

Did we make an impact? IDEEC.EU

final ideec.eu simplified impact measurement tool in google forms and sheets format July 2025

1. Email *

logo for ideec.eu



Program

Pre programme
Check-ins
Post programme

Goal: what we hope to change/plan to change? (3H levels: Head-Heart-Hand)

How is done: collection of general observation of the teacher, pictures of what is done during the lesson, self-assessment survey

Follow-up questions: students and teachers feedback; Do we made a difference?

Assessing impact in the phase

Assessing impact in the Phase

Pre (before)
Check-ins (during)
Post (after)

Goal: what changed during the activities of the phase X? (e.g., knowledge, skills, attitudes, intention of behaviour/measured behaviour of the learners - also the 3H level: Head-Heart-Hand)

How is done: e.g. general observation of the teacher, peer, self, pictures of what is done during the lesson, self-assessment survey

Follow-up questions: how teacher make a safe space? The students are engaged? What are the students feedback? Can we adapt something?)

Section 1: Personal Information (Optional)

This is optional, and can be a made-up (anonymous) name

2. 1.

Nickname or Name (Optional):

3. 2.

Class or Group name:

4. 3.

Have you worked on a project solving a problem before?

Mark only one oval.

Yes

No

I am planning this in future

Section 2: Self-Assessment

Instructions:

Rate yourself on a scale from 1 (**Strongly Disagree**) to 5 (**Strongly Agree**) for each entrepreneurial capability.

Phase 1: Challenge Framing

In this phase, we start with the learners themselves, their agency and their ability to reflect on themselves and the world around them. This process of developing **self-awareness and self-efficacy** is the basis for selecting challenges. You get learners to select or identify challenges that ideally come from their context and experience, or from the bank of challenges that are already offered as part of the toolkit.

In framing their challenge, learners develop **ethical and sustainable thinking**. They travel from the global Sustainable Development Goals (SDGs) to their local application, so that they understand that it is in their power to contribute their grain of sand in improving the global challenges that concern us and matter to us. Learners have a space to express their own ideas and worries, interests and concerns, which also sparks the development of a plan for a better solution, a better reality, an improved life. This process is encompassed by **vision**.

1. Self-Awareness

5. I know what I am good at (my strengths)

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

6. I know when I feel strong

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

2. Ethical & Sustainable Thinking

This competency is described well in the IDEEC framework ideec.eu

7. I think it is important to take good care of nature

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

8. I think it is important to take good care of the people around me

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

3. Vision

9. I know what I want to achieve

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

10. I can imagine what a better future may look like

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

Phase 2: Solutions Experimenting

In this phase, learners try out, make things, prototype, test, change, and test again.

4. Creativity

11. I often have ideas for solving problems

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

12. I am good at thinking of different solutions to a problem

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

5. Teamwork

13. I can cooperate well with other children

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

14. Even if I disagree with someone, I can cooperate with them

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

6. Critical Thinking

15. If I think something is not right, I find out how it is

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

16. If something is not fair, I say something about it

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

Phase 3: Impact Making

In this phase, solutions come to life and your learners start to make a difference in their environment.

7. Mobilizing Others

17. I can explain why something is important

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

18. I can present my ideas well

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

8. Organization

19. I can think of the steps needed to get something done

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

20. I can do several things at once without forgetting anything

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

9. Coping with Uncertainty, Ambiguity & Risk

21. I keep working, even when things get tough

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

22. I stay calm when I don't know what is going to happen

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

Conclusion

Thank you for completing this assessment! Your reflections will help you and your peers grow as impact-driven entrepreneurs.

23. Would you like additional resources on entrepreneurship?

Mark only one oval.

Yes

No

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