogue is a way of working with lived experience as a tool for learning and change in a practical way. It helps us to:

- *Actively listen to people's experiences.*
- *Connect with them and connect them to our own experiences of the world.*
- *Think about what we have learned from the story and what future action it may provoke.*

Step 2: Screen a lived experience story and ask people to identify:

- What are the key messages in the story?

Ask people to write them down on individual post-it notes and put them onto the group flipchart and facilitate a short group feedback.

Step 3: Ask people to reflect on how the story connects with their own experiences and emotions:

- How does the story resonate (or not) with our own experiences?

Ask people to write down their reflections on individual post-it notes and put them onto the group flipchart and facilitate a short group feedback.

Step 4: Ask people to think about one or more of the following questions:

- What is the key learning from the story for us/the social innovation?
- What changes/actions does the story prompt?

Ask people to write down their reflections on individual post-it notes and put them onto the group flipchart and facilitate a short group discussion.

Step 5: Discuss with participants what ideas for change are actionable immediately, in the medium term and in the long term. Prioritise, with the group, the actions and agree on next steps.

Facilitator Notes: Step 5 may be the most difficult if there is not consensus in the group. If this arises, you may want to ask everyone to state the one action that they think is key and why. List these actions on a piece of flipchart and then use an iterative voting method to whittle down the actions to the most important ones or a number that is manageable.

You could also extend this activity by looking at more than one lived experience story by repeating steps 2 - 4 a multitude of times before moving onto step 5.

Lived experience in practice:

Lived experience helps us to understand social innovations from the perspectives of the people the innovations intend to support. Take a look at 'CoSIE project case study' here https://cosie.turkuamk.fi/community-reporting/ to see how lived experience was used as a tool for co-creation, learning and evaluation in a range of public services across Europe.

This short video provides an overview of this work: https://www.youtube.com/watch?v=2YGg-OZpuww&t=226s

'Our Voices' Digiral Curator Toolkit

People's stories about their experiences provide useful insights into what is happening in their lives and communities. As part of the "Our Voices" project, a transnational partnership of organisations from the UK, Germany, Sweden, Spain, Italy and Poland worked together to better understand how lived experience can create positive change and impact within their communities.

If you are interested in gathering, curating and mobilising lived experience stories in a more general context, you will find the project's Digital Curator Toolkit useful. It contains a range of resources and practical guides for working with stories, some of which are adapted for different learning/access needs:
http://our-voices.eu/wp-content/uploads/2018/07/DigitalCuratorToolkitFinal.pdf

You can also find many of the resources from the toolkit translated into German, Spanish, Italian, Swedish and Polish on the project's resource bank: http://our-voices.eu/resources/

Storytelling Workshop Plan

<table>
<tr><td>Aim:</td><td colspan="2">This short workshop is designed to support a group of people to share their stories of lived experience about a particular topic.</td></tr>
<tr><td>Objectives:</td><td colspan="2">1. Reflect on progress made since previous sense-check.
2. Review new data and identify the key learning from it.
3. Determine core actions to take based on learning from data.</td></tr>
<tr><td>Time</td><td>Activity</td><td>Resources</td></tr>
<tr><td>0 min</td><td>Introduction to the workshop
Facilitator to:
• Welcome to the workshop (setting the context) and short introductions.</td><td>N/A</td></tr>
<tr><td>10 min</td><td>Icebreaker
Facilitator to:
• Deliver a short icebreaker.
• Example icebreaker:
• Give everyone a post-it note
• Ask them to quick draw something about their lives/world/them on it. This could be something about their family, work, hobbies/interests, how they are feeling etc. Stress that it should be something that they are comfortable with sharing about themselves.
• Ask each person to share what they have drawn with a little explanation.
• The facilitator should also participate in this.</td><td>Post-it notes
Pens</td></tr>
<tr><td>30 min</td><td>Why lived experience matters
Facilitator to:
• Explain why lived experience is important to the social innovation and how it will be used.
• Write the central topic/question you would like to explore in the session and ask the group for the different topics/experiences they can think of that relate to it.
• Write these ideas down on the flipchart.</td><td>Flipchart
Marker pens</td></tr>
<tr><td>50 min</td><td>Storytelling activity
Facilitator to:
• Select one of the activities from the Storytelling techniques resources.</td><td>Consent forms (if applicable)
Recording devices (if applicable)</td></tr>
</table>

	• Support participants to share their lived experience stories using that method.	

I hour 20 min	**What did we learn from each other?**
	Facilitator to:
	• Ask people to look at or think about the stories they have heard from each other and identify the key points in the stories on individual post-it notes.
	• Put some flipchart paper down on a table and ask participants to put their post-it notes onto it and begin to group them. This grouping could be done by:
	  • Groups that naturally emerge from the key messages
	  • SWOT framework
	    i. Strengths: what are the positive elements of your experiences of the social innovation?
	    ii. Weaknesses: what are the negative elements of your experiences of the social innovation?
	    iii. Opportunities: what elements of your stories relate to future opportunities for the social innovation?
	    iv. Threat: what elements of your stories identify things that might stop the social innovation from working well?
		Flipchart
		Post-it note
		Pens

I hour 50 min	**Summary** Facilitator to: • Thank people for their contributions • Explain what will happen next - how the stories will be used, expenses etc.	N/A
2 hours	**End of sense-check session**	

Note: The workshop could be extended to include:

- more than one storytelling technique
- longer time on activities if needed by the participants
- a break.

Storytelling techniques

All of the techniques below try to remove the 'agenda' of the social innovator or researcher as much as possible. Key to all the techniques is providing a space where people can share their experiences without them having to fit a specific mould or being framed by the wants and needs of the people and institutions wanting to work with their lived experience.

Photo voice

Photo voice is a well-known qualitative participatory research method predominantly used in community settings. It uses photography as a tool through which people can present their perspectives.

How to deliver a simple photo voice activity

1. Ask participants to reflect on their experiences of the social innovation and note down any key words or emotions that come to mind.

2. Then provide people with a camera or tablet and ask them to take a few photographs that represent their experience. You may want to give some examples and explore how people can take more 'metaphorical' or 'symbolic images' to share their thoughts and feelings. For example, on a piece of work that explores personalisation in probation services, participants were keen to express that 'one size doesn't fit all' and therefore took a photograph of different shoes that were varied in size.

3. Provide a space for the participants to share back their photographs with you and the group and explain the meanings behind them. You may want to (a) record these conversations or (b) ask them to use them to 'caption' the photographs - either digitally on a simple photo editing app (e.g. Pixlr) or on a post-it note.

If you decided to run a longer workshop, this activity is good as a starter activity before progressing onto one of the other techniques.

Take a look at this overview of the Hidden and Hunted project led by Ideas Alliance for examples of how photo voice can work in practice: https://ideas-alliance.org.uk/end-womens-homelessness-exhibition/

Snapshot stories

This a simple approach to 'insight' storytelling developed by People's Voice Media within their Community Reporting methodology. It is loosely based on the notion of 'vox pops' but with a focus on experience rather than perception.

These stories gather people's experiences in a quick way. They only have one question, and can also be a good introductory storytelling activity. To do them you should:

1. Ask an open question based on the topic you are exploring in the workshop. For example:

a) What has been your experience of <INSERT SOCIAL INNOVATION / SERVICE / PROJECT>
b) What has been your experience of <INSERT ISSUE TOPIC>

2. Either:

    a) Record the person's answer. This can either be as audio or video. When the person stops talking, stop the recording.

    b) Sit down in a comfortable space, ask the question and simply listen to the person's response without interrupting or asking questions. Focus on really hearing what they are saying.

This activity works well when it's done peer-to-peer. Therefore, you should split the participants in the workshop into pairs and ask them to record or listen to one another's snapshot stories. Although there isn't a set length for these stories, then tend to be between 1 and 5 minutes.

Dialogue interviews

This more nuanced approach to 'insight' storytelling developed by People's Voice Media within their Community Reporting methodology. It is designed to enable the storyteller to set the agenda of the storytelling and has some links to Empathy Interviewing.

Dialogue interviews don't have a list of questions. Instead, they are like conversations between two people. The conversation should be directed by the storyteller so that they are determining the direction of the conversation and are only sharing the information and experiences that they choose to. The person asking the questions is helping to facilitate the question through actively listening and picking up on key things that the storyteller is sharing.

To do a dialogue interview, you should:

1. Ask an opening question (a conversation starter). This enables the storyteller to start to tell their story. This question shouldn't be too leading and should be quite broad and open (like the snapshot story question).

2. The person asking the questions may then ask any questions within this storytelling process that naturally occur to them based on what the storyteller says. They should actively listen to the storyteller and pick out key things they are saying to explore further. A simple way of doing this is by asking 'Could you tell me more about that?', 'What happened next?' or 'How did that feel?'.

3. When the conversation comes to a natural end, the interview ends.

Like snapshot stories, these interviews can be recorded as audio or video, or just done as conversations in which experiences are shared. Again, they tend to work best when they are done peer-to-peer. Although there isn't a set length of these stories, they tend to be 5 - 20 minutes, but some can be longer.

Story Mindmap

Sometimes it can be hard to decide where to start when trying to tell others about your life. The aim of this activity is to explore the key elements of your story and your world and support you to map it out before you tell your story.

Story review sheet

Reviewing stories helps us to identify the key messages in them. When we look at a set of reviews from different stories, we begin to see what key themes and trends emerge from across them. Use this template to review, summarise and identify the most important elements and quotations from the story.

Story (insert title/link to story):	
Overview of Story: Write a synthesis of the story that describes what the person says in their story. Try to give the overall picture of what they are describing, how they feel and any key opinions.	
Extract(s): Select an extract/extracts from the story that highlights its key message(s)/point(s).	
Key Quote What is said (2 - 4 sentences)	**Timecode** (if recorded) Minutes and Seconds

Story review sheet (worked example)

Story (insert title/link to story):	Life in Popowice
Overview of Story: Write a synthesis of the story that describes what the person says in their story. Try to give the overall picture of what they are describing, how they feel and any key opinions.	
The storyteller shows great pride in being known as a resident of this particular area. When asked if she is a resident of Popowice, she replies 'Of course!' She describes how she has lived here for over 40 years and that she likes the area because of all the green spaces, however one of her concerns is over the flowers. She describes how she likes the area because there are a lot of parks and green spaces but expresses her disappointment with the residents who do not seem to care. She also talks about how she sees places nearby where there are big buildings and notices a difference there which shows that the residents do care. She has ideas about creating a small public garden but says that she doesn't know how to get permission for it. She is someone with a disability who uses a stick occasionally and thinks that it would be useful for others as well to have more benches and spaces where they are able to sit down to enjoy the green spaces. She comments on the fact that the old trees are well cared for and is happy about the fact that they are left to grow and says that we should look after our old trees because there is not room for new. Look after what we already have. She lives on the ground floor and knows all her neighbours on this level and up to level four. She doesn't know those above level four because that is as far as she is able to climb the stairs. She says very often, there are old women or those with disabilities on these floors rather than men because their life expectancy is different. The people who live in her building up to fourth floor (the people she knows) need to integrate themselves more, i.e., she knows them all, but feels that they don't know each other very well and they are all in a similar situation (older generation, single women etc.) She always helps people if she is able to, but feels that very often, older people do not ask for help.	
Extract(s): Select an extract/extracts from the story that highlights its key message(s)/point(s).	
Key Quote What is said (2 - 4 sentences)	**Timecode** (if recorded) Minutes and Seconds
I'd like to make a small garden for everyone but I don't know who to ask to make it. I also think benches and places to sit down would be good in the area. I know one person who uses a stick to walk sometimes, and for them, more benches would be good too.	2:11 - 2:45
Society needs to learn to speak together.	3.45 - 3.51
I try to always help if there is a problem, but not everyone is open and will ask for help	3.23 - 3.34

Identifying trends and anomalies worksheet

Story: Title of story/file name.	**Topic:** WHAT is being talked about in the story? List the subject areas.	**Content:** HOW are the subjects being talked about? Summarise key emotions connected to the subject areas and also any connections between subject matters.	**Context:** WHY are the subject matters being spoken about in this way? Explain anything in the story (or what you know about the context of the story/storyteller) that adds more understanding to what they have experienced.

Story: Title of story/file name.	**Topic:** WHAT is being talked about in the story? List the subject areas.	**Content:** HOW are the subjects being talked about? Summarise key emotions connected to the subject areas and also any connections between subject matters.	**Context:** WHY are the subject matters being spoken about in this way? Explain anything in the story (or what you know about the context of the story/storyteller) that adds more understanding to what they have experienced.

Trends: Look across the stories, what key trends or themes are there? What are the similarities in people's experiences? List them in the box to the right.	
Anomalies: Look across the stories, what key anomalies are there? What are the differences in people's experiences? List them in the box to the right.	
Insights: From the trends and anomalies, what have you learned about the social innovation from the lived experience stories OR what have you learned that could be relevant to the social innovation? What could explain the trends and similarities of experiences? What may explain the anomalies and differences in experiences? Use the space to the right to synthesise this.	

Section Four

Sharing Learning: What to do with what you know now

Section Four

In this part of the guide, we prompt you to take the learning that you generate through the above and other processes beyond your organisation or the social innovation into the wider field in which you operate. We are making the assumption here that the social innovation continues to prove effective as it scales: bluntly, if it does not work, it should be scaled down to make space for fresh innovations. However, there may still be merit in sharing with the sector why a failed social innovation did not work. Furthermore, even within the 'failed' innovations, there are likely to be pockets of activity that were successful. Again, there is merit in sharing this learning and exploring how it can be worked into the wider system.

This may be understood as a new stage of social innovation scaling, or it could be seen as advocacy or lobbying. In the Genio pyramid (see Section 1), this stage would concern progression to the 'consistent adoption' level. This includes influencing and informing funders, policy-makers and wider stakeholders which shape the operating environment for the social innovation. Winning the hearts and minds of these key actors within the innovation's context can also play a key role in supporting the innovation to be sustained and continue to scale towards consistent adoption in the whole system or policy field.

Key to 'winning hearts and minds' on the basis of evidence is knowledge mobilisation. This concept describes a systematic process whereby knowledge is "co-produced and channelled to different audiences in order to 'impact' upon policy and practice" (Bannister and Hardhill, 2015). Here, it is enriched by two core considerations:

1. **Intercultural considerations:** These are too often unspoken in European collaborations, but we all have to navigate them when working across borders.
2. **Interpersonal issues:** These are often used in team leadership and development and are of merit also for influencing others externally.

We advocate for incorporating these elements in a knowledge mobilisation strategy and support social innovators to structure their thinking in this way. These aspects are important because "scientific evidence seldom, if ever, directly solves organizational or policy-level problems" (Contandriopoulos, 2010). Our contention is that taking an integrated approach to advocacy for system change is more likely to enable you to deal with the inevitable difficulties and resistance to change along the way.

Furthermore, the knowledge mobilisation approach presented here is particularly useful for the 'plateau of productivity' in the Gartner Hype Cycle for innovation (Blosch & Fenn, 2018). The cycle has the following five stages:

1. **Innovation trigger:** A breakthrough (a new technology, a global pandemic) triggers an innovation.

2. **Peak of inflated expectations:** Hype is generated and creates high expectations early in the innovation process (initial buzz).

3. **Trough of disillusionment:** Interest in the innovation begins to wane as the initial high expectations are not met (the challenges to adoption emerge, set-backs are encountered)

4. **Slope of enlightenment:** The value of the innovation becomes more widely understood and appreciated (additional uses of innovation seen).

5. **Plateau of productivity:** Mainstream adoption of the innovation begins to occur (late adopters and sceptics come on-board).

The fifth stage is where consistent adoption is achieved and it's worth reflecting that the small-scale innovation stage may demand quite different skills than the systems-changing plateau of productivity stage.

To get beyond the initial hype, the proposed change has to be compelling, and you have to anticipate the peaks and troughs of the change process. Here, recommendations from Baye's Business School's Centre for Charity Effectiveness for ensuring consistent change in a system are useful. As a leader within a system or when trying to influence system leaders, it is important to:

- engage middle managers as translators into practice
- empower frontline staff to try out new approaches and feedback
- support people using services to be more demanding of the system
- break down the change into manageable blocks or phases.

Familiarising yourself and the actors within the social innovation with these aspects will prepare you to work towards the 'consistent adoption' of the social innovation you are scaling.

However, making change in complex systems is not always easy - rather, it is almost always very difficult. Not every stakeholder or actor will be 'on-board' with the change and innovation you are introducing. People can be actively or passively resistant to change for a range of reasons, and this section of Learning As You Scale will suggest ways of navigating this terrain effectively.

Let's talk about… winning hearts and minds

Take a look at this short video from Stephen Barnett, an advisor on strategy and social impact in the European space. In this video, Stephen talks about how you can use the learning from the social innovation's scaling journey to influence others. https://youtu.be/_Gh_MaJvl8U

Reflection Point 1: Who do you want to influence?

'Consistent adoption' or systems change is likely to involve a large number of stakeholders with differing interests, needs and power. It can be helpful to place the stakeholders within one of four categories to help decide how much to invest in each relationship and with what purpose.

Use the Winning hearts and minds matrix below (adapted from Copeman et al, 2012) to understand who you want to influence and why. You can integrate these ideas into a knowledge mobilisation later in this section.

Winning hearts and minds matrix

Power to support change: High

Priority 2: Persuade & Influence

- Stakeholders with high power but lower support
- Find out needs and 'value' sought
- Can the social innovation help them achieve their objectives?
- Understand reasons for low support
- Build trust, find common ground
- Share your impact evidence

Priority 1: Encourage & Reinforce

- Stakeholders with high power and support
- Understand needs and 'value' sought
- Keep close, deepen relationship
- Emphasise shared interests and synergies
- Share your impact evidence

Priority 4: Monitor

- Stakeholders with lower power and lower support
- Research potential alignment
- Understand reasons for low support
- Could power change in future
- Decide who to prioritise within category
- Share your impact evidence

Priority 3: Encourage & Inform

- Stakeholders with lower power and higher support
- Keep in touch
- Support their work
- Create information materials
- Share your impact evidence

Low — High

Support level for your innovation

What's your ambition?

According to Nutley et al (2003), research data can be used in different ways and have different effects. We have adapted their typology and identified four ways that social innovators can use the learning from their innovations to inform and influence their wider contexts:

1. **To make a direct policy change:** Whilst this direct influence on policy can happen via evidence from innovations, this is not a regular occurrence (Contandriopoulos et al, 2010).

2. **To change the conversation:** Evidence can change thinking in a sector or policy community, even if it does not directly or immediately change policy or reform systems. This may seem a disappointing result but "conceptual use is not second best" (Rossi et al, 2004).

3. **To support or oppose an existing position:** Evidence can be used to validate or invalidate a pre-formed and possibly entrenched political position, particularly on a controversial divisive issue.

4. **To influence practice without changing policy:** Evidence can change the thinking, training, and practice of professionals within a current policy frame but not immediately or directly the policy itself.

When considering how to use the learning or evidence from the social innovation, it is important to think about *when* you seek this wider impact. Literature such as C. Fox et al (2017), cautions against inappropriate use and premature use of evidence. For example, it is debatable how useful it is to rapidly spread tentative findings.

Find out more: Working with stakeholders and actors to achieve your ambitions

To create wider system change or impact, social innovators need to see themselves as part of a bigger picture. Viewed from this perspective, it is key to see how you can connect with other actors in your field to create your desired results. This might mean changing your approach to how you scale - or perhaps more aptly - spread what you know.

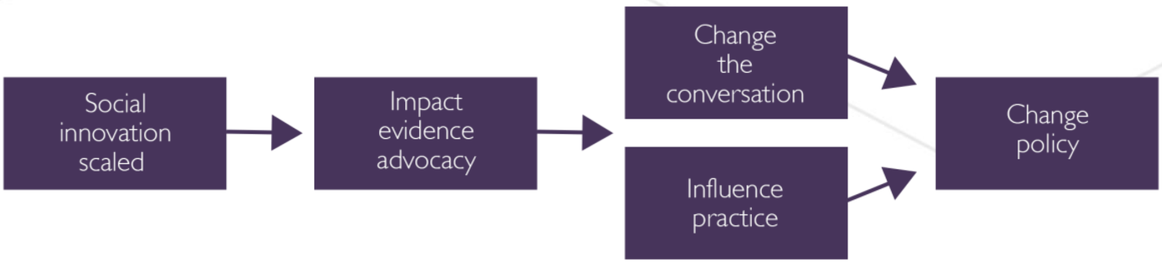
In this short video, Dr. Gorgi Krlev explains the importance of integrated model of strategy and systems thinking https://youtu.be/kwoi3FBPcY0 and in this video, Alyssa Jade McDonald-Bärtl from the Cacao Academy talks about how she has put this concept into practice: https://youtu.be/MSz3CqF8mJE).

Reflection Point 2: Getting started with knowledge mobilisation

Look at the linear Knowledge mobilisation flowchart below and reflect on the following questions:

1. Does the linear diagram reflect your experience of using impact evidence to influence policy?
2. What kind of diagram would you draw? Go ahead and do it, either in general or for the social innovation you're working to scale (further).
3. What type of 'knowledge mobilisation' effect(s) are you aiming for? What are the opportunities and risks of each strategy?

Knowledge mobilisation flowchart



Knowing why, what, who and how

Social innovators, whether frontline public services, social enterprises or civil society organisations, are well-placed to know the who, why and how of their sector, which are valuable forms of tacit knowledge. It is challenging and important for organisations to be able to combine and deploy tacit knowledge built up through years of professional or volunteer experience with the formal research knowledge of 'what works', knowing that neither is superior to the other. The why, what, who and how are described here, based on Nutley et al (2003):

- Knowing **why** action is required, not only in statistics but also thanks to the 'lived experience' testimony of people and communities.
- Knowing **what works** and understanding what interventions or strategies should be used to meet policy goals and client needs (and knowing what does not work).
- Knowing **who** to involve in supporting and funding scaling efforts that may lead up to systemic adoption (and knowing who not to involve).
- Knowing **how** to design, deliver and fund a social innovation in practice.

Reflection Point 3: 'Knowing' stocktake

Individually, or as a set of actors connected to the social innovation, complete the table below and discuss your ideas. This will be useful for designing your knowledge mobilisation plan later in this section of the guide.

Scoring Scale:
0 = we don't know
1 = low confidence
2 = moderate
3 = high confidence

Knowing	Confidence score (0-3)	Why did you give this score?	What one step could you take to move up one score?
Why act			
What works			
Who to involve (and not involve)			
How to deliver			

Considering your context

We would like to introduce you to three contextual considerations which help manage expectations around influencing externally, and then give you seven success factors to build into an influencing strategy.

1. **Polarisation vs. consensus:** Low polarisation (aka: consensus) occurs where stakeholders and policymakers largely agree on the nature of the problem, whereas high polarisation occurs where they disagree strongly about the causes of the problem and may be entrenched in opposing positions. Where there is a consensus about a given societal problem, it will be easier to pursue policy reform and achieve instrumental or conceptual use of knowledge; in a polarised context, research evidence may be (mis)used to support a pre-existing view.

2. **Competition for knowledge:** In a sector or policy community, impact evidence may become a commodity for which policy-makers or funders compete. It may be seen as advantageous for a particular city, region, government department, political party, foundation etc. to fund not only the social innovation, or an independent impact study, but also its dissemination and 'knowledge mobilisation'.

3. **Social structures:** This validates what we know intuitively; that interpersonal trust facilitates and encourages communication, and repeated communication builds trust further.

Reflection Point 4: Context questions

Individually, or in a group, discuss the questions below as a way to examine the context in which you are going to be mobilising the knowledge from your innovation.

Polarisation vs. consensus:

- Is your sector/community polarised or consensual?
- How do you contribute to this positively and negatively?
- Who is most likely to resist change and on what grounds?
- Are you firmly allied with a particular side in a polarised context?
- How could your evidence bring people towards mutual understanding?

Competition for knowledge?

- Is there likely to be competition for your impact evidence?
- How would you decide with whom to ally yourself and what are the implications of this?
- How do your values inform who you would or would not ally yourself with?

Social Structures:

Think of all the policymakers and stakeholders in your network.

- What is the level of trust/distrust between you and each one?

- How did this come about? What are the lessons for establishing interpersonal trust with new contacts?
- If there is distrust, what could you do to ameliorate this?
- What are the levels of trust/distrust between stakeholders on whom you may jointly depend?

Social Structures

There are a range of success factors for how social innovations can mobilise knowledge into policy and practice. Below are seven core elements that can lead to successful knowledge mobilisation processes (adapted from the work of Contandriopoulos et al, 2010).

1. **Map stakeholders and policymakers**
   You should know who would potentially use the impact evidence you have generated and in what ways. Work this out early in the scaling process. You should engage with them as early as possible in order to understand their interest and power in the matter, as per the stakeholder matrix.

2. **Be on time**
   Your impact evidence must be produced in a timely manner, especially if you think there is potential for 'instrumental' use, for example., for informing a particular legislative process. This requires a certain pragmatism in balancing the pressure to produce timely materials with the quality and thoroughness of the impact measurement.

3. **Translate into context**
   The impact evidence has to be translated into a language and format that a policy-maker or potential funder will understand and can use directly with their own colleagues and stakeholders, if they decide to support it.

4. **Build ownership**
   Policymakers or funders should feel a sense of ownership and investment in the social innovation and its scaling process. The evidence needs to lead to policy options or action proposals, showing where they could lead. Involving them in the design and accompaniment of the impact measurement is likely to be advantageous.

5. **Stay the distance**
   The impact evidence needs to come with support for understanding its basis, its limitations, how it might be communicated and with a commitment to accompany the policymaker or funder throughout the process of the advocated system reform.

6. **Don't curb your enthusiasm**
   Continuing the theme of 'interpersonal trust' from above, your personal enthusiasm not only for the social innovation but also for the evidence supporting it is of high value, possibly the highest value of all the factors. It is not enough to have this enthusiasm on one key occasion. It needs to be maintained over multiple occasions, building up mutual trust over time, that will open the door for a policymaker or funder to take seriously the proposed 'consistent adoption' of a social innovation.

7. **Maximise credibility**
   As well as your evidence being credible and the social innovation having a positive reputation, it helps to have the endorsement of other influential actors in all kinds of areas (policy, politics, practice, media), who have already won credibility.

Another way of looking at this is to consider the opposite of these behaviours:

Reflection Point 5: Behaviours key to success factors

Individually, or with actors involved in the social innovation, complete the table below and score your organisation or team on specific behaviours related to successful knowledge mobilisation strategies.

Scoring Scale:
0 = We do not practise this
1 = We do this to a minimal degree
2 = We do this moderately
3 = We do this fully

Success factors	Self-assessed score (0-3)	Why did you give this score?	What steps would improve your score by one point?
Mapping stakeholders			
Timeliness			
Translation into context			
Ownership			
Ongoing support			
Personal enthusiasm			
Credibility			

Persuading people

These interpersonal factors may seem out of place in a guide for scaling, but as we have already seen, interpersonal trust and personal enthusiasm are important to influencing or mobilising knowledge. Rossi (2004) affirms “the importance of understanding the cognitive styles of decision makers and ensuring that outputs are tailored to these”.

One way of approaching this could be via learning styles - or in other words - how people like to process information. In education and training, the core learning styles are simplified as being:

- **Visual:** people who take in information through diagrams, charts and drawings and thus prefer graphic illustrations of information.
- **Aural:** people who absorb information through the spoken word and conversations.
- **Reading/Writing:** people who learn from formal texts, from both reading and writing them.
- **Kinaesthetic**: people who use direct, reported or simulated experiences to take in knowledge and develop understanding.

People tend not to fit exclusively into one category or another, but rather may fit between categories or process information in different ways, depending on the information itself and the context in which they present the information. When thinking about how you present information and evidence to the people you want to influence, you might want to think about these different learning styles and combine different kinds of communication materials together to appeal to different people. (e.g. using visualisations in reports)

Reflection Point 6: Communicating your evidence

Individually, or with a team of people involved in the social innovation, discuss the questions below. The ideas you generate here will be useful for your knowledge mobilisation plan.

What are you currently doing?
- How do you currently present evidence of learning and/or impact from the social innovation?
- How do you currently communicate it to different people?
- What learning styles and/or work-place typologies are you appealing to and why?

What could you be doing?
- What other ways can you think of to present the evidence of learning and/or impact from the social innovation?
- How could you be communicating this to different people?
- How can you plug any gaps in learning styles and/or preferences around communications materials that exist in how you are currently presenting knowledge from the social innovation?

Crossing borders

Many social innovations in the European context cross borders, which creates particular cultural considerations. We are going to introduce you to three scales that pertain to the culture of work in different regions of Europe and the world (adapted from Meyer, 2015).

Find out more: The Culture Map

Here we have worked with three out of eight considerations from a book by Prof. Erin Meyer (2015) of INSEAD called *The Culture Map*. These are based on her research and consulting work in multinational companies and we have chosen those which we judged the most relevant to the social sector and to the European context. A larger part of the book considers global differences between American, European and Asian ways of doing business and work. In the global context, differences within Europe itself seem minimal.

You can find out more about this piece of work here: https://erinmeyer.com/books/the-culture-map/

1. **Trusting: Are you building trust based on tasks or on a relationship?**

As we have seen above in 'knowledge mobilisation', interpersonal trust is vital to influencing change in systems, perhaps all the more so where you want a decision-maker or funder to stop spending money on the current way of doing things and start spending it in the way you are proposing (consistent adoption). The trusting scale places countries along a line from task-based to relationship-based.

Where trust is built more on tasks, it grows as a result of working together in a professional capacity and being reliable at work, in the absence of a personal relationship. Where trust is built more on relationships, it grows because of a social connection and socialising together informally away from work and may start because of a mutual contact. On Meyer's trusting scale, Northern European countries incline more towards task-based trusting, Central-Eastern countries are the middle and Southern Europe between the middle and relationship-based end, at which some Asian and African countries are clustered.

Meyer concludes with the advice that "investing extra time in developing a relationship-based approach will pay dividends" even in countries that lean towards task-based trust. If you win a European project, there is often a budget for 'subsistence' meaning you can organise a good meal to build personal relationships as well as working through the tasks in a meeting room throughout the day. It also often helps to show an interest in the sights, history and food of a particular region or city and if you are the host to organise a visit to an important local museum or site of interest. People who are used to task-based trust may consider it inappropriate to share or solicit personal information, but with sensitivity this can help in relationship-based cultures.

This relationship-building has of course become less intuitive during the COVID-19 pandemic and trying to build ‘affective’ trust online is an unknown area. Meyer notes that phone calls or virtual meetings are preferred in relationship-based work cultures and may have more agenda-free social content. Emails and meetings which go straight to the agenda are more common in task-based work cultures.

2. The persuading scale: Are you starting with principles or application?

This draws a distinction between deductive reasoning, which reaches conclusions on the basis of general principles, and inductive reasoning, which does so on the basis of real-world observations and applications. According to Meyer, nearly everyone is capable of both deductive and inductive reasoning but the cultural difference is more about the starting point or the emphasis laid on either way of thinking.

People from principles-first work cultures would like to understand why a social innovation is necessary and the theory on which it is based; those from applications-first work cultures would like to understand how it has worked in practice and how it could work in practice in future. On Meyer’s scale, southern European countries lean more towards principles-first reasoning while northern Europeans are between the mid-point and application-first, but not as close to that extreme as the U.S. would be.

This influences how presentations and reports are organised in these cultures: a social innovator from an application-first work culture might seek to persuade others of its merit on the basis of how it works and the real-world impact it achieves, whereas a social innovator from a principles-first culture might seek to do so from why it is needed and why it works. If you are presenting your impact evidence, those in principles-first cultures are likely to be interested in research methodology and how the findings relate to general principles in policy or social work, education and so on. Those used to an application-first approach may see it as normal to jump to the conclusions or key messages first and then work backwards in explaining how they reached them.

3. Deciding: Is the team/group making the decision or just the boss?

Ultimately, possibly after many meetings, pilots and studies, a decision may be made to reform a particular service, system or policy to adopt a new social innovation fully. It may be useful to be prepared for how decisions are made in a particular work culture based on Meyer’s ‘deciding’ scale which goes along a line from consensual to top-down. In a consensual culture, decisions are generally made by groups intending unanimity, whereas in a top-down culture, decisions are more likely to be made by a single leader. This also concerns what the role of the leader is: in a consensual culture, they have to help the group reach shared decisions, whereas in a top-down culture, they have to be more directive themselves and expect others to follow.

On Meyer’s Deciding scale, northern Europeans are further towards the consensual end, the UK in the middle and southern Europeans between the middle and the top-down end. It is also interesting to consider how long it takes to reach a decision: in a consensual culture, there is likely to be more discussion then a decision then implementation; but in a top-down culture, there could be a decision earlier in the process but that decision may be revisited and changed on the basis of implementation experience.

Meyer provides some useful points for those working towards a decision in a consensual culture versus a top-down culture.

Consensual	Top-down
• Be prepared for it taking longer than you would like. • Demonstrate patience and commitment even when you are frustrated. • Cultivate informal relationships so you get insights into the group dynamic. • Focus on the quality and depth of information and responses to questions. • Trust that when a decision is finally made, it will be implemented and not changed.	• Expect less discussion and more reliance on the boss. • Be prepared to support a decision even if it's not the exact approach you advocated. • Seek to cultivate a relationship early on with the main decision-maker or their key advisor (*authors' addition). • Solicit the advice of the people who know the decision-maker well on how they think and decide (*authors' addition). • Be ready to suggest alternative courses of action if there are problems encountered in the implementation (*author's addition).

As well as geographic cultural preferences, there are also cultures in particular sectors such as academia, civil society, social enterprise and philanthropy.

Reflection Point 7: Communicating your evidence

Individually, or with actors involved in your social innovation, complete the following tasks:

1. Take a large piece of paper (i.e., A3+) and draw the three scales below.

Tasks ⟷ Relationships

Trust

Principles ⟷ Application

Persuasion

Team ⟷ Boss

Decision-Making

2. Mark on the scale, where you feel your country is situated and the countries that you are currently working with or intend to work are situated.

3. Discuss if you think there has been or could be an example of how intercultural communication was made harder by a distance or proximity in these scales?

4. Draw the scales again on a new piece of paper.

5. Now mark on the scales where different sectors fit in your country (and the countries you are working with or intend to work with). You might want to consider: local/regional authorities; civil society organisations; social enterprises; academia; central government.

These answers and discussions should be used to inform the knowledge mobilisation plan.

Top Tips

1. Use a mix of different approaches and materials to win people's hearts and minds when you mobilise the knowledge from the social innovation.

2. Keep cultural and interpersonal considerations at the forefront of your knowledge mobilisation activities. When you run into a problem, a dilemma or a conflict with a person or team you are hoping to influence, explore if the problem is cultural or interpersonal, or both?

3. Assess your own and your team's behavioural preferences and cultural context and use this to inform your knowledge mobilisation plan and how you influence people.

Creating a knowledge mobilisation plan

A knowledge mobilisation plan helps social innovators to practically outline how they will take the learning and evidence from the social innovation, and use it to influence wider stakeholders, the sector in which they operate and the wider context they are situated in.

Activity: Creating a knowledge mobilisation plan

Description	A step-by-step guide for creating a knowledge mobilisation plan.
Resource Level	Experience: Intermediate Time: 1 - 3 days (research, discussion/reflection and compilation of results) Cost: Low - Medium (Implementation costs will be determined by the plan)
Materials	Desk-based research facilities, note-making materials Knowledge mobilisation plan template

Step-by-step guide	**Step 1: Reflection points:** Remind yourself of the answers and discussions that took place in each of the reflection points in this section of the guide. These will help to inform your thinking for the knowledge mobilisation plan. **Step 2: Purpose, Audience and products:** Use the 'Who, What, Where, Why, When and How' questions on the Knowledge mobilisation plan template to identify the purpose, audience and products of your knowledge mobilisation plan. **Step 3: Action planning:** Use the 'action plan' table on the Knowledge mobilisation plan template to plan out the knowledge mobilisation activities.
Templates	Knowledge mobilisation plan template

Knowledge Mobilisation Plan

Purpose, Audience and Products	
What is the key knowledge or learning from your innovation that you want to share?	
Why are you sharing this knowledge or learning (purpose and anticipated results)?	
Who is this knowledge or learning relevant for and who do you want to reach with it (the intended audience)? Can you map stakeholders onto the matrix according to their power and interest?	

Where can you reach your intended audience (online, offline)?	
How can you present the knowledge or learning from your innovation to reach your intended audience (for example, specific products such as reports, videos, social media posts)?	
When would be best to try to connect your products to your intended audience (for example, is there a specific timeframe that is relevant, or awareness-raising dates to attach it to)?	

Action Plan						
Activity *Title of specific knowledge mobilisation activity*	Audience *Who are you trying to reach with this activity? What is their interest or power?*	Product *How do you want to present the evidence or learning from your innovation to your intended audience?*	Method *How do you plan to share the product with the intended audience?*	Resources *What do you need to deliver this activity - materials, budget etc.*	Timescales *When will you start this activity and what is the deadline?*	Results *What do you want to achieve by reaching this audience and how will you demonstrate that you are achieving it?*

Activity *Title of specific knowledge mobilisation activity*	Audience *Who are you trying to reach with this activity? What is their interest or power?*	Product *How do you want to present the evidence or learning from your innovation to your intended audience?*	Method *How do you plan to share the product with the intended audience?*	Resources *What do you need to deliver this activity - materials, budget etc.*	Timescales *When will you start this activity and what is the deadline?*	Results *What do you want to achieve by reaching this audience and how will you demonstrate that you are achieving it?*

References

Adichie, C. N. (2009) 'The Danger of A Single Story'. *TED* Talk. <https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en#t-3840>, accessed 14/03/2021.

Anheier, H. K., Krlev, G., & Mildenberger, G. (Eds.). (2018). Social innovation: Comparative perspectives. Abingdon, Oxon, New York: Routledge. Available open access at: https://www.routledge.com/Social-Innovation-Open-Access-Comparative-Perspectives/Anheier-Krlev-Mildenberger/p/book/9781138068360

Avise (2021) *Handbook: Assessing Social Impact*. <https://www.avise.org/sites/default/files/atoms/files/20210315/mde_impact-social_uk_2021_web.pdf>, accessed 10/07/2021.

Bannister, J .and I. Hardhill (2015) 'Knowledge mobilisation and the social sciences: dancing with new partners in the age of austerity', in Bannister, J. and I. Hardhill (eds) *Knowledge Mobilisation and the Social Sciences: Research, Impact and Engagement*. Oxford: Taylor & Francis.

Bennett, A. and J. T. Checkel (Eds.) (2017), *Strategies for social inquiry. Process tracing: From metaphor to analytic tool*. Cambridge: Cambridge University Press.

Blosch, M. and J. Fenn (2018) 'Understanding Gartner's hype cycles'. *Gartner Research*. <https://www.gartner.com/en/documents/3887767> accessed 27 July 2021.

Brown, G., & Yule, G. (1983). *Discourse Analysis* (Cambridge Textbooks in Linguistics). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511805226.

Contandriopoulos, D. et al (2010) 'Knowledge exchange processes in organizations and policy arenas: a narrative systematic review of the literature' in *The Milbank Quarterly*. 88(4): 444-83.

Copeland, S. and A. Moor (2018) 'Community Digital Storytelling for Collective Intelligence: towards a Storytelling Cycle of Trust' in *AI & Society*. 33:101 – 111.

Copeman, C. et al (2008) *Tools for tomorrow: a practical guide to strategic planning for voluntary organisations*. London: NCVO.

Durose, C. et al (2013). *Transforming local public services through co-production*, Birmingham: AHRC Connected Communities - Department for Communities and Local Government: University of Birmingham.

European Commission & the OECD (2016) *Policy Brief on Scaling the Impact of Social Enterprises: Policies for social entrepreneurship*. <https://www.oecd.org/cfe/leed/Policy-brief-Scaling-up-social-enterprises-EN.pdf> accessed 15/6/2021.

European Commission & the OECD (2015) *Policy Brief on Social Impact Measurement for Social Enterprises*<https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=7815&furtherPubs=yes> accessed 15/6/2021.

Fox, C. et al (2017) *An Introduction to Evaluation*. London: Sage.

Glasby, J. (2011) *Evidence, policy and practice: Critical perspectives in health and social care*. Bristol: Policy Press.

GECES Sub-group on Impact Measurement (2014) *Proposed Approaches to Social Impact Measurement in European Commission legislation and in practice relating to EuSEFs and the EaSI.* <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=7735&furtherPubs=yes> accessed 12/05/2021.

Glaser, B. G., & Strauss, A. (1967). The Discovery of Grounded Theory: Strategies for qualitative Research. Chicago: Aldine Publishing Company.

Krlev, G. (2017). Measuring social impact: The conceptual and empirical advancement of an emergent concept (PhD Dissertation). University of Oxford, Oxford. Available at: https://ora.ox.ac.uk/objects/uuid:3d0746c2-e27b-49c0-87f1-66ee44f0f74f

Krlev, G. et al (2019) 'Results: The comparative analysis' in Anheier, H. K. et al (Eds.), *Social innovation: Comparative perspectives*. Abingdon, Oxon, New York: Routledge: 257-279.

Labonte R. and J. Feather (1996) *Handbook on using stories in health promotion practice*. Regina, SK: Prarie Region Health Promotion Researcher Centre, University of Saskatchewan.

Meyer, E. (2015) *The Culture Map: Decoding how people think, lead and get things done across cultures*. New York: Public Affairs

Nutley S. et al (2003) 'From knowing to doing: a framework for understanding the evidence-into-practice agenda' in *Evaluation* 9(2): 125-48.

Rittel, H. W., and M. M. Webber (1973). "Dilemmas in a General Theory of Planning." *Policy sciences* 4(2): 155-169.

Rossi P. et al (2004) *Evaluation: A Systematic Approach*. London: Sage

Snowden, D. and M. Boone (2007) *A leader's framework for decision making*. *Harvard Business Review* 85(11): 68.

Tuan, M. T. (2008) *Measuring and/or Estimating Social Value Creation: Insights into eight integrated cost approaches*. Bill & Melinda Gates Foundation. http://www.gatesfoundation.org/learning/documents/wwl-report-measuring-estimating-social-value-creation.pdf