**Impact Assessment through Theory of Change**

*Teaching notes*

**Introduction into Conscious Business Education**

Our purpose is to educate the current and next generation of business leaders & entrepreneurs in Europe to conduct business consciously.​ This means there is a large focus on practical examples and active teaching. These teaching notes help guide teacher on using the course material for the course Impact Assessment through Theory of Change.

Teachers should familiarize themselves with the general theory on Conscious Capitalism and Conscious Business in order to be able to express there ideas throughout the course.

**General**

What is included in the teaching package of this course?

* A full course syllabus incl. assignment descriptions.
* Suggested assessment matrices.
* Lecture slides for 6 lectures. Lecture are assumed to be +/- 3 hours long.
* Worksheets for several in-class assignments and jury forms

**Group project**

This course includes working on a real-life case from (local) businesses who want to become more conscious. We suggest teacher organize a portfolio of cases prior to the start of the course. This can be done through a local network, contacts of the teachers themselves, or open invitations through social networks. The assignment is best fitting to small(er) businesses for which students can make a ToC on their organization or middle-sized or larger businesses for which students can make a ToC on a programme, project, or intervention. The client should be able to be present for the matching-session, one or two (digital) meeting with students, and the final presentations. Experience has shown students are more motivated if they get to state their preference in which case they work on.

**Lectures**

The lecture slides contain speaking notes in the notes below each individual slide. In addition, some slides are hidden. These contain possible assignments of which teacher can decide to introduce.

* Lecture 1:
  + The lecture contains some ideas for getting to know the students but this will depend on the teacher, their teaching style, the size of the group and to which extent the students and teacher are already familiar with each other.
  + The lecture contains an in-class assignment for students to discuss a local impact report. Select a local organization that has a recent impact report for the students to browse and discuss in class.
* Lecture 2:
  + The second part of the lecture is on matching with the business representatives. This can also be a separate event if that works better for the scheduling with the business representatives. This second part should take no more than 75 minutes, meaning the first part can be seen as a normal lecture of 105 minutes (not counting breaks).
* Lecture 3:
  + This is a very interactive lecture. Make sure the room is suitable for the students to work in groups.
  + The examples used are focused on the creative sector. This is done on purpose for two main reasons: 1) we want to broaden the perspectives of students. Often, business students will have had very limited experience with cases from the cultural sector meaning they will be challenged to really think about these questions for the first time; 2) the creative and cultural sector is pre-eminently a sector with a history of creating positive social impact while what exactly this impact is has largely remained implicit. The sector has been challenged in recent years to start explaining their social impact better.
  + The main part of the lecture is about the provided in-class assignment on ‘The Circular Phone’.
* Lecture 4:
  + We suggest inviting a speaker to shed some light on the state of conscious businesses in your region. This might be a local business-owner, a policymaker or from an NGO (ex. B Lab or Conscious Capitalism groups).
  + The second part of the lecture is reserved for groups to pre-pitch and get feedback from the teacher and other students.
    - Note: this time can also be (partly) used to reflect on the guest speaker after they leave.
    - Note: the materials contain a suggested feedback form. It is advised to assign a specific student group to assess another. This way, not all students have to assess all groups, but a group gets specific feedback from at least one other group of students for their pitch, next to teacher-feedback.
* Lecture 5:
  + This is a session in which the groups learn and work together. Ideally, there are separate small rooms available for the groups since some student might share their experiences and worries. Otherwise, make sure the room is suitable for the students to work in groups or there is an area nearby (cafeteria etc.) where they can sit and debate with enough privacy.
* Lecture 6:
  + Final presentations. Jury-template suggestion is provided.