



COTAF

CONNECTED TOWNS
FOR A SHARED FUTURE

**Project: 101249763 — COTAF – Connected Towns for a Shared
Future Programme: CERV-2025-CITIZENS-TOWN-NT**

TRAIN THE TRAINERS - SESSION 3 - INSIGHTS

WP4

LEADING PARTNER:
IMPACT HUB DONOSTIA



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Train-the-Trainers Session 3

On evaluation and policy linkages for effective Human/Living Library events.

10:00 – 10:15 | Opening

Welcome, framing, and objectives of the training.

10:15 – 11:10 | Policy linkage

Introduction to public policy frameworks and their connection to Living Library methodologies and impact generation.

11:10 – 11:20 | Break

11:20 – 12:15 | Impact Measurement

Understanding how to measure and assess the impact of Living Libraries.

12:15 – 12:30 | Q&A & Closing

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Project 101249763 — COTAF



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“Connected Towns for a Shared Future”

Train-the-Trainers Session 3

*On evaluation and policy linkages
for effective Human/Living Library events.*



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OBJECTIVES of ToT Session 3:

Leave the session with:

Clear ideas of **why** and **how** of

- **public policy linkage**
- **impact measurement**

of a Living Library Event.





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AGENDA

- Objectives
- On the ground: LL in Basque Peace Process
- Policy Linkage
- Q&A

BREAK

- Impact Measurement
- Q&A & Greetings



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Who we are:



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Why + How would you link a Living Library (LL) to Public Policies?



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A story to share: A LL in the Basque Peace Process

Basque Conflict – Short Summary

- The Basque conflict was a **struggle over independence** in the Basque Country.
- The armed group **ETA was founded in 1959** during the dictatorship of Francisco Franco.
- ETA carried out bombings and assassinations for decades, causing **more than 800 deaths**.
- After losing support and facing strong police pressure, **ETA declared a ceasefire in 2011**.
- The organization **officially dissolved in 2018**, ending the armed campaign.





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A LL in the Basque Peace Process

10th of November 2017: Day of memory (in memory of the victims of terrorism and violence)

- Financed by the basque government, lead by Bakeola - EDE Fundación
- In a public building “La Bolsa”: administrative and cultural center of the district
- LL with 11 “books” who lived consequences of terrorism and politically motivated violence firsthand: victims of ETA, GAL, police abuse, political enforcement, threats, and extortion



- starting round for all books, 4 lecture rounds, feedback round in the end, reflection zone



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WHY THIS STORY?

Example for:

- Natural linkage of Living Libraries with public policies:
 - Through the topic directly linked: Involved in a clear process of public and political interest
 - Connected to a wider celebration (Day of Memory) created by the government
 - Held in a public space
 - Financed by the local government



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WHAT ARE PUBLIC POLICIES?

Institutionalized proposal or a decided set of elements

- like laws, regulations, guidelines, and actions

- aim to solve or address relevant and problematic social issues
- guided by a conception and often implemented by programs.



The implementation of public policy is known as **public administration**.

Public policy can be considered the sum of a **government's direct and indirect activities**.



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TOPIC ALREADY LINKS

The Department of Human Rights of our Region has a **diversity and equality plan** which defines goals like: no discrimination, diversity in action, equality in rights...

In this plan they are **actively promoting the LL** as a powerful tool to achieve their objectives.



ENFOQUE



PRINCIPIOS QUE
ORIENTAN LA
ACCIÓN



ASPECTOS
CLAVE DE LA
IMPLEMENTACIÓN

La diversidad como eje central
Enfoque basado en derecho

No discriminación

Diversidad en la acción

Capital social en la diversidad

Enfoque comunitario

Igualdad en derechos

Desarrollar la mirada transversal de la diversidad

Promover procesos para el desarrollo de una ciudadanía
activa en la diversidad

Poner el foco en grupos prioritarios

Promover la gobernanza colaborativa

Desarrollar una acción multidimensional



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THE NATURAL LINKAGE BY COMMON GOALS

**Institutionalized proposal
or a decided set of
elements**

like laws, regulations,
guidelines, and actions

**public administration
government's direct
and indirect activities**

inform, inspire

support

Living libraries

- commonly aligned with public policies
- sometimes an expression of public policies



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THE INFLUENCE LINKAGE?

**Institutionalized proposal
or a decided set of
elements**

like laws, regulations,
guidelines, and actions

**public administration
government's direct
and indirect activities**

Inform?

Inform?, support

Living libraries

by nature:

- private
- intimate
- high implication - low transmission



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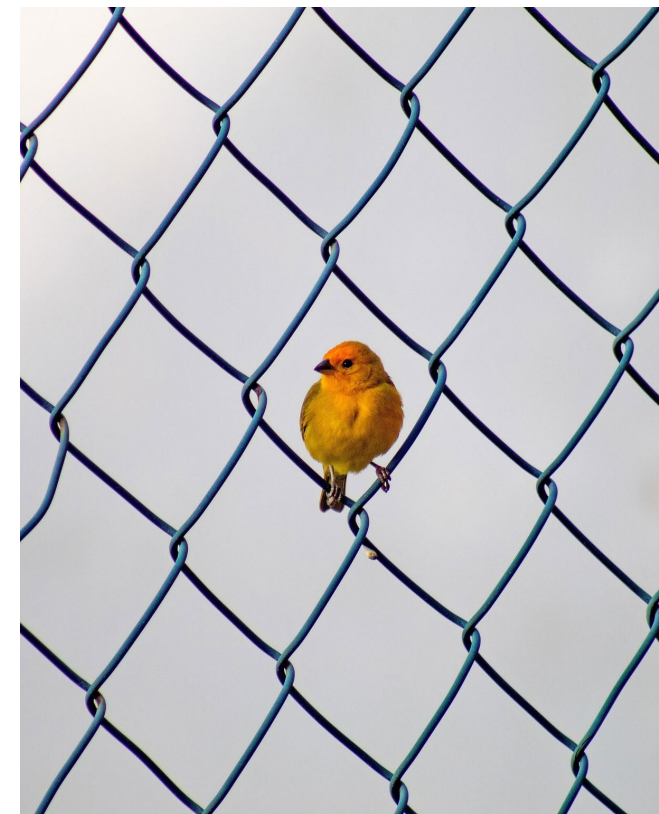


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WHY REINFORCE THE LINK?

The **active linkage** and collaboration normally offers:

- Credibility + Attractivity
- Potential funding or free venues
- Outreach: Publication in official agendas, Visibility in media, Access to people (“books + readers”)
- Potential inspiration for decision makers
- **Better quality + more participants**
- **More impact: real change of behaviour and social clima**





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PARTNERS: Public libraries

Why?

- By nature interested in LL, or even experienced with it
- Offer a “neutral” space and if wanted: possible spontaneous “readers”
- Include LL into their agendas

How?

- Can offer venue, help in organization and publicity

Their advantages:

- Attract different types of people to the library
- Amplify their offer





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PARTNERS: Cultural locations, museums, ...

Why?

- Linked through the topic?
- If public: direct acción of public policies, may inform back

How?

- Can offer venue, help in organization and publicity

Their advantages:

- Attract different types of people
- Amplify their offer





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PARTNERS: NGOs, Associations, Foundations with similar interests

Why?

- Amplification of voices

How?

- Establish contacts to “books”
- Spread information about the event to potential readers
- Share valuable information

Their advantages:

- Making the common goal more visible through collaboration
- Creating more impact





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PARTNERS: Universities, Schools

Why?

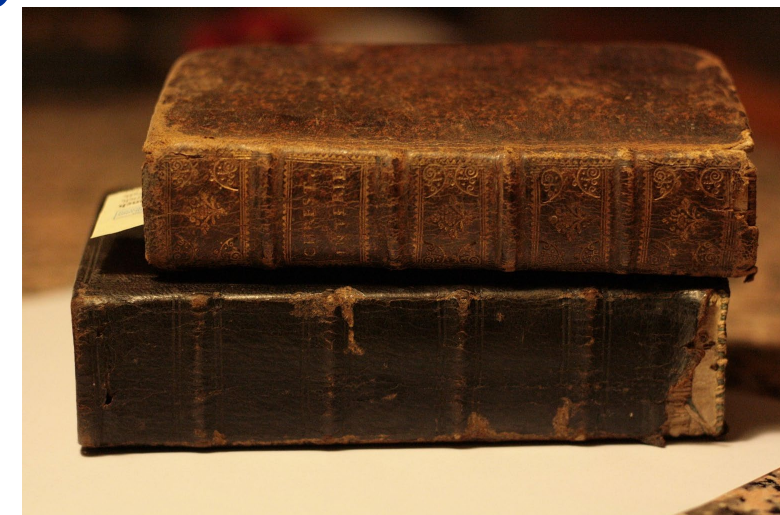
- Can help spread your message

How?

- Participate as books
- Participate as readers
- A university might like to do connect a study / impact evaluation / ... to your LL

Their advantages?

- Easy and attractive way to inform students about the topics of the LL
- Inspirational methodology





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PARTNERS: Regional governments, municipalities (Decision Makers and/or Techn

Why?

- Have a special interest and sometimes defined framework and strategies for topics of a LL like:
 - inclusion in society regarding migration, gender aspects, ...
 - (european) values

How?

- Patronage (with or without funding): Opening words / Inserting into a bigger event
- Participate as book (get in touch with the other books in trainings/ starting or ending round)
- Participate as reader

Their advantages?

- Get help achieving their goals
- Gaining visibility





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SET THE STAGE FOR LINKAGE

Choose the date:

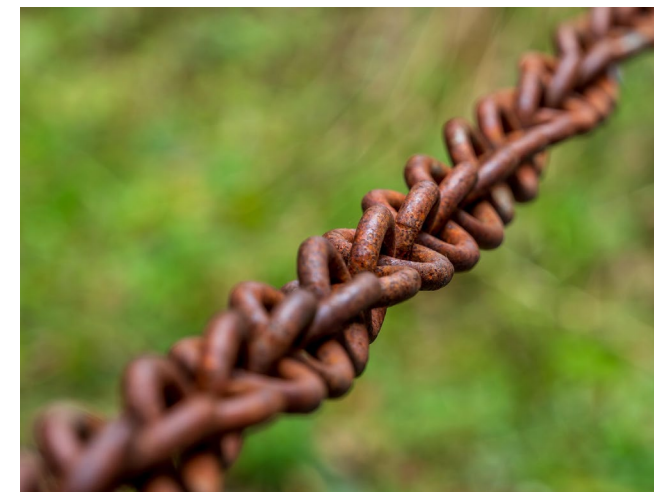
- Align with a celebration or festival with a similar topic
- Connect with an official memory day
- Be aware of big events, holidays and other “competitors”

Choose the place:

- A village can be an easier place to get people, media and decision makers involved
- A public space is normally safe, hospitable and can connect you to interesting collectives

Choose the books

- Books bring readers
- Books will see each other and connect between each other in opening and closing rounds
- Books can connect your library to collectives, decision making processes you might like to inform





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CREATE THE COLLABORATION

*Most people will be happy if you help them achieve their goals - **if they trust you!***

What works in our context:

1. Look for possible partners with shared interests.
2. Ask for a meeting to present your idea.
 - a. Start with the easy ones and let yourself be recommended to the difficult ones.
 - b. Mention the european funding or your work history
3. In the meeting ask for what you are looking for and for further contacts.

What would work in your context?





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Q&A



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BREAK

*What would success look like?
How would you know if you achieved it?*



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WHAT DOES “IMPACT” MEAN TO YOU?



The difference our project makes to the people we work with



The difference between what would have happened anyway and what happened because of us



The ripple effects of our work, including ones we didn't plan for



Evidence that our activities led to the outcomes we were aiming for



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A DEFINITION OF “IMPACT”

“*The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.*”

OECD DAC Criteria for Evaluating Development Assistance

Application

Are you describing goals, forecasts, or observed change?

Scope

A few variables, or everything that matters?

Subject

Individuals, communities, institutions, or systems?

Causation

How direct and certain is the link to your work?

Timing

Immediate or long-term? Static or evolving?

Distribution

Average effects, or different for different groups?



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WHY MEASURE IMPACT?

Accountability

Show what you actually achieved

Funders, partners, and communities demand honest evidence, not just activity counts. Measurement builds the credibility that sustains your project long-term.

Learning

Understand what is working and why

Is the change happening for all readers, or only some?
Which conversations spark the deepest shifts?
Data answers the questions your team already asks informally.

Adaptation

Improve the intervention itself

Measurement is not a verdict on past work; it is a guide for future work.
When your data surprises you, that is the most valuable result you can get.

*Think of Impact
Measurement as a
thinking tool first, a
reporting tool second.*

*To learn, improve, and do
more good.*



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NOW THAT WE HAVE A COMMON DEFINITION OF IMPACT

01

You have a written statement of the change you want to make

Beyond event counts, there's a document in which you have indicated what is the ultimate purpose of the event



02

You collect some data from participants before or after events

Surveys, feedback forms, reflections, anything beyond attendance numbers



03

You have a written Theory of Change linking your activities to that change

Also raise if you have a logic frame, results frame or similar. Even an informal diagram or one-pager





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GETTING THE LANGUAGE RIGHT

OUTPUT

What did we deliver?

The direct, countable results of your activities.

Living Library example

120 reader–Book conversations held across 6 events.

OUTCOME

What changed in the people we worked with?

A measurable shift in knowledge, attitude, or behaviour that can be linked to your work.

Living Library example

72% of readers reported feeling less uncertain about [group] immediately after the conversation.

IMPACT

To what extent is the long-term change because of our work?

Long-term change minus what would have occurred without your intervention.

Living Library example

Sustained reduction in prejudice in a community, partially attributable to repeated Living Library exposure over 3 years.



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THEORY OF CHANGE: YOUR MEASUREMENT FOUNDATION

Think of it as a compass, not a map

A map tells you where everything is. A compass helps you navigate when the path to change is uncertain.

Build it early on

Writing your logic down when you're designing your project forces your team to surface assumptions and agree on what success looks like.

Ground it on existing theory and evidence

Review existing theory and evidence. The links between elements should be hypotheses resting on assumptions of how change happens. Measurement test whether those assumptions hold.

Use it to share and learn across the network

Build it with your team and seek input from stakeholders. Enrich your TOC with the knowledge of others and share your learnings with the community.

Design backwards. Measure forward.

- | | | |
|-----------|---|--|
| 01 | <i>Define first</i>
IMPACT | What long-term change are we contributing to? |
| 02 | <i>Then ask</i>
OUTCOMES | What measurable shift shows we're getting there? |
| 03 | <i>Then plan</i>
OUTPUTS | What do we deliver to drive those outcomes? |
| 04 | <i>Then design</i>
ACTIVITIES | What programmes and events do we run? |
| 05 | <i>Finally</i>
INPUTS | What resources do we need to invest? |

ASSUMPTIONS What needs to hold true?



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WHAT IS A THEORY OF CHANGE?

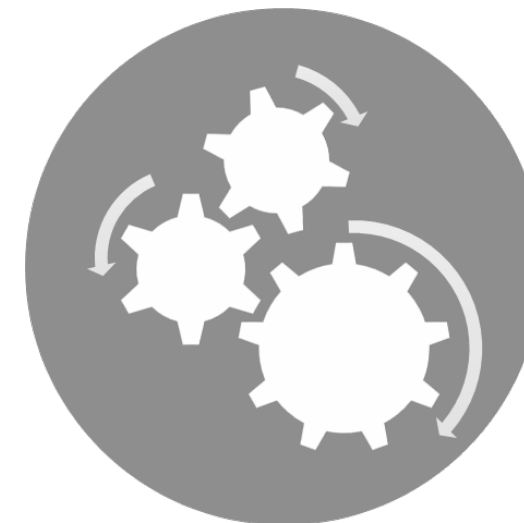
A set of assumptions or hypotheses about how, why, and under what conditions an intervention leads to an intended change we care about

A visual and narrative articulation/representation of our understanding of how and why change happens and for whom

An explicit identification of the implicit connection between interventions and change processes

A way of attempting to be more honest about complex change processes by recognizing the contextual factors and assumptions that may influence desired changes

Framework for understanding
program attribution vs. contribution





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A SIMPLIFIED TOC FOR A LL

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT (long-term)
Trained volunteer Books	Recruit diverse Books	# events held	↓ Prejudice & stereotypes	Greater social cohesion
Facilitation team	Train Books in dialogue	# reader–Book conversations	↑ Empathy & perspective	Reduced discrimination
Venue + logistics	Host reading events	# readers reached	↑ Willingness to engage	More inclusive communities
Project funding (EU/other)	Facilitate + debrief readers			

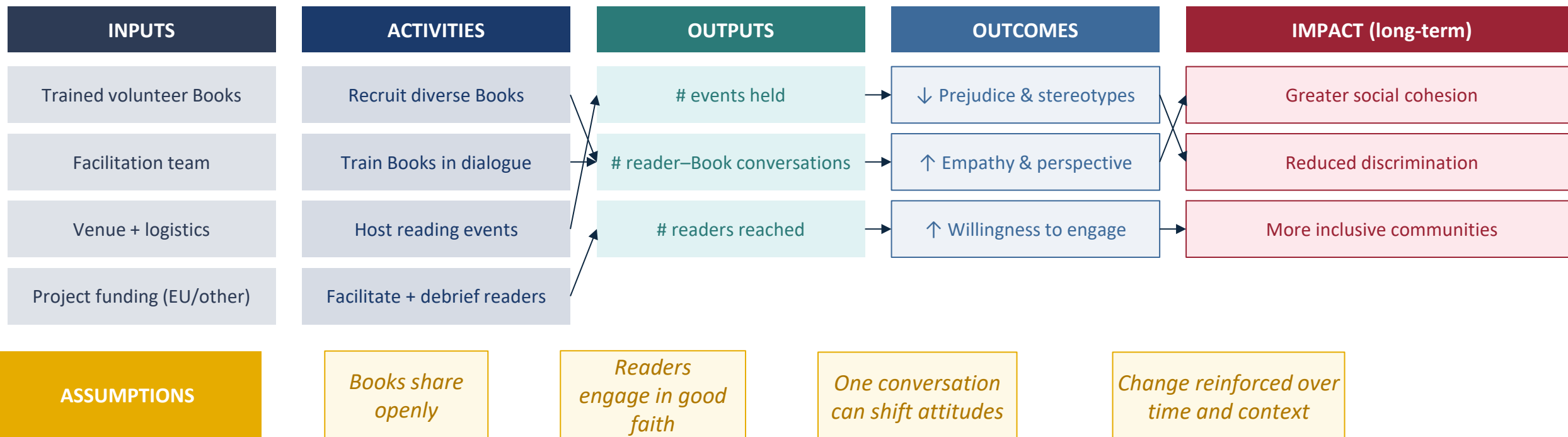


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A SIMPLIFIED TOC FOR A LL



⚠ Look at the arrows. Which assumption are you least confident about? That's where your measurement work should start.



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FROM TOC TO MEASUREMENT

Level	Measurement question	Indicator (example)	Data source
Output	How much activity did we deliver?	# events; # conversations per event	Event log
Outcome Immediate	Did readers' attitudes shift right after the event?	Pre-post attitude scale (5-point Likert)	Pre-post survey
Outcome Persistent	Does the shift last?	Same scale items at 4–6 weeks post-event	Follow-up survey
Outcome Behavioural	Did readers act differently as a result?	Self-reported change in contact / conversation	Follow-up survey
Impact (context)	Did we contribute to broader change? (attribution required)	Comparison group data, more complex design	Impact evaluation

Note. The impact row is included for completeness. Most Living Library projects will not (and need not) attempt this level of design.



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THREE LEVELS OF MEASUREMENT AMBITION

01 Monitoring

Are our activities happening as planned?

Data: Event logs, attendance registers, conversation counts

When: Ongoing on every event

Cost: Very low

Essential baseline. It does not tell you whether anything changed.

02 Outcome Measurement

Did participants change in attitude, knowledge, or behaviour?

Data: Pre-post surveys, follow-up surveys, interviews

When: Per event + follow-up at 4–6 weeks

Cost: Low to medium

This is a valuable investment for a LLproject. Realistic, fundable, and meaningful.

03 Impact Evaluation

Did our work cause that change compared to what would have happened anyway?

Data: Comparison group, quasi-experimental design, longitudinal data

When: Periodic, specialist led

Cost: High

Requires expertise and substantial resources. Most small projects do not need this level of measurement.

Note: Not all measurement is equal or equally necessary.



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THREE FEASIBLE MEASUREMENT DESIGNS

Choose based on your resources and what you need to know.

01 Pre-Post Survey

◆◆◆ Moderate

£ Low

✓ What it can tell you

- Measures immediate attitude shift per person
- Compares before/after for each reader
- Simple to administer at events

✗ What it cannot tell you

- Confirm the change persisted
- Rule out Hawthorne / social desirability effects
- Establish that you caused the change

02 Retrospective Pre-Post

◆◆◆ Lower

£ Very Low

✓ What it can tell you

- Administered post-event only
- Asks: 'How did you feel before vs. now?'
- Lowest burden on participants

✗ What it cannot tell you

- Avoid recall or social desirability bias
- Measure an actual baseline
- Support strong outcome claims

03 Pre-Post + Follow-up Survey

◆◆◆ Higher

££ Medium

✓ What it can tell you

- Tests whether change persisted (4–6 weeks)
- Captures behavioural outcomes
- Significantly strengthens your evidence

✗ What it cannot tell you

- Easily maintain response rates
- Establish full causal attribution
- Replace a comparison group



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COMMON PITFALLS

X Reporting outputs as outcomes



✓ Count conversations (output). Measure attitude change (outcome). Report both, honestly labelled.

X Only measuring happy participants



✓ Collect data from everyone, not just engaged readers. Non-response is data too: report your response rate.

X Overclaiming impact



✓ Say 'participants reported less prejudice immediately after the event.' Don't say 'we reduced discrimination in the city.'

X One survey, no follow-up



✓ Even a modest follow-up substantially strengthens outcome claims.

X Measuring everything, learning nothing



✓ Pick 2-3 outcomes. Measure them well. Data you never analyse or use is waste, not evidence.



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VIABLE MEASUREMENT PLAN

What a Living Library project can do, one step at a time.

1 Write your impact statement

The specific change your Living Library is trying to contribute to. Written down. Agreed by your team.

2 Build your Theory of Change

From now, with input from stakeholders, grounded in theory and evidence. Name your assumptions explicitly.

3 Ask your questions and prioritise

Which arrows in your ToC do you most want to test? Start there. Not everything at once.

4 Measure ONLY what's necessary to answer your questions

If data won't change a decision or improve understanding, don't collect it.

5 Use your data: analyse, discuss, learn, adapt, disseminate

If your data never changes a decision, you are reporting, not learning.



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KEY TAKEAWAYS

01 Measurement starts with your Theory of Change

not with a survey tool. If you don't have the logic, the data won't make sense.

02 Be honest about what you can claim

Saying what you actually know, at the level you actually measured it, is more credible than overclaiming

03 Measurement is for you, not just your funder

the most valuable use of data is internal learning and adaptation, not compliance. If data never changes a decision, ask why you're collecting it.

04 Share your lessons

Seek feedback and share your own learning lessons, see the bigger picture.

05 Stay curious

a TOC is not a document you file. Ask questions about your own programme. Welcome surprises in your data. That's what makes measurement useful rather than bureaucratic

Start small. Be honest. Measure what you claim. Improve each cycle.



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THANK YOU!!!

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