Stories of change (SoC) need to engage the reader as a good story would:

- **You need to think about who you are trying to engage and play to your strengths as writers and creative facilitators. We can use who we are – the expertise we already have – to set us above the rest.**

SoC are, at their core, an evidence source. They need to demonstrate that your project is doing what it said it would, through:

- **Multiple perspectives corroborating the story, providing direct quotes if possible from others involved in the project - for example, if your story of change is a poem written by a student that demonstrates them finding their voice, you could also include a quote from a facilitator, who has observed an increase in the confidence of students to read their work in a group setting;**

- **Anecdotal ‘back up’ and corresponding stories – for example, if your story is a piece of creative writing that demonstrates the enhanced critical thinking skills of a young participant, then supporting statistics showing the improved academic performance of project participants would act as supporting evidence;**

- **You can make it easy for yourself to collect evidence by using social media: set up a Facebook group; start a hashtag; create a blog; start a WhatsApp group;**

- **Deep analysis of what a change signals in the wider context and the rationale for why you believe this to be true – you can unpack this and support the story using tools such as ‘impact grid’ and ‘most significant change’.”**

You need to answer questions on ‘who’ and ‘why’ constantly – providing enough detail and analysis to make sure we are communicating change in a way that will satisfy funders and supporters

There is no ‘right way’ in which to present a SOC; the more innovative and alternative the better. Examples from the Civil Society Programme are:

- **Selfie competition on Facebook with supporting analysis in the form of a ‘selfie essay’;**

- **Creative pieces produced by students in workshops with supporting analysis e.g. a skit, poetry; prose;**

- **Videos of students reading their creative pieces with supporting analysis.”**