

Check Global impact presentation





**M&E
&
CG**

Three points on

impact

1.

Impact Assessment
is **not** (y)our enemy

2.

Bringing impact
assessment into the
ideation process

3.

One **evaluation**
for all



What we've learned since 2014

Check
Verify breaking news online

IN PROGRESS

FALSE



TRUE



Let's start with a definition

Impact is the relationship you build, it is the dialogue you have that makes you ask questions that are subtly different from the ones you would have asked if you hadn't engaged with beneficiaries and co-creators. It is relationships and an attitude of mind throughout the process.

Check Global is designed around 5 pillars

Network

Improved collaboration and stronger networks between independent media, journalism programs, activists, archivists and human rights defenders working on open source investigation, fact checking and debunking, and digital media literacy efforts in all countries of focus.

Research

Improved understanding of the relation between open-source tech development, digital media literacy and social impact, as well as the global misinformation ecosystem on ways in which citizens' public opinion is formed (M&E).

Technology

Improved open-access tools and technical infrastructure for independent actors in all areas of focus to curate, check, verify and debunk claims and media shared online, and to produce alternative content that helps countering mis- and disinformation.

Training

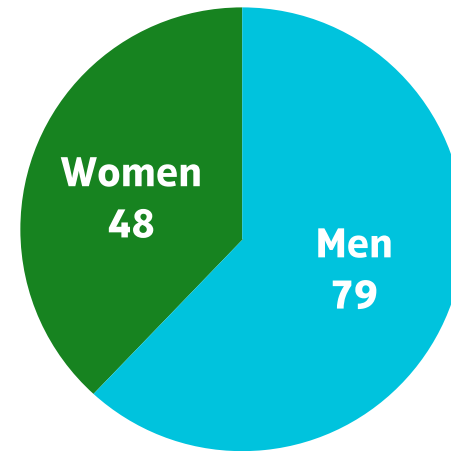
Improved capacity of journalism students, citizen journalists, civil society and activist networks and human rights documentation enthusiasts to verify content, conduct investigations and produce viable online content to counter the rise of propaganda and mis-information in their countries.

Data

Improved datasets around online source and content credibility, and digital literacy skill sets in all countries of focus for research and product development.

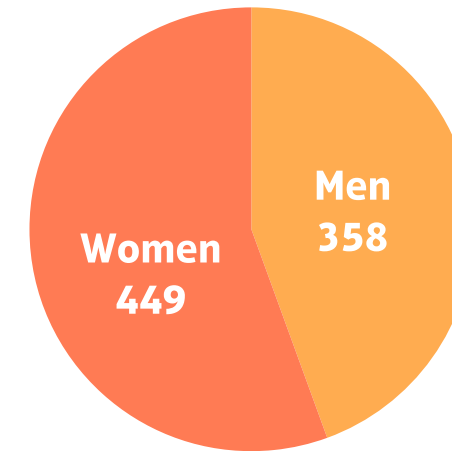
Engagement is pretty straightforward to quantify

EGYPT, 2012



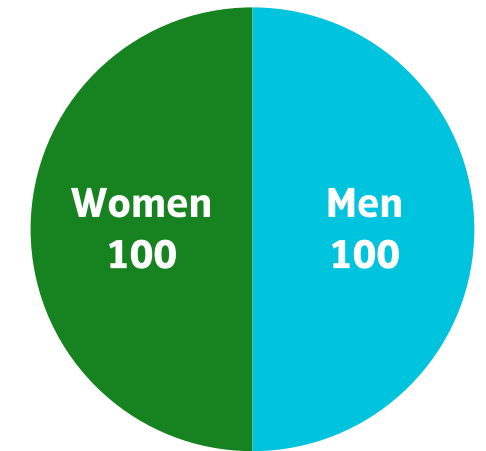
- 127 trainees
- Workshops in 6 cities

EGYPT, 2013-14

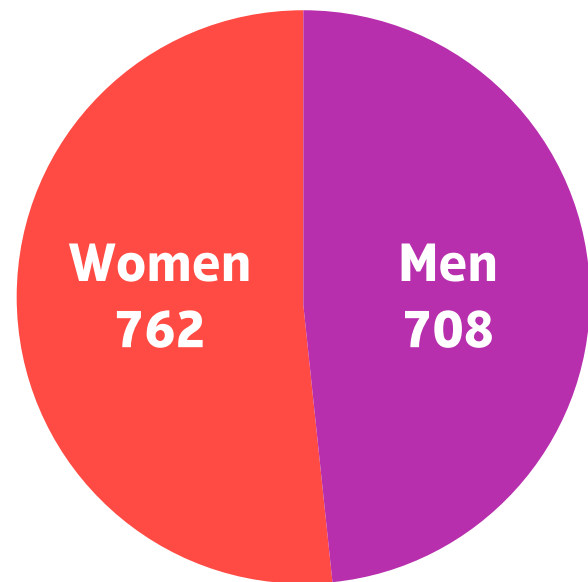


- 807 trainees
- 18-35 yrs old
- Workshops in 10 cities

JORDAN, 2013-14

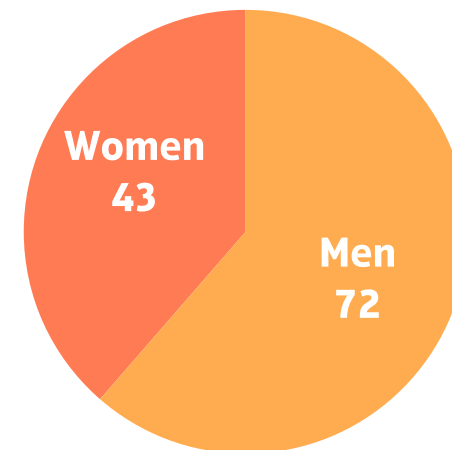


- 200 trainees
- 18-38 yrs old
- Workshops in 11 cities



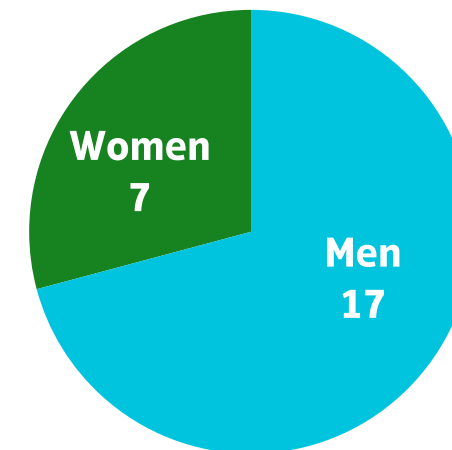
- 1470 trainees
- Workshops in multiple locations across 5 countries

PALESTINE, 2013-14



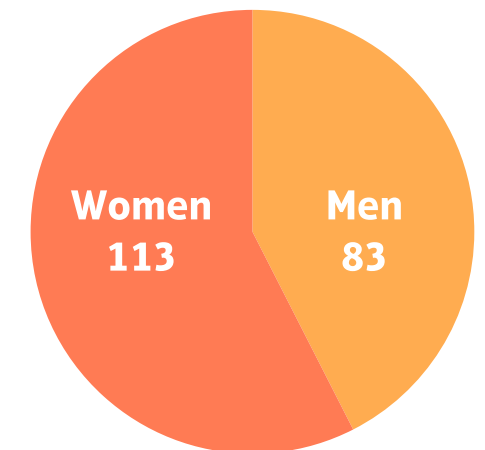
- 116 trainees
- 20-26 yrs old
- Workshops in 12 cities

SYRIA, 2013



- 24 trainees
- 18-32 yrs old

LEBANON, 2013-14



- 196 trainees
- 18-32 yrs old
- Workshops in 15 cities

Online analytics; Google, YouTube, Facebook insights, Twitter, etc.

What they can tell us

- How many people visited
- When & which content
- Routes

What they can't tell us

- Why people visited
- How it affected them
- Their stories

But, how do we quantify
'increased literacy' ?
'improved awareness' ?
'empowerment' ?

Gathering qualitative data

Participant observation

Interviews and testimonials

Feedback forms, when?

How often?

Recorded observation

(at the training sessions, workshops & activities)

Structured questionnaires

(with a sample of trainers and trainees from each country of focus, evaluating their use of the online resources developed, what they thought about the workshops and activities, etc.)

One-on-one interviews & focus groups

with a sample of trainers and trainees, from each country of focus - evaluating different project outputs)

At different 'times' of the project!

Before & After training sessions, workshops, events & activities

Check Global Pathways to Impact Summary

One impact for all vs. country/partner specific impacts

Co-design that takes into account partners/stakeholders ethos and ongoing projects

Impact as an ongoing activity, at all times, throughout the project's lifespan

Qualitative Assessment

Making the best of what's available to you

Participant observation & interviews vs. Impact observation & interviews

If you're doing observation & interviews as part of your project anyway, think beyond your own objectives and observe impact:

- Integrate pathways to impact in the event feedback form
- Testimonials; either in the feedback form, or recorded during/after the event
- 2-3 Qs interviews to participants on what they thought worked, what could be improved

An observation tip:

Focus (very early on) on the project impact

If you're actively taking part of the event or activity, who else can you ask to take on evidence gathering?

Make plans, if possible, to attend some events/activities as 'impact officer' - yes, on your own project!

Interviews & testimonials

Who can you call on for impact interviews? When?

- Identify, as early as possible in the project, who can be potentially interviewed for evidence.
- Introduce yourself to them
- Establish a good personal/human connection, so you can always go back to them, even after the project is over.

What feedback / emails have you already received?

- How are you keeping track?

Sometimes, something as basic as setting up Inbox filters could save you time at the end of the project

What is a representative sample of stakeholders and beneficiaries?

Qualitative Assessment Template

Partner organization *

1. SMEX & Annahar / Lebanon
2. Wlad el-balad / Egypt
3. 7iber / Jordan
4. Ma'an / Palestine
5. Al-Ayyam / Syria

☰

Covering the training period FROM ... Date

Month, day, year

☰ Required

Covering the training period TO ...

Month, day, year

Describe in a few words one thing you think went really well in your trainings *

Long answer text

Total # of trainings during this period *

Short answer text

Total # of trainees during this period *

Short answer text

Describe in a few words one thing that could be improved in future trainings *

Long answer text

Please describe in a few lines what you based your evaluation in the former question on *

What methods are you using to assess your trainees' increased knowledge of the issues and topics raised? Could include but isn't restricted to: pre & post-tests, trainee interviews & quotes, one-on-one evaluation sessions with trainees etc.

Long answer text

What, in your opinion, are the main challenges facing your trainees as they learn to effectively use the Checkdesk platform? *

Long answer text

Assessment of the trainees' knowledge of media literacy skills & methods of fact checking news reports *

1=No/Disagree || 2=Mostly disagree || 3=Neutral || 4=Mostly agree || 5=Yes/Agree

	1	2	3	4	5
Before the training, trainees understood the basics and importance of fact checking news reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trainees now understand the basics and importance of fact checking news reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before the training, trainees were familiar with the Checkdesk platform as a verification tool for media messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trainees are now comfortable using the Checkdesk platform as a verification tool for media messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before the training, trainees were familiar with basic digital tools that facilitate their civic participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment of the set of resources on Arabcitizenmedia.org (ACM) *

1=No/Disagree || 2=Mostly disagree || 3=Neutral || 4=Mostly agree || 5=Yes/Agree

	1	2	3	4	5
The resources made available on ACM have been very useful for my trainings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find the content of ACM diverse and well organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am having difficulties connecting to / using these resources in my trainings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I can / want to contribute to enriching the content of ACM through sharing my own resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe in a few words which resources might be useful for your trainings but are not yet available on Arabcitizenmedia.org *

Long answer text

We're working on updating the ACM website! What are a few things you'd like to see changed? *

Long answer text

Share with us your trainees' evaluations!

Please share with us some quotes of your trainees as you ask them what they thought of the training!

Long answer text

Anything else you think we can do better to help you reach your training objectives?

Long answer text

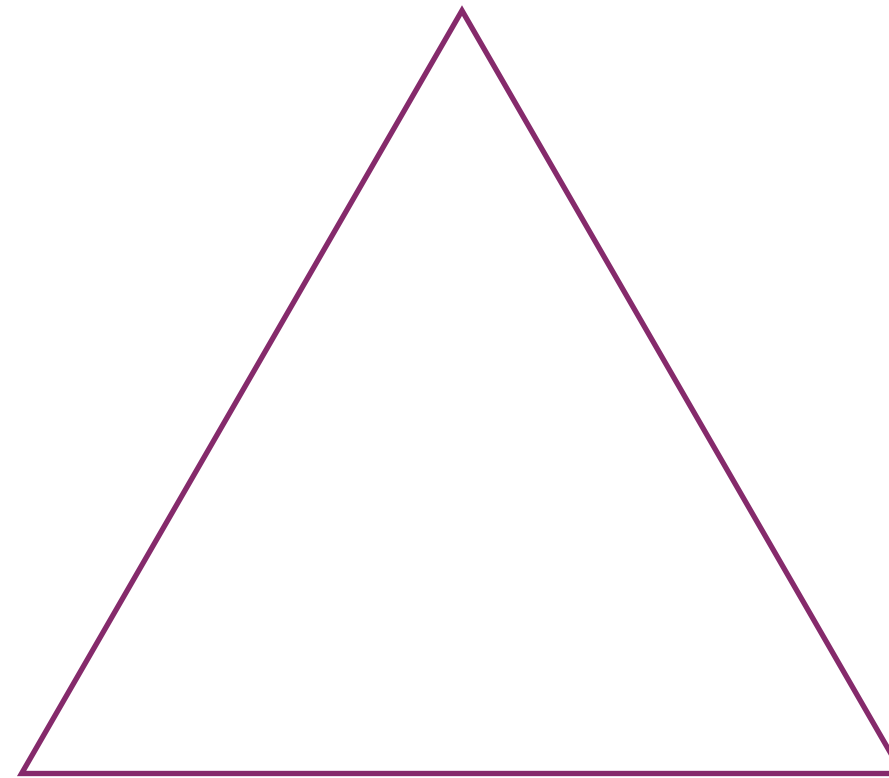
Ethics

People have probably consented to being part of your project, are they ok with you using this as part of your impact assessment?

Right to anonymity vs. needs of evidence?

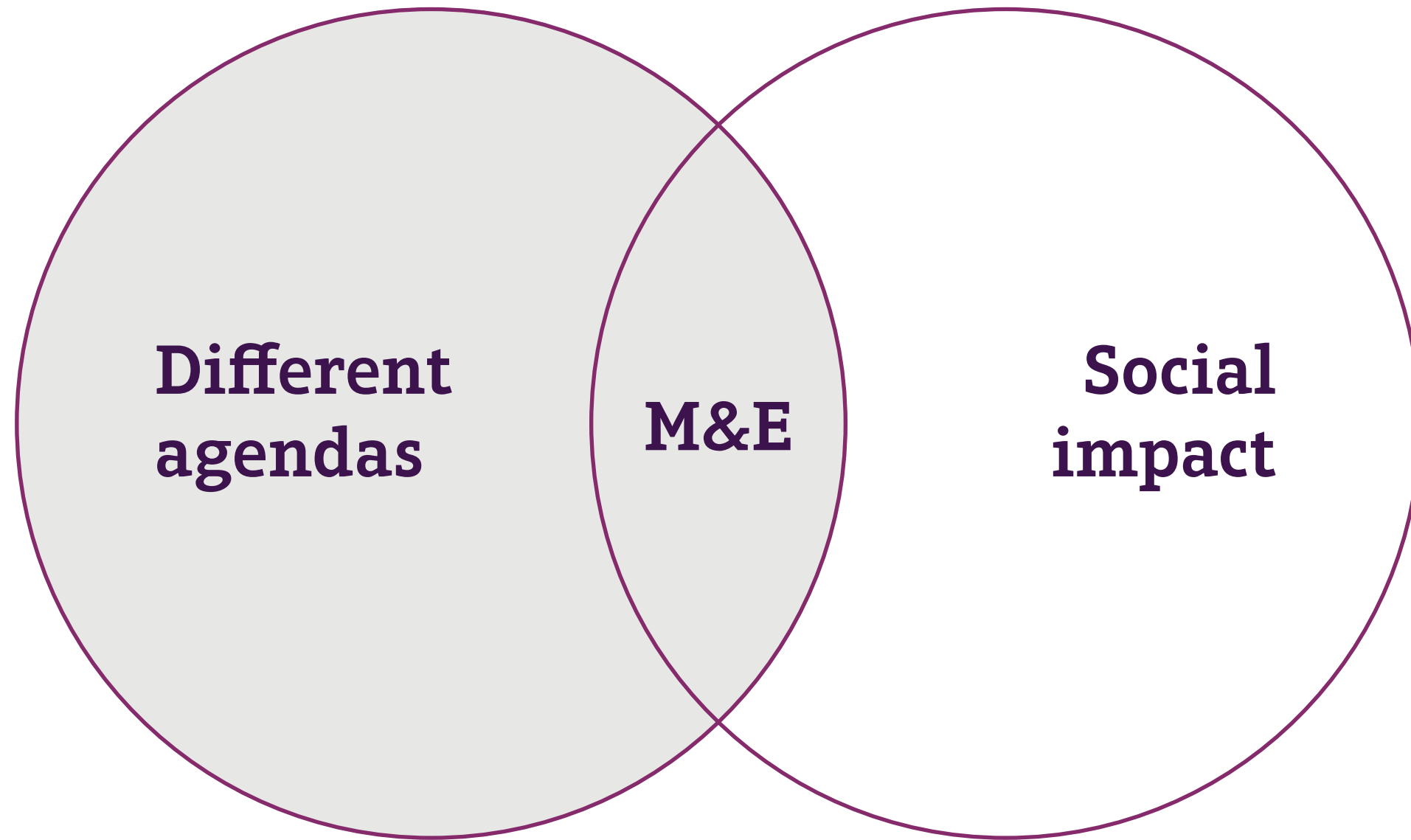
Who are key respondents to go back to? What's in it for them?

**Your
organisation
'agenda'**



**Community
'agenda'**

**Check Global
'agenda'**



How do we negotiate multiple stakeholders' agendas to maximise social impact?

**The impact you
said you will
achieve**

**The impact you
think you have
achieved**

**Your
evidence**

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How we devise an
M&E plan for YOUR
organisation?



**Check
Global
&
You**

**30Mo of
awesomeness**