

# Your Impact Assessment Plan

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**BCMCR**

# With examples from Check, a MENA-based news verification & media literacy project

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**Check**



**BCMCR**



bellngcat



My argument in  
4 slides

1.

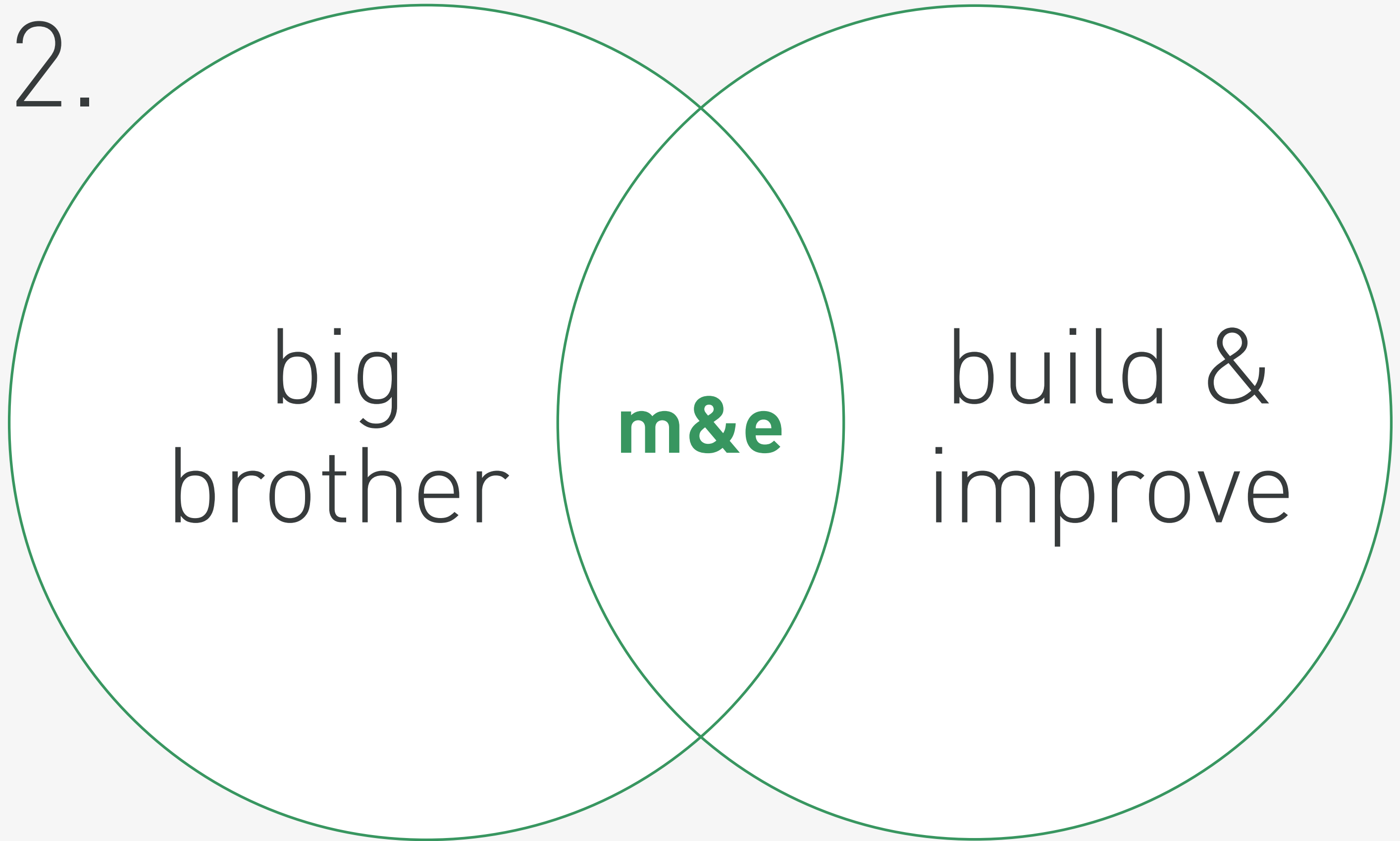
monitoring & evaluation  
is not (y)our enemy.

2.

big  
brother

**m&e**

build &  
improve



3.

better assessment

=

more impact

4.

Bringing impact  
assessment into the  
ideation process

Are you working on a project that looks at the relation between media, tech & social impact?



Here is what  
we know

# Socio-technological transformations have

- flattened informational hierarchies
- changed trust models
- re-defined leadership characteristics
- altered power structures
- transformed policy making cycles
- etc.

***BUT!***

How do we  
quantify that?

# The Logframe

GOALS					
SMART Objectives	Outputs	Activities	Indicators	Source of Verification	Assumptions & risks
Objective 1: Objectives contribute towards goal	The results lead to achievement of objectives	Tasks needed to achieve the expected results/outputs. 1) 2)	How will we measure the results? In terms of quantity, quality & time	How will this info be collected? When? By whom?	What assumptions must hold true for the activities to take place & outputs to be achieved?
Objective 2:	Eg, services products, skills				What external risks are there? (external factors)

	<b>Soup Analogy</b>
<b>Goal</b>	Improve the health of people with Type 2 Diabetes
<b>Objectives</b>	<p><b>Obj 1.</b> Help 100 people with Type 2 diabetes learn how to make healthy soup</p> <p><b>Obj 2.</b> Hold 20 events where healthy soup is cooked and served to people with Type 2 diabetes</p> <p><b>Obj 3.</b> Change people’s perceptions of healthy soups</p>
<b>Inputs</b>	Ingredients of the soup, including vegetables, spices, etc; Recipe examples
<b>Processes</b>	Cooking the soup; training activities helping people learn to cook
<b>Outputs</b>	Soup
<b>Outcomes</b>	People know how to cook healthier soup; people with Type 2 diabetes are eating healthier soup
<b>Impact</b>	The health of people with type 2 Diabetes is improved

# Check Phases I, II & III (2012-2017)

10+ partners in 5 Arab countries (Egypt, Lebanon, Syria, Palestine & Jordan), in the US and in Europe

2500+ Arab citizen journalists trained in media literacy, online journalism and verification tools

10+ Check verification instances successfully launched in the MENA and the world

# Check Phases I&II Logframe

	Description
<b>Goal</b>	Developing Media Literacy Skills for Citizen Journalists in the Arab region
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Improved quality of citizen journalism among a diverse base of young people</li> <li>• Improved ability to fact check reports, interpret media messages &amp; debate</li> <li>• Improved capacity of beneficiaries to become citizen journalism watchdogs</li> <li>• Improved methods for developing media literacy skills</li> </ul>
<b>Inputs</b>	Trainings, one-to-one sessions, e-learning, regional partner meetings, technical support & follow-up etc.
<b>Processes</b>	<ul style="list-style-type: none"> <li>• Media trainings undertaken by partners each in their own country</li> <li>• Meedan platform development &amp; iterations</li> <li>• Online training curriculum (ACM)</li> </ul>
<b>Outputs</b>	Checkdesk successfully launched & activated by alternative & mainstream journalists around the Arab region
<b>Outcomes</b>	More citizen journalists in the Arab region with good media literacy & fact checking skills
<b>Impact</b>	More young people take part in the public debate and act as media & government watchdogs to increase accountability



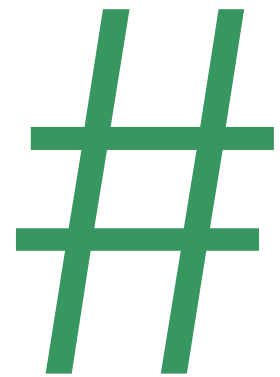
# Target Indicators

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What will you be  
measuring success  
against?

# Check Phases I&II

## Indicators



of local partners involved in the project

of users of the Checkdesk platforms

of participants in the training series

of discussion comments

of mainstream media outlets engaged in the project

of women involved in the project

of high skilled citizen journalists involved in the project

# The numbers are usually quite straightforward...

Partner organization / Country	Workshop date [day/month/year]	Workshop location	Workshop topic / description	Link to the online call [page, form etc.]	Trainer name & contact info	# of participants	Participants age range	Gender (M = x ; F = x)	M	F	%F	List locations where participants are from	Workshop sign-up sheet (Yes - No)	If not, please explain why	Filled the Qualitative Assessment Form Part I	Filled the Qualitative Assessment Form Part II
Partner name goes here	<b>WORKSHOP SERIES ROUND 2</b>															
	26/10/2013	London	Investigative journalism training		John Smith smithy@gmail.com 07746 688966	14	18-25	M=8 ; F=6	8	6	43%	Hampstead, Brixton, Wimbledon	Yes		No	No
	28/09/2013	Oxford	Investigative journalism training		William Jones 07889 566233 smithson@gmail.com	14	18-28	M=8 F=6	8	6	45%	Oxford, Bracknell, Reading	Yes			
	12/10/2013	Brighton	Investigative journalism training		William Jones 07889 566233 smithson@gmail.com	11	18-25	M=1 F=10	1	10	93%	Shoreham, Brighton, Hove, Eastbourne	Yes			
	Total number of trainees this round						39				22					
	<b>WORKSHOP SERIES ROUND 1</b>															
	20/04/2013	Brighton	Social Media Reporting		Susan McKie Suzie sue@gmail.com	17	26 is the average (19 - 39)	M=9, F=8	9	8	47.06%	Brighton, Crawley, Horsham, Eastbourne	Yes		YES (April 20 - May 25, 2013)	No
	11/5/2013	Oxford	Social Media Reporting		John Richards 07747 566988 Richards@gmail.com	12	22 is the average (18-35)	M=4, F=8	4	8	66.67%	Oxford, Bracknell, Bicester, Reading	Yes			
	25/05/2013	Reading	Social Media Reporting		Susan McKie Suzie sue@gmail.com	6	23 is the average (20-28)	M=4, F=2	4	2	33.33%	Reading, Bracknell, Polston	Yes			
	Total number of trainees this round						35			48.57%	51.42%					

# ... If you keep track from start to finish

Check the resources under Keeping Track for more details

## Keeping Track

### Keeping track online



Quantitative assessment often requires you to record and keep track of your online activity and engagement, such as social media. This list of online tools will help.

[VIEW HERE](#)

### Activity Log (Quantitative)



Where projects require a certain level of engagement or participation, using templates such as this with project partners can help ensure targets are met.

[VIEW HERE](#)

### Activity Consent Form



Consent forms should always be used where data is to be collected with or from participants. This form agrees their consent, but also ensures their understanding.

[VIEW HERE](#)

### Activity Log (Qualitative)



This shows how online tools such as Google Forms can be used with partners to gather information and narratives regarding project events, workshops, training, etc.

[VIEW HERE](#)



***BUT!***

How can we quantify 'qualitative indicators' such as the following:

'Improved awareness of issues relating to citizen journalism'?

'Increased democratic participation & accountability'?

'Improved critical thinking in news media consumption'?

Measure  
learning?

Quantify media  
literacy skills?



# How can I get this information?

- Case studies
- Recorded observation
- Structured questionnaires
- One-on-one interviews
- Focus groups
- Sample surveys

# Here's an example of a qualitative assessment form

## An Example of a Qualitative Assessment Form for Training/Events Series

Dear Partners,

This form is meant to help you keep track of your training/public engagement events' outcomes for an easier and more efficient reporting process.

You should fill this form twice: halfway through your training series or events timetable, and at the end of it.

The feedback you gather in this form will help you assess the impact of your project, so be as honest and open in your answers as possible.

Feel free to edit and customise this form to better reflect your project's activity log.

Covering the activity period **FROM** ...

Day / Month / Year

Covering the activity period **TO** ...

Day / Month / Year

Describe in a few words one thing you think went well during this period \*

Your Answer

Total number of activities in this period \*

Your Answer

Total number of people engaged during this period \*

Your Answer

Overall assessment of the activity during this period \*

No/Disagree Mostly disagree Neutral Mostly agree Yes/Agree

We engaged those publics and communities we needed to

It was easy to identify and engage those publics and communities

Participants responded well to our activity workshops

Please describe in a few lines how you were able to answer the last question \*

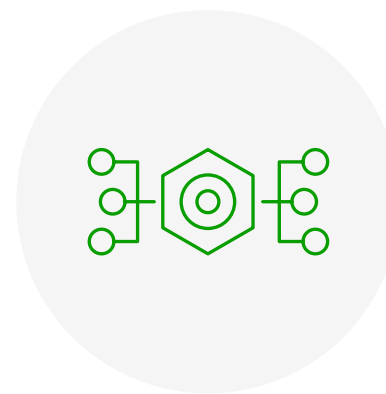
What methods did you use to identify whether the right people had been engaged, and how they responded. This could have been gathered, for example, by: questionnaires logging their demographic data and experience, conversations or observation during the activity events, or conversations with the staff delivering the events.

Your Answer

# More on M&E Lab resources page



The resources on this page are open access and you are welcome to use them in your own projects. We will continue to release these as we develop them. In the meantime, please feel free to contact us to find out more about how they can be used, or to discuss how we might be able to assist in your evaluation work.



Developing an Assessment  
Plan for Your Project

[See more](#)



Qualitative Assessment  
Methods

[See more](#)



Ethics and Risk  
Assessment

[See more](#)

If you're working on similar projects, and are asking yourself similar questions about research, community projects and impact, get in touch, we'd love to chat more!



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