

Impact Statement Template

Introduction

This Impact Statement Template is designed to assist facilitators and their organisations to plan, implement and evaluate impactful digital ability programs that are tailored to their communities. Responses to questions in the template – and attached supporting documentation – will be used by organisations to evaluate their programs and by Queensland Government to assess the merit of such programs. This evaluation will be made based on the following criteria, which are centred around four areas:

- ▶ People: the participants, facilitators and organisations
- ▶ Content: learning goals, program plan or curriculum
- ▶ Technology: devices, software, platforms and internet connection
- ▶ Community: how program interacts with and impacts the community.

Area	High impact	Moderate impact	Low impact
People	The program was highly engaging for the target audience. The facilitator's approach and skill set were very well matched to participants and their needs. The facilitator/s created a safe and inspiring space for learners.	The program was somewhat effective in targeting and engaging its intended audience. The facilitator and participants established a workable relationship and were mostly comfortable teaching and learning in the shared space.	The program failed to identify an appropriate target group. The facilitator's approach and skills were mismatched with the participants' needs. Participants were reluctant to engage in learning.
Content	The skills and knowledge acquired by participants were highly relevant, pitched at the appropriate ability level, and helped to improve participants' lives. Participants were able share their learnings and explain new concepts to others.	The facilitator's skills, knowledge and approach were mostly suited to the participant group. Participants learnt useful skills and shared some learnings with others.	The skills and knowledge imparted to participants were not heeded or were not useful in practice. The content was pitched at an inappropriate ability level that was too high or too low for the target group.
Technology	Participants' confidence in using and discussing technology was improved. The program was well resourced with appropriate devices, software, internet connection, and places for learning.	Participants developed some confidence in using and discussing technology. They mostly had access to appropriate hardware and software to enable them to learn and do useful things.	Participants did not gain understanding of the content or the principles underpinning technology use. The supplied technology mismatched program objectives.
Community	The program significantly contributed to wider digital inclusion efforts in the community. It was highly complementary to other programs and services. Resources and/or learnings were shared freely with other organisations.	The program made some contribution to the broader community effort for digital inclusion. There was awareness of what other organisations were doing and some learnings are shared with others.	The program bared little relevance or made little contribution to the broader community effort for digital inclusion. There was little effort to collaborate with others or share learnings.

Instructions

- ▶ Provide a 300 words statement in each section below (1-4).
- ▶ Attach at least three pieces of evidence to support each statement.
- ▶ Suitable types of evidence are suggested for each statement.
- ▶ Include any other evidence you feel will strengthen your impact statement (you are not limited to the suggested types of evidence).
- ▶ Consider the above criteria when preparing your answers and supporting materials.

Statement 1: People

State how the digital ability program attracted, retained and impacted people. Think about how the lives of participants (and facilitators) were positively impacted by the program. Consider the following questions:

- ▶ Who did you target for this program and why?
- ▶ How did you reach these people and encourage them to enroll?
- ▶ How did you encourage participants to attend the entire program (if the experience was made up of more than one event or interaction)?
- ▶ How did you select the facilitator(s) for this program?
- ▶ How did you know if people enjoyed the program and got value from it?

Appropriate supporting evidence could include:

- ▶ Collated data from registration forms capturing basic demographics of participants
- ▶ Tally of registrations and weekly attendance
- ▶ Copies of adverts for participants and facilitators (e.g. newspaper, e-newsletters, social media)
- ▶ Copy of the program plan
- ▶ Results of a pre and/or post program participant survey
- ▶ Evidence of how the digital ability self-assessment tool was used to group participants into classes and/or to measure participants' skills development over time

Statement 2: Content

State how the content for the digital ability program was developed and how it will meet the needs of participants. Think about what skills and knowledge will best assist participants to more actively participate in the community (e.g. socialising with friends and family, working and doing business). Consider the following questions:

- ▶ What skills and knowledge were taught in this program?
- ▶ How were participants able to apply these skills and knowledge in real life?
- ▶ How did you ensure that the learnings were valuable and useful to participants?
- ▶ How did you ensure the content was delivered effectively?
- ▶ How did you assess whether participants could repeat skills at home on their own?

Appropriate supporting evidence could include:

- ▶ Program plan, including what people learnt, in what order and for what purpose
- ▶ Testimonials from participants about their satisfaction with what they learnt
- ▶ Videos showing participants demonstrating their new skills
- ▶ Program plan showing how content was tailored to participant needs
- ▶ CV of the facilitator showing matched skills to the program plan
- ▶ Documented system or policy for recruiting facilitators and matching them with participants

Statement 3: Technology

State how the technology (devices, software, platforms and internet connection) that is used for the program will be selected and detail why it is appropriate. Think about the types of technology owned by your organisation, what technologies are familiar to facilitators, what technologies are readily accessible to participants, and what place and space you have to work in.

Consider the following questions:

- ▶ What were the common technologies used by the target group?
- ▶ How did you select the devices, software and platforms for this program?
- ▶ How did you build confidence in participants to use this technology?
- ▶ How did participants demonstrate and practice their new technical skills?
- ▶ How was the space be set up to best accommodate the technology, participants and facilitator?

Appropriate supporting evidence could include:

- ▶ List of technologies owned/able accessed by the organisations
- ▶ List of devices that were available to participants as self-reported in an enrolment form
- ▶ Feedback in a participant survey about the technology/space
- ▶ Photos or a floor plan of the space in which the program took place
- ▶ A program plan showing how the program was participant-centred as opposed to technology-centred

Statement 4: Community

State how the program will contribute to the broader community effort towards digital inclusion. Think about how your program complements existing programs and resources in the community and how what mix of services your participants are accessing.

Consider the following questions:

- ▶ What did your program offer individuals, groups and communities?
- ▶ What was unique about this program?
- ▶ What learnings from your program did you share with others? Who did you share them with?
- ▶ How did you share your learnings, resources and expertise etc. with others?

Appropriate supporting evidence could include:

- ▶ Planning documentation showing how the program plan was devised to meet community needs
- ▶ Case study of a completed program
- ▶ Blog post about learnings or best practice for digital ability programs
- ▶ Local newspaper article about a program
- ▶ Awards won by individuals or your organisation for work in the community
- ▶ Testimonials from broader community members (e.g. family/friends of participants, employers of participants, local mayor/councilors)