Sport-in-Development

A Monitoring and Evaluation Manual

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FOREWORD

At the World Sport's Forum in March 2000 Louise Fréchette, the UN Deputy Secretary General, stated that,

> "The power of sports is far more than symbolic. You are engines of economic growth. You are a force for gender equality. You can bring youth and others in from the margins, strengthening the social fabric. You can promote communication and help heal the divisions between peoples, communities and entire nations. You can set an example of fair play."

In November 2003 The General Assembly of the United Nations adopted a resolution affirming its commitment to sport as a means to promote education, health, development and peace and to include sport and physical education as a tool to contribute towards achieving the internationally agreed development goals, including those contained in the United Nations Millennium Declaration. The United Nations declared 2005 to be the Year of Sport and Physical education, stating that "the United Nations is turning to the world of sport for help in the work for peace and the effort to achieve the Millennium Development Goals".

Such initiatives served to promote a range of sports–based initiatives – under the collective term of 'sport-in-development'. Although many sport-in-development initiatives had existed prior to the UN interest, there has been a rapid growth in sport-in-development programmes as sport has responded to the HIV/AIDS pandemic. For example the Kicking AIDS Out! Network was established in 1999 and the first International Conference on Sport & Development was held in Magglingen/Switzerland in 2003.

This rapid growth has been accompanied by a desire to monitor and evaluate the effectiveness of such programmes. Following a UNICEF seminar in New York in February 2005 to discuss such issues, UK Sport (in partnership with UNICEF and Magic Bus) commissioned Professor Fred Coalter (University of Stirling, Scotland) to produce a case study-based manual to assist in the monitoring and evaluation of sport-in-development organisations. The selected case studies were: Magic Bus (Mumbai), Mathare Youth sport Association (Nairobi); Go Sisters (Lusaka) and Youth Education Through Sport (Harare).

The initial intention was to produce a manual to enable such organisations to measure the impacts of their work (improved self-esteem; increased knowledge of HIV/AIDS; gender equity and empowerment and so on). However, the experience of working with the case study organisations led to a revision of this approach, with much greater emphasis being placed on process monitoring and evaluation. The basic premise of the Manual is that a process-led approach will contribute to staff development and capacity building, greater organisational integration, and more coherently designed and consistently delivered programmes.

This is *not* to imply that measuring outcomes is not important. Rather, the Manual is based on the philosophy that a broader, more integrated, approach to monitoring and evaluation in which *both* process and outcome approaches are viewed as necessary and inter-dependent. Clearly we want to know if our projects and investments have been effective, but to understand *why* we do or do not achieve various outcomes we also have to understand how the projects were conceptualised and delivered. This approach does not

abandon outcome measurement, but complements it a broader emphasis on process which also makes an important contribution to organisational development, based on an acknowledgment of the contribution of sport-in-development organisations to local communities and to the development of relevant skills and expertise.

Acknowledgments

Many people have contributed to the development and production of this manual.

Firstly, and most importantly, are all the generous, innovative and optimistic people whom I met during my visits to the *Mathare Youth Sport Association* (Nairobi), *Go Sisters* (Lusaka), *Youth Education Through Sport* (Harare) and *Magic Bus* (Mumbai). Their commitment and belief served to change my rather one-dimensional perspectives on monitoring and evaluation and made me recognise the full complexity and potential of sport-in-development organisations. These experiences were truly memorable and I hope that I have been able to do justice to their efforts and make some contribution to their development and sustainability.

In addition, I would like to offer special thanks to all the staff at Magic Bus with whom I spent a week 'road testing' the manual. These workshops and their commitment and enthusiasm for the developmental potential of monitoring and evaluation led to small, but significant, refinements.

A number of individuals have also made individual comments and contributions and these include Davis Banda, Sharmila Govande, Gauravi Mazumdar, Oscar Mwaanga, Alka Sesha and Matthew Spacie

At UK Sport, Jerry Bingham and Pippa Lloyd are to be congratulated for making the commitment to the commissioning of this work, for also making the intellectual journey from outcomes to process and for their consistent support and informed comments on a series of drafts.

Thanks are also due to UNICEF and Magic Bus for contributing to the funding of the project.

Thanks are also due to **sport**scotland for permitting me to use my *Sport and community development: A Manual* as the basis for this, much revised, document.

At the University of Stirling I would like to thank John Taylor and Jacqui Baird for making a substantial contribution to the editing and production of the final document.

Finally, I would like to thank Vicki for being the ideal travelling companion and seeing what I saw.

Fred Coalter

SECTION 1: INTRODUCTION

1.1 Sport in development

At the World Sport's Forum in March 2000 Louise Fréchette, the UN Deputy Secretary General, stated that,

> "The power of sports is far more than symbolic. You are engines of economic growth. You are a force for gender equality. You can bring youth and others in from the margins, strengthening the social fabric. You can promote communication and help heal the divisions between peoples, communities and entire nations. You can set an example of fair play. Last but not least, you can advocate a strong and effective United Nations."

In 2002 at the Olympic Aid Roundtable Forum in Salt Lake City Kofi Annan, Secretary-General of the United Nations, stated that

> "Sport can play a role in improving the lives of individuals, not only individuals, I might add, but whole communities. I am convinced that the time is right to build on that understanding, to encourage governments, development agencies and communities to think how sport can be included more systematically in the plans to help children, particularly those living in the midst of poverty, disease and conflict".

In November 2003 The General Assembly of the United Nations adopted a resolution affirming its commitment to sport as a means to promote education, health, development and peace and to include sport and physical education as a tool to contribute towards achieving the internationally agreed development goals, including those contained in the United Nations Millennium Declaration. The United Nations declared 2005 to be the Year of Sport and Physical Education, stating that although they had collaborated with a range of organisations in the commercial, public and voluntary sectors, "what was missing, however, was a systematic approach to an important sector in civil society: sport" (UN, 2005) Consequently, "the United Nations is turning to the world of sport for help in the work for peace and the effort to achieve the Millennium Development Goals". These goals include universal primary education, promoting gender equality and empowering women and combating HIV/AIDS.

1.2 Sport plus and plus sport

'Sport-in-development' programmes have a wide variety of aims and objectives. Although they have traditional sport development objectives of increased participation and the development of sporting skills, these are rarely the sole rationale and very rarely the basis for external investment and subsequent evaluation. Almost without exception the role of sport in contributing to broader social goals is emphasised.

Within this context it is possible to divide sport-in-development projects into two broad approaches.

(i) Sport plus

In this approach the major aim is to develop sustainable sporting organisations in order to achieve a range of objectives:

- The removal of barriers to sports participation among the general population or particular target groups.
- Training and support of leaders and coaches.
- The development of physical literacy and basic sporting skills
- Provision of opportunities to progress and to develop sporting skills and expertise.

Such policies reflect UNESCO's 1978 *Charter of Physical Education and Sport*, which defines sport as a fundamental right for all.

However, sport is also used to address a number of broader social issues. Sport has the potential to provide experiences of empowerment and address issues of gender equity, general fitness and health and the development of certain life skills. Sport plus also has the ability to contribute to addressing issues such as HIV/AIDS education, increasing commitment to general education and developing values of citizenship. These outcomes are pursued via varying mixtures of organisational values, ethics and practices, symbolic games and more formal educational approaches.

(ii) Plus sport

Although these programmes also aim to reduce barriers and increase participation, they place much more emphasis on sport as *a means to an end* - using sport's ability to bring together large numbers of young people to achieve the aims of social and health programmes. Non-sporting outcomes (e.g. HIV/AIDS education and behaviour change) are more important than the longer-term sustainable development of sport.

Of course, there is a continuum of such programmes and differences are not always clear-cut. Nevertheless, there are implications for the definition of outcomes and 'success' and timescales for evaluation. This Manual concentrates on the *sports plus* approach and seeks to provide guidance and assistance to develop sustainable and effective sporting organisations that also have a broader social purpose.

1.3 The Manual

1.3.1 Purposes

The general purpose of the manual is to provide a framework for thinking about the establishment, development and management of sport-in-development organisations and programmes. *It does not provide detailed day-to-day guidance*, as each programme will vary, reflecting local circumstances. Rather, it addresses broader issues by:

- Providing a framework for thinking about and establishing programme aims, objectives and related performance indicators.

- Provides guidance for establishing and implementing a framework for the monitoring and evaluation of the processes outcomes and impacts of programmes.

- More generally, it provides a tool to enable organisations to adopt an integrated approach to their planning cycle that enables ongoing learning and development of organisational capacity and effective delivery.

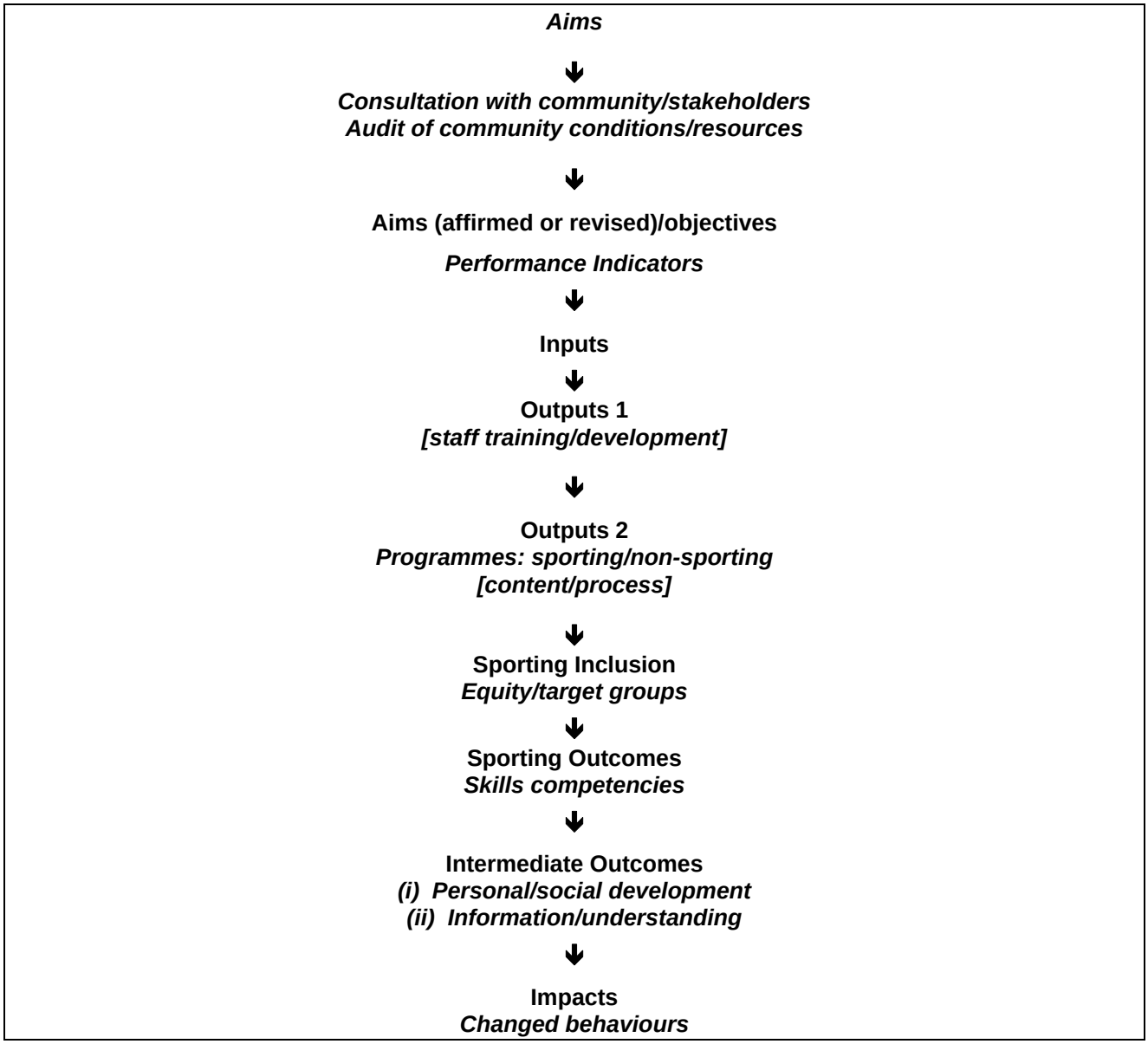
1.3.2 Monitoring and Evaluation Framework

Although we regard the monitoring and evaluation of the impacts and outcomes of programmes as important, we also place a strong emphasis on ***process monitoring*** exploring such issues as: Do all aspects of the programme reflect the overall aims and are they designed to achieve these? Is the programme being delivered as intended?

Without information on process and implementation, we will be unable to understand the vitally important questions relating to *why* our programmes have or have not achieved the desired outcomes. This vitally information is necessary to understand better what does and does not work and in what circumstances. This information should not only contribute to the improved effectiveness of organisations, but also to the broader development of sport-in-development programmes

Figure 1 provides a broad illustration of the various stages in programme development, implementation and monitoring and evaluation – from establishing the broad aims and specific objectives, through ongoing monitoring of programme implementation to measuring both sporting and non-sporting outcomes and impacts.

Figure 1: Sport in development programmes: a logic model



Each of these stages will be dealt with in detail, but now we turn to a more general discussion of monitoring and evaluation and the philosophy underpinning this manual.

1.3.3 The Case Studies

The development of the manual was undertaken via in-depth case studies of four sport-in-development projects.

(i) Mathare Youth Sport Association (MYSA)

Mathare, in north east Nairobi, is one of the largest and poorest slums in Africa, with a population of about 500,000 people living in an area of 2 kilometres by 300 meters (1.2 miles by .2 miles). The Mathare Youth Sport Association (MYSA) was started in 1987 as a small self-help project to organise sport (mostly soccer) and slum cleanup and environmental improvements. It is now the largest youth sports organisation in Africa, with more than 1,000 teams and 17,000 members and has two semi-professional teams Mathare United. Although soccer is the key attraction and main focus of MYSA, it is also a crucial 'entry point' to a comprehensive, interdependent programme in which all the elements are mutually reinforcing in order to produce 'responsible citizens' – MYSA's ambition is "to help produce the leaders needed for building the new Kenya" (Munro, 2005).

As with most sport-in-development projects, MYSA is highly dependent on the production and retention of *peer leaders*/*coaches/educators*, who also perform a vitally important function as role models. MYSA has a staff of approximately 60 and all are recruited from the membership. The organisation is 'youth-centred' and run by a hierarchy of zonal league committees, a sports council and community service council and an Executive Council. The average age of elected leaders and volunteer coaches is 15-16.

MYSA seeks to address issues of *gender equity* via flexible programming and using sport to reduce young women's social isolation and provide safe public spaces. It also provides development opportunities both through sport and involvement in the organisation. Because soccer is regarded as a 'male game', girls' participation can begin to change community norms about their roles and capacities. The issue of gender equity and mutual respect also underpins MYSA's extensive HIV/AIDs education programme, which is delivered by peer educators via group discussions, lectures and street theatre (drama/arts/puppetry).

MYSA has its own general Fair Play code and issues of responsibility and citizenship are emphasised via an ethical approach to sport: a yellow card is awarded to anyone other than the captain who speaks to a referee; the player is replaced and has to referee six junior matches to understand the role referee. A green card is awarded to the most sporting player and is a highly valued award and is accompanied by educational scholarship points. The sense of social responsibility and environmental awareness is reinforced via environmental work – The Clean Up. All members of MYSA are required to take part in regular sessions in which teams from zone clear drains, cut grass, remove litter and so on. Integration with the core MYSA programme is ensured by the fact that each completed cleanup project earns a soccer team 6 points towards it league standings.

A high value is placed on education and remaining in mainstream education. To that end MYSA awards 400 annual Leadership Awards, which are paid to the school of the winners' choice and are used to tuition, books and uniforms (which are strictly enforced in many schools). Points towards these awards are linked to volunteer and peer-leadership and community work.

(ii) Go Sisters

This Zambian programme, which seeks to empower girls through sport, is part of the Education through Sport Foundation (EduSport), which was established in 1999. EduSport, with 12 employees, seeks to use sport, recreation and other forms of physical activities to achieve empowerment, education, health and other development goals in poverty stricken communities. Like MYSA, EduSport is based on the concept of Youth Peer Leadership (YPL) in which young people are trained to coach and lead their peers in sport and life skill training involving them at all levels of planning, implementation and decision making. EduSport is part of the Kicking Aids Out network and acts in partnership various partners including NGOs, religious groups, schools, sport associations and Government institutions.

Within the context of EduSport, Go Sisters seeks to promote female empowerment and HIV/AIDS education through football. The centrality of sports development is indicated by the fact that the programme has over 4,000 participants, produced over 50 soccer teams, has five teams participating in the women's football league and has produced several international players.

Based on the system of youth peer leaders, educators and coaches, the main aims of Go Sisters are:

- To provide extra-family social, supportive, networks, a safe social space and reduce the social isolation of females. Because all activities take place in public spaces within communities, they attract wider community interest and provide positive female role models.
- To provide girls and young women with experience of decision-making and perceptions of control and experience of empowerment
- Develop self-esteem and increase female expectations and ambitions
- Reduce school drop-outs (often achieved by the provision of alternative 'community schools' – especially in rural areas). Go Sisters also place a high priority on keeping girls in school and have a system of educational scholarships.
- Provide sexual health information, especially relating to HIV/AIDS. This is closely integrated with football via the use of a series of HIV/AIDS-related games as warm up and warm down exercises ranging from simple dancing and chanting of HIV/AIDS messages to more symbolic games.

(iii) Youth Education Through Sport (YES)

This an ambitious large-scale, nationwide 'sport-for-all' programme, managed by the Zimbabwean Sport and Recreation Commission, with local sports development committees and provincial sports coordinators. It is still in its early stages and has a greater variety of provision and approaches than found in the other case studies. Also it seeks to provide a much broader range of sports, although this is frequently constrained by lack of facilities and equipment.

The programme runs in parallel to the more narrowly focussed governing body-led sports-specific development programmes. It seeks to develop a more ethical approach to sports

development, based on a concern with the 'whole person' rather than simply a skilled, functional, athlete It has been more successful in beginning to address gender issues than mainstream sport, with some evidence of increased parental support for female participation. For example, the opportunity to travel abroad, to compete in the Norway Cup, seems to increase parental support for the programme.

Like MYSA and Go Sisters, the emphasis is on peer leaders/coaches, with each team (about 30 people) having a peer leader. It also has a *community service* component (e.g. litter/leaf collection and small scale vegetable/tree planting), although, given the size of the programme this is variable.

HIV/AIDS education is achieved via a partnership with a variety of organisations who take responsibility for this aspect. It seems to be addressed in a rather formal, didactic, manner and to be less systematic and integrated than in the smaller Go Sisters and MYSA programmes.

(iv) Magic Bus

Magic Bus works with slum and street kids in Mumbai (many of whom have to work five or more hours per day) and has recently started to wok in schools. In the slums there is little play space, with average households of 5 in 15-20 sq metres, packed extremely close together with very narrow pathways providing access. Its central aims are:

- To develop basic physical literacy skills. This sets it apart from the other case studies which are largely concerned to develop soccer skills. This approach reflects the fact lack of PE in schools and lack of space to play or develop such skills in the slums.
- To provide a safe haven outside extremely poor and often oppressive communities to enable children simply to explore aspects of childhood and have fun and enjoyment.
- The development of life-skills via sports, adventure training (via day trips and a weekend camp).
- The programme is organised around four developmental stages, each of which seeks to deal with physical, cognitive and affective issues:
    - (i) Explorer (7-9 year olds): Awareness of self and environment; learning can be fun
    - (ii) Challenger 1 (10-12): Developing a sense of responsibility and experience achievement
    - (iii) Challenger 2 (12-14): Ditto plus learning to perform (mostly via handball)
    - (iv) Voyager (15-18): Make meaningful choices and move towards self-reliance.

Each component has clearly articulated aims and outcomes and is underpinned by a training programme for mentors. Because of the chaotic lives of the slum children and the economic imperatives of poverty, it is difficult to achieve consistent attendance. Unlike the African projects, Magic Bus cannot provide activities within local communities because of the lack of space – hence the need for the 'magic bus'.

1.3.4 Conclusions

The Manual reflects my experience with these projects and their highly innovative and committed staff. However, the Manual is not simply relevant to these projects, but seeks to address the generic issues common to all such projects. Inevitably each project will have specific issues to address (local conditions and resources; local issues; nature of volunteers and so on).

It must be emphasised that the Manual is *not* seeking to be prescriptive, especially regarding the nature of the information to be collected. Rather, the Manual seeks to provide a *framework for thinking* about M&E and organisational and programme development. It is inevitable that this cannot be comprehensive and that there will be variation and local interpretation.

Nevertheless, it is hoped that the Manual will provide a broad framework to enable all sport-in-development projects to develop appropriate M&E programmes which will contribute to their organisational development and the delivery of effective programmes.

SECTION 2: WHAT IS MONITORING AND EVALUATION?

2.1 Introduction

Monitoring…

..is the regular, systematic, collection and analysis of information related to a planned and agreed programme of action (most organisations already do some of this via staff meetings, work plans and various feedback mechanisms). This provides evidence of the extent to which the programme is being delivered as intended, meeting its targets and making progress towards the achievement of its objectives. Monitoring information can also identify the extent to which changes and adaptations are required.

Evaluation….

…. is the process of undertaking a systematic and objective examination of monitoring information in order to answer agreed questions and make judgements on the basis of agreed criteria. Concerns may relate to the efficiency, effectiveness, impact and sustainability of an organisation or programme. The intention is not simply to assess what impacts have occurred, but why, what lessons can be learnt and how the programme might be improved. Evaluation is also an ongoing, if less regular, process and provides the basis for learning and organisational and programme development.

It is not unusual for organisations to be resistant to monitoring and evaluation (M&E) – especially if it is viewed as disruptive of programme delivery. This reaction is often based on a belief that M&E relate solely to *accountability,* providing largely quantitative evidence that programmes have been provided, have attracted the target type and number of participants and have achieved the outcomes desired by sponsors and partners (e.g. effective HIV/AIDS education programmes delivered). We are not suggesting that accountability and these measures of performance are not important - they are. However the Manual is based on the fundamental assumption that M&E is about much more than simple accountability.

2.2 More than accountability: formative M&E

M&E should be *formative*, undertaken to provide information that will lead to organisational and programme improvement. In the context of sport-in-development projects it is essential that M&E play a central role in learning and development. Shah et al (2004:21-22) argue that too often:

> "Staff who collect monitoring data are not …sure why they are collecting the information and pass it up to the chain of supervisors until it is eventually incorporated into a report for the donor. Monitoring data collected under these circumstances are not often analysed by field staff and are therefore infrequently used to make decisions about adapting the project's strategy or activities".

In this regard we agree fully with the UK Government's Department for International Development (2005) which states that:

> "The over-arching goal for evaluation in international development is to foster a transparent, inquisitive and self-critical organisational culture…so we can learn to do better".

Further, SCORE (2005) argues that:

> "The issue of internal capacity at organisational… level is one of the greatest challenges for the effective implementation and sustainability of projects … sufficient internal capacity is essential for long term success…..stronger organisations will lead to better implemented projects and better results in the long term"

Like Shah et al (2004), we agree that M&E should provide the basis for a dialogue, both between organisations and sponsors and *within* organisations. It should recognise the importance of organisational development as much as narrowly defined outcomes.

2.3 Process-led and participatory evaluations

Such considerations lead to an emphasis on process-led, participatory, evaluations, which contribute to organisational development in a number of ways. When organisations involve their members in M&E this is likely to lead to:

- Capacity-building. To achieve sustainability, to achieve their many aims and to improve their programmes, organisations need to develop internal capacity.
- Greater ownership, understanding and integration. A broad agreement about and understanding of, the relationship between aims and objectives provides the basis for an integrated and coherent organisational culture and associated programmes.
- An ability to reflect on and analyse attitudes, beliefs and behaviour (Shah et al 2004). The involvement of staff in the monitoring and evaluation of all aspects of organisation and programme delivery helps to produce a self-critical and self-improving organisational culture.

2.4 Why a process-led approach to M&E?

2.4.1 Importance to civil society

In many countries sport-in-development organisations are important *as organisations.* This was acknowledged by the United Nations' declaration of 2005 as the Year of Sport and Physical Education and its reference to sport as an *important sector in civil society*. Many sport-in-development organisations compensate for wider failures of national and local states, weak civic structures and disintegrating families. Consequently, process-led M&E has a vital role to play in organisational development as well as ensuring effective programme delivery.

2.4.2 Developing People: the key aim?

Most sport-in-development programmes are based on the development of *youth peer leaders* - young people who are trained to coach and lead their peers in sport and life skill programmes. Many involve young people (especially young women) at all levels of planning, implementation and decision-making, providing experience of control, empowerment and a sense of collective responsibility (via the much emphasised status of 'role models'). In other words, *people* (or 'responsible citizens') are a major *outcome* of such organisations. However this is not normally the subject of evaluation (in traditional sports development programmes leaders and coaches are usually regarded simply as *inputs)*. The development of peer leaders and coaches might be regarded as crucial to the promotion of "development values and outcomes" (Sports Coaches Outreach, 2005).

2.4.3 Why do we think that our programmes will work?

Process-based M&E enables (in fact requires) *theory-driven evaluations,* rather than the more traditional quantitative approach to output and outcome measurement. This requires an understanding and evaluation of the conceptualisation and design of a programme. 'Sport' does not have causal powers; it is the *process of participation,* how it is experienced and the combination of a variety of factors which explain success and failure. What are your assumptions about how your programme can achieve your desired outcomes? What is it about your programme which will maximise the possibility of achieving the desired outcomes?

2.4.4 Did you do what was intended?

Sometimes not even clearly defined and designed programmes are delivered as intended and it is always important to ensure that theory and practice are at one. Mukoma and Flisher (2004: 356) argue that,

> "*because programmes are seldom delivered exactly as designed and planned*…without detailed process evaluation we can only infer that perhaps the implementation did not occur as expected."

Process M&E identifies, early in the process of implementation, any divergence from theoretically informed and agreed programmes. It seeks to assess the positive and negative consequences of any adaptations and, most importantly, assist in the quick dissemination of emerging best practice throughout the organisation.

2.4.5 Environment matters

A process-led approach will provide a better understanding of local realities and inform the development of realistic outcome measures. Burnett (2001:43) emphasises the need for "a unique and context-sensitive research instrument" and the need "to establish the 'value-added' dimension of the impact on the community (represented by social networks, institutions and groups) and on the individual". She argues for this because of the pervasive influence of poverty (Burnett, 2001:49):

> "Poverty is however not simply a quantitative or economic phenomenon, but indicates a particular location and experience of being human. Kotze (1993:3) refers to the all-embracing nature of poverty 'in the sense that it encompasses material, social, physical and intellectual insecurity ".

The consideration of these issues is essential in order to develop realistic definitions of, and targets for, possible outcomes – what can be expected given local conditions (facilities, resources, economic demands on participants, cultural constraints and so on)?

2.5 Logic models and managing for outcomes

Such a process-led approach is facilitated by the development of *logic models*, or programme theories, as broadly outlined in Figure 1. A logic model is used to illustrate the presumed relationships between project resources, activities, outputs and various outcomes. A logic model demonstrates the nature of presumed links between the elements of a programme and its outcomes, reveals assumptions about conditions for programme effectiveness, enabling you to manage your programme to maximise the potential for achieving your desired outcomes. It also provides a frame of reference for monitoring and evaluating the programme. This approach will be developed in detail in Section 4, and will enable you not simply to say *what* you have achieved, but much more importantly *how* you have achieved it.

To adopt this approach it is essential that we provide clear and precise statements of the aims and objectives of the organisation and its programmes. This provides the basis for collective agreement about programme design and implementation and the basis for subsequent M&E. We explore these issues in the next section.

SECTION 3: AIMS, OBJECTIVES AND INDICATORS

The setting of aims and objectives and related, measurable, performance targets is central to the allocation of resources, the process of programme design and management and the monitoring and evaluation of performance. In this section we explore key concepts and provide guidance to assist in the formulation of programme strategies, objectives and targets.

3.1 What are Aims and Objectives?

3.1.1 The Importance of aims and objectives

Although members of sport-in-development organisations will have a broad understanding about what they are trying to achieve, the systematic discussion and documentation of aims and objectives is an essential part of developing an integrated and coherent organisational culture and capacity building. These processes also serve to develop a shared agreement of all stakeholders' interests and provide the basis for agreed approaches to M&E.

Further, the formulation of aims and objectives should be informed by a discussion of the various assumptions held by stakeholders about the assumed properties of sport and its potential impacts. For example, what understanding do stakeholders have as to why and how sport may have positive impacts? What is the nature of the processes required to achieve these and how will these reflect local conditions? What indicators can be used to assess success or failure? Such issues are fundamental to understanding the relationship between aims (what you want to achieve) and objectives (how you will do it).

(i) Aims

These are the broad desired sporting and non-sporting *aims* of your programme.

Sporting aims might include: to expand opportunities for participation in sport; to develop sporting skills; to provide opportunities for progression; to produce sports coaches.

Non-sporting aims might be: to develop citizenship values and commitment to collective responsibility; to address gender-related issues; to development a commitment to education; to reduce social isolation; to provide opportunities to empower participants; to address health-related issues, including HIV/AIDS**.**

(ii) Objectives

These are the specific actions that will be taken to achieve the broad aims. These will probably be decided after an assessment of local conditions and discussions with the local community (see 3.2 below) – how one seeks to achieve objectives will always be dependent on local conditions and resources. For sports-related issues these might include providing a range of relevant opportunities for specific social groups; the provision of a range of coach development programmes; to work with parents and the community to ensure attendance at programmes; develop teams and leagues.

Non-sporting objectives might be to provide a range of HIV/AIDS educational programmes; to involve participants in decision-making processes; to develop peer leaders as

appropriate and committed role models; to ensure gender equity in the management and provision of the programme.

In terms of objectives, the nature and quality of provision are major considerations - are they designed to achieve the desired aims?

Some illustrative examples of aims and associated objectives are outlined below.

Examples of Sporting Aims	Examples of Related Objectives
• To expand opportunities for participation in sport among specified social groups	• Provide regular and local after-school opportunities for boys and girls aged 10-14 • Provide opportunities for both in school and out-of-school children • Establish positive and on-going relationships with parents
• To produce sports leaders and coaches to work with children	• Develop a training manual • Identify and recruit a specified number of trainees • Provide a number of child-centred coach education courses over a specified time period. • Establish an on-going coach education programme
• To provide opportunities for competition and sporting progression	• Create four local teams • Establish a local league • Provide sports-specific coaching
• To develop a sustainable sports organisation	• Retain trained coaches • Recruit a specific number of volunteers • Raise a certain level of funding each year
Examples of Non-sporting Aims	**Examples of Non-sporting Objectives**
• To address issues of gender equity	• Ensure equal gender enrolment • Ensure gender balance at all levels of the organisation. • Ensure equal access to facilities and equipment
• Develop citizenship values and collective responsibility	• Implement a policy of ethical sport and associated rewards • Ensure participant representative in organisational decisions. • Provide opportunities for undertaking community work.
• To increase awareness and understanding of HIV/AIDS	• Develop relationships with relevant organisations • Produce and disseminate information leaflets • Provide educational classes as part of the sporting events • Included a range of symbolic games as part of warm up/warm-down exercises. • Undertake regular discussion groups.

3.1.2 SMART Objectives

A widespread approach to the definition of objectives is referred to as the SMART approach, which provides a broad framework to focus thinking and provide clarity and realism to programme design. SMART stands for:

Specific. Objectives should be a simple and precise definition of what you are seeking to provide - what type of programmes; who for, how often; what outcomes?

Measurable. You must be able to track and measure progress – how will you measure this? A definition of objectives must be accompanied by a consideration of practicalities of measurement (and how frequently this will be required).

Achievable. Have you made a realistic judgement about all the factors and resources required to provide your programme and attract relevant participants?

Relevant. How are the objectives related to the achievement of the broad aims of the programme?

Timely. Realistic deadlines need to be established for the achievement and measurement of the various objectives (deadlines may vary depending on the objective). This also provides a timescale for the various elements of M&E.

3.2 Involving others in the process

3.2.1 Sport-in-development organisations

In terms of organisations, the *process* of developing aims and precise objectives helps to motivate teams to reach a common goal and provide an agreed, consistent focus for all functions of an organisation.

3.2.2 Communities

The potential benefits to be gained by involving the community and potential participants in the determination of aims and objectives include:

- A sense of local ownership and identity. Reducing possible resentment at 'top-down' approaches
- Increased parental understanding and reduced opposition
- Community development. Involvement in these processes provides opportunities for collaboration and learning and the development of networks.
- Alignment of aims and objectives with community sporting and non-sporting issues.

3.3 Indicators

All aspects of M&E are based on indicators. These are measures, like milestones or markers that allow you to assess if you are making progress and heading in the right direction. Goparaju (2004) distinguishes between two broad types of indicators.

3.3.1 Process Indicators

These are related to *monitoring* of progress in the planning and delivery of project activities. For example, peer leader training provided as intended; sufficient peer leaders produced; activities provided as intended; number of relevant participants attracted; frequency of attendance and so on. These are usually numerical and should be relatively easy to define and measure and should be collected at regular intervals.

3.3.2 Change Indicators

These relate more directly to *evaluation* and measure progress towards our desired sporting and non-sporting outcomes – improved sporting skills; the type of changes in values and attitudes that your programme is designed to achieve: increases in self-esteem and social skills; increased knowledge of HIV/AIDS and gender-related issues; changed behaviour of participants. Of course, some of these are difficult to define and quantify and for this reason care must be taken in their definition and consideration must be given as to how (or if) they will be measured.

Indicators will normally have measurable targets associated with them and these can be of three broad types:

- Directional targets. These record simple changes in an indicator. For example, to increase the number of young men/women completing peer leadership courses
- Absolute targets. These relate to more specific changes. For example, in the next twelve months to achieve a 20 per cent increase in the number of young people taking part in AIDS awareness programmes.

The discussion and agreement about indicators related to aims and objectives is a centrally important element in process-led and participatory evaluations. It provides the basis for a dialogue, both between organisations and sponsors and within organisations. If such indicators are to be useful, *all stakeholders* must have a common understanding of their nature, meaning and relevance to the programme aims and objectives.

3.4 Effectiveness

Effectiveness refers to the relationship between the various elements of the programme (**outputs)** and **outcomes** – the extent to which the various aspects of the programme are contributing to the achievement of the desired aims and outcomes. This is the area of M&E which poses the most difficulties, as desired outcomes can be of several types, with varying difficulties associated with their definition and measurement. Below we have listed the various stages in this process for which indicators need to be developed and these will be explored in more detail in Section 4.

(i) Outcome 1: Peer leaders

Traditionally staff are regarded as inputs to programmes (i.e. they are recorded as a cost). However, in sport-in-development projects, the production of peer leaders/coaches/ educators is a major *outcome* and fundamental to the quality and sustainability of the programme.

(ii) Sporting Inclusion

These relate to the basic elements of the programme and the extent to which it is able to attract and retain relevant participants. This relates to the volume of activity and requires process indicators. It will include such things as general increases in participation among target groups.

(iii) Sporting outcomes

These are the sporting skills and expertise which are presumed to be the outcome of regular participation. They might include the development of physical literacy and basic sporting skills

(iv) Individual Outcomes 1

As Figure 1 illustrates, the assumption of sport-in-development programmes is that participation in sport will have certain impacts on the participants (eg increased self-confidence and self-esteem). These will reflect the aims and objectives of each programme and will include impacts which might be related not simply to sports participation, but also *the way in which the programme is organised and delivered* (see Section 4):

(v) Individual Outcomes 2

These impacts are a combination of the way in which the programme is *experienced* and understood by participants (ethics, relationships, expected behaviour) and the more formal sports plus elements of programmes (e.g. separate HIV/AIDS education programmes) It is, of course, possible that the approach to achieving such impacts is wholly integrated into the programme (e.g. HIV/AIDS education as part of warm-up/warm-down exercises; fair-play during football games rewarded). However, where there is an attempt to achieve more general social impacts, it is best to analytically separate these from those which are presumed to be a by-product of the sporting process.

Of course, the assumption is that the development of such values, attitudes and understanding will lead to behaviour change.

3.5 Economy and Efficiency

We have concentrated on issues of aims, objectives and programme effectiveness because we believe that M&E should be concerned with *organisational and programme development* and with increasing their effectiveness. However, it is also important to demonstrate financial accountability to funding agencies and partners – to show how you have used resources economically and efficiently.

3.5.1 Economy

Although often regarded as meaning the 'least cost', economy is best viewed as a concern to provide a programme at the *lowest possible cost consistent with the desired quantity and quality of service.* The desired quantity and quality of the service (and associated costs) are issues for discussion and agreement between stakeholders and should be done as part of the process of establishing the programme.

3.5.2 Efficiency

Efficiency is concerned with maximising the outputs that you get from your resources. It is expressed as a ratio of **outputs** (e.g. courses or classes provided; leaders or coaches trained; coaching and other learning materials produced) to the **inputs** (resources such as staff and finance) used to produce them. This input/output relationship should ensure that attention is focused on the key products or services that the programme wishes to produce (i.e. are we doing the right thing? Is this expenditure necessary? Are we getting the maximum outputs from our resources?).

In terms of M&E and reporting and accountability to partners it is important to note that it is possible for a programme to be:

- **Cost-efficient** – for example, producing the desired number of sessions which attract large numbers of people – but have

- **low cost- effectiveness** – by failing to achieve desired outcomes such as improved fitness and health, changes in attitude and behaviour.

The issue of cost-effectiveness is very important in arguing the case for sport – a 'value-added' for partners may be the ability of sport to maximise the impact of often limited budgets.

3.5.3 Aims and Objectives: A Strategy

Once the discussions and decisions about aims and objectives have been completed it is essential that they are set out formally in a strategy. This is necessary for a number of reasons:

- It provides all stakeholders (including programme leaders/ coaches/ volunteers) with an agreed framework within which to work and to relate their activities.
- It provides strategic continuity for organisations with high turnover.
- It provides a firm basis on which to seek funding.
- It provides the agreed basis for the establishment of the M&E strategy.

Such strategies will usually contain the following elements:

- **Audit.** An audit of current opportunities and the organisational and social environment.
- **Aims and Objectives**. An outline of the broad aims and objectives of the programme, including those for partner organisations. Where possible, this should include a statement of 'need' (ie, the issues to be addressed) and the broader community context (such as health indicators, crime. HIV/AIDS issues, educational issues) – especially if the programme is concerned to address such broader issues.
- **Outputs and Outcomes.** The nature, content and quality of the outputs (training, coaching, and activities) and the outcomes that it wishes to achieve. Depending on the nature of the programme, the aims will include sporting outcomes, intermediate impacts and outcomes.

It is useful to include some statement of 'theory of change' (or 'logic model') (see section 4) which outlines assumptions about the conditions for programme effectiveness and describes the sequence of events for bringing about change.

- **Timescales.** The strategy should include short and medium term timescales for the achievement of various outcomes (for example, it is likely that intermediate impacts/outcomes will take longer to achieve than sporting outcomes).
- **Action Plan.** A broad action plan outlining the methods and programmes through which the aims and objectives will be achieved.
- **Measurable Targets and Associated Performance Indicators**. Such targets are much easier to establish and measure for sporting outcomes than for intermediate impacts and outcomes. This needs to be acknowledged and solutions suggested.

SECTION 4: DEVELOPING A LOGIC MODEL

4.1 Thinking about sport and 'sufficient conditions'

The formulation of aims and objectives, the design of peer leader training and the content of programmes are central to the development of an agreed framework for data collection, analysis and evaluation. However, when the key objectives shift from simple output measures (provision of opportunities for participation), or sporting inclusion (the number and type of participants), to concerns with *impacts* and *outcomes* (improved fitness and health; increased self-esteem and self-confidence; awareness of gender issues; HIV/AIDS awareness and behaviour change), measurement becomes more difficult (and often beyond the resources of sport-in-development programmes).

Figure 2 illustrates some of the outcomes presumed to be associated with sports participation; many of these are included in the aims of sport-in-development projects.

Figure 2 The Potential of Sport: Some Presumed Outcomes

Health	**Personality Development**
Increased physical fitness	Self-concept/self esteem
Improved health	Self-confidence
Improved mental health	Experience of personal control/achievement
Psychological Well-being	**Social Skills**
Reduced anxiety/stress	Empathy and tolerance
Sense of well-being	Cooperation
Reduced sense of social isolation	Team work

However, it is not simply 'sport' which achieves these outcomes, *but the way that sport is provided and experienced.* If you are to achieve certain outcomes from your sport-in-development programmes, then you need to design and manage them with these in mind. This relates to an important distinction between necessary conditions and sufficient conditions.

(a) *Necessary conditions*

Taking part in sport is certainly a *necessary condition* for desired outcomes to be achieved and increased participation is a clear objective of all programmes. However, we also cannot assume that all those who take part in sport experience it the same way and obtain the intended benefits.

(b) *Sufficient conditions*

Sufficient conditions refer to the nature of processes and the various organisational and programme components which lead to the achievement of desired outcomes. For example, Patriksson (1995: 128) has argued that:

"Sport, like most activities ….has the potential of producing both positive and negative outcomes. Questions like 'what conditions are necessary for sport to have beneficial outcomes?' must be asked more often".

So, what is it about your programme which will maximise the possibility of achieving the desired outcomes?

4.1.2 The Importance of understanding your assumptions

We need to consider how the nature and content of your programme will maximise the possibility of particular sporting, personal and social outcomes for four broad reasons:

(i) The assumptions about the nature of sport and desired changes will underpin the philosophy and ethos of your organisation. If the concern is to use sport to address issues such as gender equity, empowerment, citizenship and collective and personal responsibility, it is essential that these aims are reflected in all aspects of the organisation and its programmes.

(ii) Such understanding is essential to the processes of training peer leaders and deciding on the content of your programme – certain sports and activities may be better than others for achieving certain outcomes. For example, many organisations use soccer to enable them to address the issue of gender equity, because it is viewed as a 'male sport'.

Research evidence suggests that for many vulnerable young people, activities in which they can determine and monitor their own goals, are more effective in developing self-esteem and confidence than overly competitive environments.

Likewise, will HIV/AIDS education be most effective if it is integrated into programme activities (e.g. symbolic games as part of a warm-up/warm-down regime), or as separate educational programmes?

(iii) An understanding of such assumptions is central to *managing for outcomes* – i.e. proactively managing the programme to maximise the possibility of achieving desired outcomes.

(iv) A clear statement of assumptions and how they will be reflected in the design and delivery of programmes is essential to the design and implementation of a process-led approach to M&E (part of whose function will be to monitor the extent to which this occurs).

To address such issues we need to consider the notion of 'theories of change' (Granger, 1998) and the development of a logic model.

4.2 Theory and logic in the design of programmes

4.2.1 Logic models and theories of change

Logic Model

This is a visual method of demonstrating relationships between project resources, activities, outputs, and various outcomes. Logic models are planning tools that indicate how various stages of a programme are intended to produce specific, describable and measurable changes or results in people. This also provides a framework for understanding the assumptions on which the programme is based and how it will unfold. A logic model provides the basis for formulating evaluation questions.

Logic models are used to illustrate the presumed relationships between project resources, activities, outputs and various outcomes. The development of such theory-based logic models is useful for five reasons:

- They demonstrate the nature of presumed links between the elements of a programme and its outcomes, revealing assumptions about conditions for programme effectiveness.

- They provide a frame of reference for monitoring and evaluation of all stages of the programme (Centres for Disease Control and Prevention, 2000) ensuring that programmes are being delivered as intended.

- They provide the basis for identifying *sufficient conditions* and *managing for outcomes.* If you understand how and why your programmes are supposed to work, you will be better able to manage them to maximise the possibility of achieving your desired outcomes

- They assist in circumstances where there are difficulties in measuring certain impacts and outcomes. There may be difficulties in defining precisely what is to be measured, difficulties in controlling for other factors which might also be working to change participants' behaviour (e.g. community pressures), a lack of programme resources or expertise in measurement and analysis. Such circumstances make any form of rigorous evaluation very difficult and all are common in sport-in-development projects.

- A more general benefit of this approach is that it increases greatly your ability to disseminate examples of 'best practice' and to explain *how* and *why* a programme did or did not work (and identify the context/culturally-specific factors which may limit transferability). This will also contribute to the development of a cumulative body of knowledge in the emerging field of sport-in-development (excellent work has already been undertaken as part of the Toolkit: Sport for Development (sportanddev.org)) to enable the informed dissemination of best practice.

4.2.2 Developing logic models

To address these issues it is necessary to produce clear and precise statements about a range of issues (some of which often remain unexamined):

(a) The nature of your project's aims and objectives – both sporting and non-sporting.

(b) The presumed nature of 'constraints' to participation in sport, For example, do they vary between different social and age groups? How might these be overcome? How will this be reflected in the content and organisation of our programme?

(c) Why do you assume that participation in your programme can have certain positive impacts on participants and communities? What are the properties of each stage of your programme that may lead to such outcomes? For example, what conditions are necessary for participation to lead to improved fitness and health; an increase in self-esteem; a sense of collective responsibility; changed attitudes, or a reduction in anti-social behaviour? How will your programme 'empower' people; how will it develop citizenship values and collective responsibility; how will it address gender issues?

Many of you will 'know' this already, but will not have expressed it in a systematic manner to enable sharing and the development of a relevant approach to M&E.

Providing systematic and detailed answers to such questions will enable us to *design* relevant programmes and to *manage* them in such a way that we can maximise the potential for achieving our desired outcomes. It will also provide the basis for monitoring the process of programme delivery to ensure that it is being delivered as intended**.**

4.2.3 An example of a logic model

Logic models need to be developed for each programme for three reasons

- The circumstances and philosophy of each programme will vary.
- The detailed process of developing such models is an important part of organisational, programme and personal development.
- The involvement of all members in this process will serve to 'embed' M&E on an agreed basis as part of organisational culture.

The illustrative model outlined below is based on the process illustrated in Figure 1 and draws on the issues raised in Sections 2 and 3. It outlines the logical process as follows:

- The identification of local community conditions and resources
- The formulation of programme aims and objectives
- The training of peer leaders/coaches
- Deciding on the nature of provision

- Describing the nature of participants
- The process of providing the programmes
- Measuring sporting outcomes
- Assessing the personal and social impact on participants.
- Assessing the non-sporting outcomes

It must be emphasised that this logic model is not definitive. It simply illustrates the type of processes which need to be undertaken. An explanation is provided of the broad relevance of the information needed in each stage for M&E.

Community conditions and resources

Burnett (2001) emphasises the necessity of understanding local conditions the pervasive effects of poverty in order to identify need and design appropriate programmes. Such information also provides a realistic basis for evaluation of impacts and identification of best practice. Theses range from the broadly factual to the more evaluative.

Current sporting provision/levels of activity/attitudes towards sport.

Available facilities, pitches, equipment, teams, transport
Organisations/NGOs currently operating and possibility of partnerships.

Levels of school attendance/non-attendance: will provision need to be made for out-of-school children?

Nature and extent of the exploited position of women and children and implications for programme.

What are the community models for deviant behaviour and how will the programme counteract these?

What is the impact of poverty and how will economic imperatives need to be taken into account in the design of the programme?

What is the extent and source of low self-esteem? Is this a general *cultural* problem (e.g. the product of apartheid; gender-related).

What are the nature of perceived life-chances and ambitions among children in the community?

What is the prevalence of HIV/AIDS prevalence and the nature of community attitudes?

Are there issues relating to religion, language and inter-cultural differences?

Aims and objectives of programme

Although the broad aims will have informed the establishment of the organisation/ programme, the detailed aims and the objectives through which they will be pursued will reflect the nature of community issues and resources and will provide the basis for all subsequent steps – training, programme design and implementation and M&E

What are the sporting and non-sporting Aims? How do they relate to community needs?

The Objectives via which the Aims will be achieved

Explanation of the theoretical relationship between Aims and Objectives – why do you think what you are proposing will achieve your aims?

For example, Biddle (2006) suggests that programmes wishing to enhance self-esteem and a feeling of self-efficacy (ability to influence events that affect their lives) need to develop a positive social climate and provide experiences of success and a sense of mastery relevant to skill levels; have clear and unambiguous goals and provide positive feedback; maximise enjoyment; develop a task-oriented environment rather than one based on competition.

Outline of programme philosophy (e.g. gender equity; citizenship values; ethical sport) and how these will be reflected in the programme

Clear statement of roles and responsibilities

Training of peer leaders/coaches/educators: Outcome 1

Peer leaders are both a major outcome of sport-in-development organisations and the key to the implementation of coherent quality programmes. Training programmes need to be closely monitored and evaluated and, if required, amended

Numbers attending and retention of coaches is a key measurement

Understanding of and commitment to philosophy and aims of programme

For example, Biddle (2006) argues that the training of leaders in youth sport should focus on the understanding of how positive psychological outcomes are achieved, as well as technical skills

Takes account of community conditions and issues

Child-centred coaching/training

Involvement in decision-making; development of organisational skills

Development of expertise in physical literacy and sports development skills

Understanding of, and commitment to, role model responsibilities

Development of appropriate communication skills

⬇

Programme content: outputs

Provision needs to reflect the needs of the community and be based on a shared understanding of the theoretical principles underpinning provision and how it will achieve the Aims and Objectives of the programme.

Based on consultation: community, potential participants and team

Appropriate balance between recreational and competitive opportunities

Designed to ensure relevant skill development (physical literacy/sport)

Designed to ensure the development of self esteem/confidence

Designed to achieve gender equity

Time/location of activities to maximise participation

How HIV/AIDS issues will be addressed (e.g. integrated and/or separate educational programmes) and why

⬇

Sporting Inclusion

These are largely descriptive volume measures and relate to some of the basic 'necessary conditions'

New participants: number, type, gender balance

Frequent participation encouraged/supported. Regularity of attendance is a key factor in the achievement of desired outcomes

School and out-of-school participants

⬇

Process: the 'necessary conditions'

The nature and quality of the experience of participation is central to the achievement of sport-in-development objectives. Some of the factors listed are Witt and Crompton's (1997) 'protective factors' to be integrated into sports programmes aimed at at-risk youth. (We have also noted Biddle's (2006) comments about how programmes should be delivered) In terms of understanding and measuring outcomes/impacts it is essential that programmes are delivered as intended and this process requires close monitoring.

Good quality child-centred coaching

Opportunities for skill development and progression

Ethical practice and leadership

Involvement in decision-making and experience of empowerment

Interested/caring adults

Provide role models for desired behaviour

Opportunities for sense of achievement: sporting and non-sporting

Positive feedback/affirmation

Develop a sense of acceptance and belonging

⬇

Sporting Outcomes

This relates to the core sporting aims of the programme – the extent to which participants develop core physical literacy and sporting skills and lay the basis for ongoing commitment to sport. The development of basic skills and competence will also contribute to the achievement of the Intermediate Impacts

Development of physical literacy and basic sporting skills

Development of sports-specific sporting skills

Understanding the rules and ethics of sport

The development of sporting talent

⬇

Individual Outcomes 1: Personal development

These are the key impacts of sport-in-development programmes – the development of individual and collective potential. The evaluation of the extent to which these outcomes have been achieved requires data to be collected from participants and some of them are more difficult to assess than others This is the reason that it is essential to have understood the nature of these impacts and designed and delivered the programmes to maximise the possibility of their achievement.

Increased self-esteem and self-confidence

Improved social skills

Commitment to education

Reduced social isolation and strengthened friendship networks

Increased trust and cooperation

Understanding of gender equity issues and appropriate behaviour

Increased sense of communal responsibility

Development of leadership skills

Positive attitudes to future and improved aspirations

⬇

Individual Outcomes 2: Knowledge and Behaviour

This relates largely to HIV/AIDS issues and the extent to which individuals' knowledge and behaviour have changed. The indicators of this can be drawn from the UNAIDS/WHO (2001) methods package

Knowledge of causes of HIV

Knowledge of preventative practices

Changes in sexual behaviour

Reported non-regular sexual partners

Reported condom use

Attitudes to HIV positive people

4.3 Some Complicating Issues

4.3.1 Parallel Influences

The agreed elements within each stage of this logic model require to be documented, indicators developed where possible and all stages of design and implementation are subject to M&E. Of course, it is possible that many of the measured intermediate impacts are not solely the result of taking part in the programme. This is because, in addition to taking part in sport-in-development programmes, participants will be subject to *parallel influences* (i.e. other factors which may also contribute to any measured changes). For example, where there may be extensive HIV/AIDS awareness running in the community and those attending schools may also be subject to similar developmental processes. The standard response to this - random assignment to participants (treatment) group and non-participants (control) group) - is not usually available for sport-in-development projects (and in certain cases may be unethical)

A less rigorous approach would be to adopt a *before-and-after* approach. This involves collecting information from participants (e.g. on levels of self-esteem; awareness of HIV; attitudes to gender) prior to participation on the programme and after they have been taking part for some time. However, even here, other factors affecting individuals may explain some of the measured changes.

It is clear that most sports development programmes will not have the resources to address many of these issues. However, we have outlined some of the issues because an understanding of the limitations of measurement and explanation is essential if realistic outcomes (and timescales for their achievement) are to be agreed.

Also, a clearly articulated *theory of change,* expressed in a *logic model,* combined with *systematic documentation* and a *process-driven M&E* and an awareness of alternative explanations can greatly strengthen claims for programme impacts and illustrate best practice – what works, in what circumstances and, most importantly, why?

SECTION 5: COLLECTING INFORMATION

5.1 Introduction

We have already emphasised that process-driven M&E requires systematic documentation and the recording of each stage of training, programme development and delivery.

The benefits of process M&E

- It helps to build organisational capacity.
- It increases programme teams' ownership and understanding and ensures integrated programme delivery.
- Better understanding of the positive role of M&E.
- Development of a self-critical and self-improving organisation.
- Encourages increased and better-informed dialogue within the organisation.
- Encourages and facilitates informed dialogue between the organisation and funders as part of programme planning and delivery.
- Ensuring that the programme is implemented at all stages as intended (or adjusted for clearly identified reasons).
- Understanding the process of implementation and *why* outcomes are, or are not, achieved.
- Providing evidence for good practice.

In this section we will use Figure 3 below to illustrate:

- The type of information to be collected at each stage.
- Why the information is required.
- Some possible approaches to collecting the information.

It must be emphasised that we are not seeking to be prescriptive, implying that this is the only information and approach. Rather, this section seeks to provide a *framework for thinking* about M&E and organisational and programme development. It is inevitable that this cannot be comprehensive and that there will be variation and local interpretation.

Figure 3 A Logic Model for Data Collection and Process Evaluation

⬅ **Theories of change/process evaluation** ➡

Aims/Objectives	Inputs 1	Inputs 2 ⇨ Outputs 1	Outputs 2	Sporting Inclusion	Sporting Outcomes	Individual Outcomes 1	Individual Outcomes 2
Philosophy	**Resources**	**Developing People**	**Programmes [Sport +]**	**Participants**	**Sport**	**Personal Development**	**Knowledge behaviour**
What Sporting aims and Objectives Non-Sporting aims and objectives Targets	***What*** ⇨ Equip/facs ⇨ Transport ⇨ Links to community ⇨ Environmental factors ⇨Sporting infrastruct. ⇨School/out-of school	***What*** ⇨ Peer leaders/ coaches/educators ⇨ Training (i) content (ii) quality (iii) theory ⇨Clear aims/ objective. ⇨Gender	***What*** ⇨ Theory? ⇨ Integrated/ didactic ⇨ Medical/moral ⇨ Sport for all/ talent dev ⇨ Leader/pupil ratio ⇨Participant involvement ⇨Incentives	***What*** ⇨ Target groups ⇨ Gender ⇨ *Frequency* ⇨Sustainable teams ⇨Non-particips? ⇨Beyond prog	***What*** ⇨ Physical lit ⇨ Sporting skills ⇨ Rules ⇨ Talent dev Physiological ⇨ Physical self- efficacy ⇨Inclusivity gender	***What*** ⇨Self-esteem ⇨Social efficacy ⇨Gender rels. ⇨Education ⇨Citizenship ⇨ Behaviour ⇨ Leadership ⇨ Social capital	***What*** ⇨ HIV/AIDS ⇨Sexual health ⇨ Sexual behaviour.
Why ⇨ Collective agreement ⇨ Peer training ⇨Programme design ⇨ Relevant resources ⇨ Basis for M&E	**Why** ⇨ Comparison ⇨ Replication ⇨ Necessary conditions ⇨ Grounded evaluation	**Why (i)** ⇨ Capacity ⇨ Sustainability ⇨Quality	**Why (i)** ⇨ Process is all ⇨ Delivered as intended? ⇨ Sufficient conditions	**Why** ⇨ Equity ⇨ Embedding sport ⇨ Sufficient conditions	***Why (i)*** ⇨ Sports dev ⇨ Sustainability	***Why*** ⇨ Personal dev ⇨ Social dev ⇨ Efficacy/ empowerment	***Why*** ⇨ Key outcome ⇨Related to behaviour?
		Why (ii) ⇨ Personal Dev ⇨Citizens ⇨Social develop.	***Why (ii)*** ⇨ HIV ⇨ Values ⇨ Behaviour		***Why (ii)*** ⇨Transferability ⇨Fitness/health		
How Formal strategy	***How*** ⇨ Inventory/ documents ⇨ Interviews ⇨ Monitoring system	***How*** ⇨Nature of training ⇨ Content ⇨ Attendance ⇨Certification ⇨ Self-evaluat.?	***How*** ⇨ Records ⇨Observation Leader intsreviews ⇨ Self-report by leaders	***How*** ⇨ Attendance records ⇨ Self-comp logs	***How*** ⇨*Observation* ⇨ *Leader eval.* ⇨ *Focus grps* ⇨ *Surveys* ⇨ *Frequency?* ⇨ *Fitness*	***How*** ⇨ Pre/post? ⇨ Focus grps ⇨ Surveys ⇨ Standard tests	***How*** ⇨Pre/post ? ⇨ WHO/ UNAIDS ⇨ Focus Grps ⇨ Surveys {sample sizes]

5.2 Aims and Objectives

5.2.1 Why?

It is essential to agree and document the aims and objectives as precisely as possible for a number of reasons:

- Systematic discussion and documentation is an essential part of developing an integrated and coherent organisational culture and philosophy.
- Provides a broad statement about *why* and *how* sport may have positive impacts and how your programme will achieve this.
- Provides a formal shared agreement of all stakeholders' interests.
- Provides the basis for the establishment of both process and change indicators.
- Provides the basis for agreed approaches to, and timetabling of, M&E.
- Provides a basis for the evaluation of local circumstances and resources and a guide to the allocation of resources.
- Provides a basis for continuity in organisations with a high staff/volunteer turnover.
- Provides a focus for the redirection of activities and resources if diverted by other influences.

5.2.2 What information and how?

The nature of aims and objectives (and the relationships between them should be set out formally in a strategy (see Section 3.4.3). Although it is likely that there will be a general understanding of aims and objectives, these will need to be refined and finalised after an analysis of the various resources available to the organisation (including the nature of community issues and resources).

5.3 Resources and Inputs

This includes both community and organisational resources and refers to the variety of financial, human, organisational and material resources used to create and run the programmes. You should take into account both your organisation's resources and community resources. The monitoring of resources will be an on-going process, with all changes needing to be recorded as the programme progresses.

5.3.1 Why?

Such information is required for several reasons:

- It enables an analysis to be made of the strengths and weaknesses of the resources available to the programme and provides the basis for bids for funding.
- It provides the basis for allocating resources and consideration of how you will *manage for outcomes* i.e. use the available resources to maximise the potential for achieving your desire outcomes.
- It enables the establishing of realistic targets and timescales. What can be achieved is related directly to the conditions and resources with which you are working.

- It establishes the basis for the grounded evaluation of the ‘value-added’ dimension of the impact on the community (e.g. the development of community networks) (Burnett, 2001).
- It contributes to consideration of ‘necessary conditions’ – what needs to be done, in what way, to achieve your desired aims?
- It provides the basis for considering issues of efficiency (i.e. what you produce with available resources).
- It permits realistic comparisons between the effectiveness of different organisations and programmes.
- It outlines the conditions required for the detailed description of ‘best practice’, the resources required to achieve particular types of outcome and the possible replication of programmes.

5.3.2 What information?

Direct programme inputs

- Programme budget.
- Programme staffing and nature of sporting and non-sporting expertise.
- Type and quality of sports equipment.
- Access to facilities (free and paid for) and frequency of access.
- Transport requirements.
- Expenditure on promotion, educational materials.

Indirect Inputs

These include contributions from various partners, such as staff time, free accommodation, free use of facilities for activities, assistance with promotion. Although these are not always easy to quantify, some effort should be made. Such inputs are often crucial to the success of programmes, yet may remain hidden. In such circumstances the true 'cost' and nature of the programme may be misunderstood.

Community resources

What resources are available to the organisation in the community for all aspects of its programme?

- Current sporting infrastructure (teams, facilities, equipment).
- Nature of community links and networks (e.g. teachers; community workers; parents).
- Relationships with schools and access to in-school and out-of-school children.
- How do you gain access to participants; via other NGOs; via schools; via community consultation?
- Current HIV/AIDS educational provision.

This type of information acts as a sort of ‘baseline data’. As sport-in-development organisations aim to make real changes to the quality of life of the communities within which they are operating, some measure of 'progress' is central to the evaluation of their

impact – have you made a difference? Consequently, it is useful to collect information on the pre-programme state of the factors that you wish to change – levels of casual and organised sports participation (especially among young women), levels of fitness and health, levels of knowledge of, and attitudes to, HIV/AIDS. Also Burnett (2001) emphasises the importance of establishing the basis for the 'value-added' dimension of the impact on the community, such as social networks, institutions and groups.

Following an appropriate period of time, such data would be collected again to assess the extent to which changes had occurred in the key indicators (and to evaluate the extent to which the programme had contributed to such changes).

5.3.3 Collecting the information

Direct and indirect Inputs

Much of this information relates to quantifiable resources which can be recorded via normal audit, accounting and record-keeping procedures (which need to be constantly undated).

Community resources

Most sport-in-development organisations will have a clear understanding of their local communities, but it is useful to undertake a formal and documented audit (e.g. existing teams, clubs, pitches, equipment, active volunteers). This should also be constantly updated.

5.4 Developing leaders and coaches

The development of peer leaders, coaches and educators is a key outcome of sport-in-development organisations – a major part of the contribution of sport-in-development projects to the development of civil society.

5.4.1 Why?

There are two broad sets of reasons why they are so important:

(I) Organisational

- Developing such individuals is central to the development of organisational capacity and sustainability (consequently this is an ongoing process).
- Leaders/coaches/educators are central to the delivery of the programme and ensuring that it is delivered as intended and to the required quality.
- They enshrine and communicate the ethos and values of the organisation, providing role models for values, attitudes and behaviour.
- They ensure that the philosophy of the organisation is central to all aspects of the programme.
- They have a central role to play in the monitoring and development of the programme.

(ii) Personal and social outcomes

Clearly the development of peer leaders has wider implications in terms of:

- Personal development and transferable skills (organisational, administrative, planning and delivery of programmes, coaching, leadership)
- The production of responsible and civic–oriented citizens
- The contribution which they will make to local community development processes.

5.4.2 What Information?

It is important that the training programmes for peer leaders/coaches/educators are documented systematically and based on the core aims, objectives and philosophies of the organisation.

- How are leaders/coaches recruited? Does this change over time and, if so, why?
- How is gender equity addressed, what problems are encountered and how are they overcome?
- Numbers trained in appropriate period.
- Numbers retained and extent of turnover.
- Is there a training manual (essential for continuity and quality assurance)?
- What is the mix of in-house and external trainers (e.g. coaches; HIV/AIDS educators)?
- Is the course accredited?
- Is the emphasis on child-centred coaching, taking account of age-related developmental issues?
- What is the balance between theory and practice?
- Is there a post-training evaluation?
- Is there provision for ongoing professional development?

5.4.3 Collecting the Information

There is a range of possible information sources, the relevance of which will depend on the nature of each training programme.

- Formal training manual with curricula detailing all aspects of training.
- Attendance records to record the numbers undertaking the full training.
- Observation of training sessions by M&E team (who may also participate) (see Section 5.8.4).
- Discussions with trainers about their assessment of the effectiveness of the training.
- Discussion groups with participants about their experience and understanding of the training.
- Exit survey/evaluation form or interview with participants.

5.5 Programme: volume and process

5.5.1 Why?

Information about your programme serves two purposes

(i) Information about the volume of activity is a *process indicator* and also permits an evaluation of efficiency – what are we producing with the resources that we have?

(iii) Are they being delivered as intended? This is a vital aspect of process monitoring if we are to understand *why* programmes are either effective or ineffective. It also enables necessary adjustments to be made and disseminated throughout the organisation reasonably quickly.

5.5.2 Volume of activity: What information?

- Number of sessions/teams delivered
- Gender balance of provision
- Frequency of provision for each group.
- Balance between school and non-school provision
- Leader/participant ratio
- HIV/AIDS; integrated into programme or parallel educational programmes
- Educational material produced and disseminated
- Number of group leaders appointed and gender balance?

(i) Collecting the information

Most of this is quantitative information which should be relatively easy to collect in a standardised format.

- Programme planning sheets
- Time sheets
- Work programmes

5.5.3 Delivery of programme: what information?

This information is centrally important for process M&E and to understanding why a programme does, or does not, achieve its desired outcomes. Even with the best intentions, programmes are often not delivered exactly as designed and planned, or as regularly as intended. This is an on-going process.

- Are all programme elements and teaching strategies being delivered as intended?
- Are the programmes producing the intended sporting and individual benefits?
- If changes are being made, why is this?
- Have environmental/resource changes impacted on the delivery of the programme (e.g. reduced access to facilities)?
- Is there continuity of leader/coaches?

(i) Collecting the information

- Coaches/leaders' weekly written reports (these should be produced via a standard format).
- Observation (see Section 5.8.4).
- Regular meetings between M&E team and coaches/leaders
- Periodic review and strategic assessment.

5.6 Sporting Inclusion

5.6.1 Why

The key aim of sport-in-development projects is to provide sporting opportunities for as many young people as possible, especially young women. The extent to which these basic aims are met is a key measure of effectiveness and lays the basis for addressing the broad personal and social goals of such programmes.

5.6.2 What information?

Sport-in-development programmes have a relatively straightforward set of desired sporting outcomes:

- General increases in participation, especially among target groups.
- Number and type of people taking part.
- Frequency of participation. This is an important effectiveness indicator and one which is related to the ability of the programme to achieve its wider aims. It is obvious that regular participants are those most likely to obtain the desired sporting and personal benefits. If data are to be collected to assess the effectiveness of the programme (i.e. for summative purposes) it may be advisable to survey only those who have achieved a particular attendance threshold, rather than a sample of all (including irregular) participants.
- Number of teams/clubs established.
- The establishment of links between school/sports clubs/wider community.

5.6.3 Collecting the information

Most of this is quantitative information which should be collected regularly in a standardised format.

- Enrolment registers.
- Attendance registers (for information about the number of individual participants and not simply volume of use).
- Programme records.
- Leader/coach reports.

5.7 Sporting outcomes

5.7.1 Why?

Although all sport-in-development programmes have non-sporting aims, it is essential to achieve the core sports development aims for at least three reasons:

- The sustainability and further development of sport in the community (and sport-in-development organisations) depends on the production of skilled and committed sportspeople.
- The individuals' achievement of sporting skills and competences contribute to the development of non-sporting aims such as self-esteem and self-confidence.
- The achievement of certain sports-related skills (e.g. team work; trust; understanding of rules; organisation) is the basis of transferable skills which will benefit the community.
- As suggested in 5.6.2, it may be desirable to survey only a sub-sample of participants who have achieved a particular threshold of attendance (i.e. those who are expected to have benefited from the programme.

5.7.2 Type of information

Much will depend on the nature of programmes. For example, those with defined curricula, or based on coaching manuals, will have clear criteria to assess performance. Such assessment may include:

- Number/type of participants improving skill levels, performance and sporting competence.
- Sporting skills: these will relate to specific sports and will relate to basic skills, tactics and rules
- Male/female and age-related development.
- Are talented individuals being identified?
- Are development pathways provided for talented athletes and coaches to pursue careers at a higher level?
- Are development pathways provided for administrators and leaders to develop careers in sport?
- How many and what type of participant are developing?
- Improved fitness and health. And understanding of the relationships.

5.7.3 Collecting the information

Usually programmes will be based on either a broad curriculum or a coaching manual and this will provide the desired learning outcomes and associated criteria for assessment.

- Observation and systematic evaluation by coaches.
- Tests for skill levels.

- Structured discussions with participants to assess understanding and their development

5.8 Individual Outcomes 1 and 2

Although these are slightly different outcomes (individual development and HIV/AIDS awareness) they are included in this section because they are closely related and the methods for collecting information are the same for both.

5.8.1 Individual Outcomes 1

(i) Why?

For all sport-in-development programmes the development of individual and collective potential are key aims. Properly delivered, inclusive and participant-centred sporting programmes and the sense of achievement derived from the development of sporting skills are presumed to lead to a range of impacts among regular participants. The measurement and evaluation of such impacts is a key measure of **effectiveness** and, hopefully, a key illustration of the potential for sport for development.

There are of course some difficulties in measuring the direct impact of sports participation on such issues;

(i) In many circumstances there will not be the resources (money and time) or staff expertise (design, implementation and data analysis). While recognising that an optimal approach may not be possible, it is in the interests of all organisations that such information is collected and evaluated as systematically and objectively as possible.

(ii) We noted in Section 4.3 that, in the absence of control groups, not all changes in attitudes and behaviour will simply be attributable to participation in your programme. In certain circumstances it may be necessary to acknowledge the limitations of your conclusions.

However, the purpose of the overall approach detailed in this manual is to strengthen the claims for effectiveness in both these circumstances. A clearly articulated *theory of change,* expressed via a *logic model,* combined with *systematic documentation* and a *process-driven M&E (*and an awareness of alternative explanations) can greatly strengthen claims for programme impacts.

Further, as suggested in 5.6.2, it is probably desirable to survey only a *sub-sample* of participants who have achieved a particular threshold of attendance (i.e. those who are expected to have benefited from the programme.

(i) What information?

The type of information required will relate to the general aims of the programme, but may include the following:

- Reduced sense of social isolation and strengthened friendship networks (especially for young women).

- Increased self-esteem and self-confidence.
- Improved social skills (e.g. comfortable meeting new people, willing to seek and accept advice, can work cooperatively; understands impact of behaviour on others).
- Increased commitment to education and school.
- Increased trust and a sense of communal responsibility.
- Understanding of, and commitment to, gender equity.
- Positive attitudes to the future and improved aspirations.

5.8.2 Individual Outcomes 2

(i) Why?

These relate to the development of knowledge and understanding of issues relating to HIV/AIDS and sexual behaviour (and any other non-sporting issues targeted by the programme). We deal with these separately because of their seriousness and they are separate from the more generic issues of personal development which are assumed to be the product of all sports programmes (although, of course, some aspects of personal development are intimately related to issues of HIV/AIDS (e.g. female empowerment, gender relations; self-esteem and self-confidence)).

(ii) What Information?

Based on the UNAIDS and WHO Manual (2001) and its standard questionnaire **(see Appendix A),** the data required includes:

- Knowledge of AIDS – how it is contracted and protective factors.
- Attitudes to HIV positive people.
- More general issues relating to sexual health.
- Sexual behaviour.

5.8.3 Collecting the information

In the absence of an ability to have control groups, there are several approaches to the estimation of the impact of participation in the programme.

5.8.3.1 Before-and-after surveys

The optimal approach would be to collect data from participants at the start of the programme, which would be compared with similar data later in the life of the programme. However, the use of this approach contains some problems:

- Those who choose to participate in recreational sports programmes may be suspicious of, or even resent, such questions.
- The realisation that they are being monitored may influence the nature of subsequent responses. For example, this may produce a desire to please the programme providers, resulting in overly positive responses.

Such factors mean that any collection of pre-programme information from participants will need to be considered very carefully and, if it is to be collected, will require sensitive handling. However, for a number of practical reasons this approach may not be possible and it may be best to collect information about participants' *self-assessed* changes since participating in the programme and current levels of knowledge.

5.8.3.2 Post-programme self-assessed change

There are two broad approaches to the collection of information about possible impacts of participation:

- Surveys of participants
- Small group discussions

All have their strengths and weaknesses and the choice of method will be determined by the nature of the information and available resources.

(i) Surveys of Participants

Surveys of participants can provide important quantitative information about the proportions of different types of participants obtaining particular outcomes. Such information is often vital for illustrating the *relative effectiveness* of programmes i.e. who does it work best for?

The nature of the information required and the methods of measurement will vary depending on the focus of the programme. In many areas, specialist measurement instruments already exist and can be drawn on to develop relevant questions (examples of such questions are included in Appendix A).

There are two possible ways of conducting surveys of participants:

- Self-completion questionnaires
- Face-to-face interviews

Again, as suggested in 5.6.2, it may be desirable to survey only a *sub-sample* of participants who have achieved a particular threshold of attendance (ie those who are expected to have benefited from the programme.

(a) Self-completion Questionnaires

Advantages:

- Can be completed in private (even taken away from the programme).
- A cheap way of collecting information from a large number of people.

Disadvantages:

- A self-selecting sample, which may provide biased results (a significant problem if there is a diversity of attitude and opinion).
- Relies on reading and comprehension skills, which may be limited.

- Only a limited range and complexity of questions can be used.
- User-friendly design essential to encourage completion and accuracy.

(b) Face-to-face Interviews

Advantages:

- High response rate, therefore reduction in bias.
- Does not depend on respondents' reading ability.
- A broader range and complexity of issues can be addressed.

Disadvantages:

- Interviewers require some training
- To ensure objectivity interviewers should not be involved in the programme.

5.8.3.3 Analysing Survey Data

The main purpose of collecting information via surveys is to produce quantitative data to evaluate the nature and extent of impacts among participants. This usually requires the questionnaire data to be entered into a computer analysis program to produce relevant tables. Consequently, it is essential to have access to relevant computing facilities and some data analysis expertise. Access should be ensured before undertaking such work, as those undertaking the data analysis need to be involved in the design of the questionnaires. It may be possible to obtain this resource from partner agencies.

5.8.3.4 Small Group Discussions

Discussion groups, typically involving six to ten participants, can provide a valuable in-depth understanding of participants' perceptions and experiences that are not always possible through the largely quantitative survey data. They are usually organised around a *topic list,* which provides a broad structure to the discussion and ensures comparability if more than one researcher is involved.

Advantages:

- Structured discussion can lead to the expression and exploration of wide-ranging experiences and opinions.
- Differing opinions can assist in debate and clarification of issues.
- It may provide insight into the meaning and place of the programme in participants' broader lives.
- A group environment may be more relaxed than a face-to-face interview.

Disadvantages:

- The group may not be representative of either participants or the community.
- Without a strong facilitator certain individuals may dominate.

- To ensure as objective information as possible, it is best not to have a member of the programme delivery team act as facilitator.
- There may be a lot of qualitative data to interpret, which is resource intensive and time consuming.

5.8.3.5 Processing Qualitative Data

The recording and analysis of qualitative data is time consuming and involves issues of selection and interpretation. However, this does not imply that the analysis of such data is unstructured. Any discussion groups (or individual in-depth interviews) undertaken will use a topic list – the range of issues in which you are interested. These will probably be broadly similar to the concerns of any survey – to understand the nature of participants' experiences and evaluation of your programme, the nature of the impacts of the programme and any improvements which are required. However, qualitative approaches seek to uncover deeper meanings and motivations that are often difficult to explore via a questionnaire.

Some policy makers are sceptical about the value of qualitative data – regarding it as subjective, capable of selective presentation and of limited value for general policy making. Consequently, to establish the credibility of your data, you need to illustrate clearly how you analysed the data systematically and objectively (particularly, that you did not simply select comments to support your own case). Both the analysis and presentation of the data should be organised systematically and based on the clear identification of issues and themes and patterns of responses from a range of participants and activities. Two key points relate to recording and analysis:

- **Recording**. It is best not to rely on your memory, so you need to record the conversations. Taking basic notes will be useful to identify important issues and themes as they arise. However, taking a complete record will not be possible, as it will disrupt interaction with the participants and the flow of the discussion. Consequently you may either have a note-taker present, or you may record the discussion (participants' consent will be required, but it is surprising how few people are constrained by discreetly positioned tape recorders).
- **Analysis**. Analysing qualitative information (conversation) is a form of 'content analysis' – you are attempting to identify issues and themes via the use of pre-defined topics, or seeking to understand better people's values, attitudes and motivations.

5.8.3.6 Use of Qualitative Data

The data resulting from the analysis can be used in a number of ways:

- To describe the range of attitudes to important aspects of the programme, so it is important that the full range of opinion is represented. This should be illustrative rather than a long listing of quotations.
- To develop a broader understanding of the social relations and dynamics of the programme – what does/doesn't work and why?
- To illustrate and develop quantitative survey data by using illustrative quotes.

- To present character pictures of certain types of 'typical' participants (for example, where there is a consistency of attitudes and opinions among particular groups of participants).

5.8.4 Observation

Because many of the desired outcomes relate to participants' enjoyment, skill development and increased self-confidence, it may be possible to obtain some impressionistic information via observation. For example, as facilitators and coaches will usually be assessing participants, this would simply represent a more systematic approach.

Advantages:

- Provides insight into people's experiences of and commitment to programmes.
- Can give an understanding of how individuals/groups interact.
- Can contribute to the evaluation of success of different approaches and activities.

Disadvantages:

- Only possible in small groups.
- Time consuming and labour intensive (e.g., recording).
- Danger of observer bias (especially if not a trained coach/teacher).
- Difficult to quantify and generalise as a basis for policy.

5.8.5 Timing of Data Collection

Although observation can be ongoing, the judgement about the timing of the collection of information from participants will depend on the nature of the programme and the desired outcomes. For example, if the programme involves a set number of sessions over a fixed period of time, then the timing of data collection is relatively easy. With broader, on-going programmes, some judgement needs to be made, on the basis of a broad theory of change and patterns of attendance, as to when the programme might be expected to have made an impact.

The Importance of Realistic Timescales

The extent to which it may be possible to detect change (i.e., impact) in various outcome measures and targets will depend on the outcomes and timescale for their achievement. It is very unlikely that short-term evaluations will detect what may be small changes (which might not be sustained over a longer period).

5.8.6 Drawing Conclusions from Your Data.

The Balance of Probabilities

It is extremely difficult to prove categorically that any changes in broader indicators are related directly to a sports programme. Where positive changes are indicated, it may be possible to argue that 'on the balance of probabilities' the programme has made some contribution. However this claim will need to be supported by:

- a theoretically strong 'logic model';
- systematic monitoring documentation;
- robust measures of individual outcomes, indicating the impact of the programme on its participants; and
- assessments to take account of the relative contribution of other factors to achieving changes – what are the other explanations and how valid are they?

SECTION 6: REPORTING INFORMATION

6.1 The Need for Reporting

Collecting data is of little use unless the information is written up in an evaluation report for dissemination to sponsors, partners, members of the development team and also participants and community representatives. Most funders will have provided support on the basis of agreed outputs and, more importantly, **outcomes**, so although the evaluation report is an essential element in the process of learning and development, it is also centrally important to the process of accountability and could form the basis for bidding for continued funding. Consequently such reports should not simply present a description of the project, but should address the concerns of the major funders and partners. Also, time and resources need to be committed to reporting and reports should be presented as professionally as possible.

6.2 Structure of the Report

There are a number of standard templates for reporting on programmes. The following is a relatively standard structure:

- **Title Page**. Title, author's name and date of publication. Contact details could go here or overleaf.
- **Acknowledgements**. It is important to acknowledge all contributions to the project, including funders and those who have supported it. All contributors to the evaluation should also be acknowledged.
- **Contents Pages**. The titles of chapters and main sections within chapters should be listed along with relevant page numbers. All tables and figures should also be listed in separate lists. These are essential to allow readers to identify and access the sections of the report of most interest to them.
- **Summary**. This should be a bullet point list of the key issues under the headings in the contents page. Although its length will reflect the length of the report, you should aim for no more than two pages.
- **Introduction**. This should present a brief outline of the rationale for and history of the project (including a clear statement of the agreed aims and objectives). It should also outline the nature of the report.
- **Research Approach**. Provide a brief outline of how the data were collected. For example, if a survey was used, was it interviewer-administered or self-completion? How the respondents were selected – all participants or a sample? Are you sure that the sample is representative and if not, what implications does this have for any conclusions? If interviews or discussion groups were used, how were the participants selected? How was the information recorded and analysed? In general, why did you decide to collect particular types of information and how closely do they relate to the key aims and objectives of the programme? Without being overly technical – you can place technical detail in an appendix – you must provide sufficient information to permit an assessment of the accuracy of your data (which will inform your conclusions and recommendations).

- **Research Findings**. This is a key element of the report and care should be taken to present the information as professionally and as clearly as possible. Where numerical information is being presented, graphics (pie and bar charts) should be used selectively – they provide a non-technical audience with an easier understanding of numerical data, relationships and proportions. Where possible, (anonymous) quotes can be used to illustrate issues and add colour to what is often necessarily dry reportage. It is essential that information is presented as systematically and logically as possible, with each issue dealt with before moving on.
- **Evaluation**. The core element of the report – what do the data tell us about the success or failure of the programme in terms of achieving its aims and objectives? This section should contain a comparison of the programme's aims, objectives and associated targets with the data.
- **Conclusions**. Here you describe the core issues that have been learned from the evaluation and the implications that can be drawn. They should draw on what has already been discussed in body of the report and no new information should be introduced at this stage. They should also identity what lessons have been learned, what improvements (if any) could be made and recommendations for the way forward.
- **Appendices**. These should provide the information and detail needed to understand the technical aspects of the research process, including a copy of each questionnaire used, interview schedules and technical details about research methods. They can also include other materials which act as a record of the work of the programme, such as press clippings, advertising and so on.
- **References**. If there are references to any other sources in the report they must be listed.

6.3 Proof-reading and Editing

It is essential that someone not involved in the evaluation proof-reads the report prior to distribution. They should read it to check:

- understanding;
- presentation;
- if the conclusions and recommendations are supported by evidence; and
- grammar and spelling.

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APPENDIX A: MONITORING SPORT-IN-DEVELOPMENT PROGRAMMES – ILLUSTRATIVE QUESTIONNAIRE

As part of a programme of monitoring and evaluation, all sports development programmes should collect data about their participants. At the very least, descriptive information is required on the type of participant (e g age, sex) whether they are new to sport, their frequency of attendance and their motivations for taking part. Programmes which attempt to address issues of self-esteem and HIV/AIDS education will need to collect information about the nature of the impacts on participants in order to evaluate the relative effectiveness of the programme for different groups of participants. **It is probably desirable to survey only a sub-sample of participants who have achieved a particular threshold of attendance (i.e. those who are expected to have benefited from the programme**.

Use of the Questionnaire

Because of the wide number of possible issues that sport-in-development programmes may seek to address, it is not possible to design a definitive questionnaire which would reflect all local circumstances. We have provided an **illustrative questionnaire** as a framework for thinking about the information which you may want to collect and to illustrate some broad design and presentational issues. Consequently those using the questionnaire may need to add, or leave out, questions. If the questionnaire is edited, please remember to amend the various skips (go to Q…) in order not to confuse the respondents.

Before and After

Largely because of a recognition of resource constraints, the questionnaire has been designed to collect information from existing participants (i.e. after they have been taking part for some time). However, with slight modifications, relevant questions could be used to collect base-line information from new participants. The questions most relevant to this would be the attitude and belief questions (Qs 12, 13, 14, 15, 16, 17)

Interviewer-administered

The questionnaire is designed to be 'interviewer-administered', for two reasons:

- A self-completion questionnaire can discriminate against those with poor literacy.
- An interviewer-administered questionnaire is able to collect information on a wider range of more complex issues than is possible through self-completion as the interviewer can explain and assist respondents to understand the questions.

However, two issues need to be considered in the choice of interviewers:

- The interviewing should ***not*** be undertaken by personnel directly involved in delivering the programme. Where possible, a neutral person(s) not known to the participants should be used to reduce the potential for biased responses.
- If experienced interviewers are not available, training will be required. Interviewers must understand all aspects of the questionnaire and the rationale for each question, in order to provide any necessary (but unbiased) clarification to interviewees.

Certain questions (such as lists or scales) are best asked by the interviewer presenting them to interviewees on a 'show card' (e.g. Qs 12,13,14,15).

MONITORING SPORT–IN-DEVELOPMENT PROGRAMMES

PARTICIPANT SURVEY

Code no. *(leave blank)* ☐

INTERVIEWER: .....…… Interview no. ☐

DATE: .....

INTRODUCTION

Good morning/afternoon/evening. I am interviewing people taking part in sport/physical activity on the GoodSport Programme. Could you please spare a few minutes to answer some questions? Your answers will be treated confidentially.

Section 1: Attendance at GoodSport

Q1-5 These identify participants' degree of involvement and commitment and allow you to assess if they are participating frequently enough to obtain certain fitness and health or social, benefits**. Q3(iii)** identifies the extent to which your programme has introduced participants to the sport(s) which you provide and is a measure of your effectiveness. Also it might be worth cross-tabulating this information with the later questions about information, knowledge and behaviour. Is there a relation between the impacts of the programme and length of involvement and frequency of attendance?

1 How long have you been involved with the GoodSport Programme

First visit	☐	**Go to Q 3**
Less than 6 months	☐	
6 to 11 months	☐	
1 - 3 years	☐	
Over 3 years	☐	

2 How often do you attend GoodSport sessions?

Every day	☐
Twice a week or more	☐
Once a week	☐
Less than once a week	☐

3 (i) What sport(s) do you take part in at GoodSport?
(ii) How often do you take part in this sport at GoodSport?
(iii) Did you play this sport before going to GoodSport?

	(i) What sports do you do at GoodSport?	**(ii) How often in this sport?**			**(iii) Did you play this sport before GoodSport?**	
		Every time	Some times	Not very Often	**Yes**	**No**
Football	☐	☐	☐	☐	☐	☐
Basketball	☐	☐	☐	☐	☐	☐
Netball	☐	☐	☐	☐	☐	☐

[Add relevant sports]

4 Have you taken part in any GoodSport tournaments/festivals/competitions?
(Note: You will need to define relevant events)

Yes ☐
No ☐ **Go to Q 6**

5 How many tournaments have you taken part in?
[You may wish to specify a time period: in the last 3/6/12 months]

One ☐
2-3 ☐
4 or more ☐

Q6	These could be regarded as 'attractiveness factors' and they measure what participants enjoy about your programme and given a guide to their motivations and the extent to which their aspirations have been met.

6 What do you most enjoy about the GoodSport Programme?
Below is a list of things that you might enjoy. If the things that you most enjoy are not on this list then write them in.
Pick the top 3 most enjoyable aspects (1= most enjoyable…)
[Note: You can add to the list based on your experience or to explore particular aims]

Making new friends ☐
Having fun ☐
Learning sports skills ☐
Being a member of a team ☐
Getting fit ☐
Winning the local league ☐
Possibility of international trips ☐

Other (please write in) ……☐

7	This identifies the extent of any unmet demand and the nature of constraints on participants' more frequent participation (which you may be able to address)

7 Would you like to attend GoodSport more often?

Yes ☐
No ☐ **Go to Q 8**

If **YES**, what is the MAIN reason that you not attend more often?

My parents do not allow me ☐
I have to do school work ☐
I have to do domestic work ☐
I have to look after brothers/sisters ☐
I have a job ☐
The opportunities are not provided by GoodSport ☐
Other ……..

Q8/9	Provide an indication of the extent to which participants are dependent on GoodSport for their sport and physical activity.

8 Do you play the sport that *you did today* anywhere else?

Yes ☐
No ☐ **Go to Q10**

9 (i) Where else do you play the sport you did today?
(ii) How often do you take part in this sport?

(i) Where else		**(ii) How often do take part in this sport?**			
		Every day	Twice a week or more	Once a week	Less than once a week
At school	☐	☐	☐	☐	☐
In another team	☐	☐	☐	☐	☐
Casually with friends	☐	☐	☐	☐	☐
Other (write in)					
……		☐	☐	☐	☐

Section 2: Information, Training and Workshops

Q 10-11 Because all sport-in-development programmes seek to provide a range of relevant information via formal and informal means, it is essential to assess the extent to which this is happening.

10 How much do you think you have learned from your youth peer leader about the following?

[Note: This can be adapted to explore other relevant aspects of your programme]

	A lot	Quite a lot	A little bit	Nothing
Sports skills	☐	☐	☐	☐
HIV/AIDS	☐	☐	☐	☐
Drugs	☐	☐	☐	☐
Sex education	☐	☐	☐	☐
Hygiene	☐	☐	☐	☐
Gender issues	☐	☐	☐	☐
Human rights	☐	☐	☐	☐

11 Have you: (i) attended any of the GoodSport training sessions or workshops listed, and (ii) if YES, how useful were these?

[Note: This can be adapted to explore relevant aspects of your programme]

	(i) Attended course?		**(ii) If YES, how useful was the training?**		
	Yes	No	Very useful	Useful	Not useful
Coaching	☐	☐	☐	☐	☐
Leadership	☐	☐	☐	☐	☐
Refereeing	☐	☐	☐	☐	☐
First Aid	☐	☐	☐	☐	☐
HIV/AIDS	☐	☐	☐	☐	☐
Gender issues	☐	☐	☐	☐	☐
Sex education	☐	☐	☐	☐	☐

Section 3: Your attitudes to sport

Q12 It is useful to understand participants' attitudes to sport and their motivations for participating (and the extent to which these vary by factors such as age, sex, activity and frequency of attendance). The question below is taken from a survey by Sport England and offers some suggestions to assist in this process, but you can add other relevant issues. Just remember, that anything added must be in the form of a statement with which respondents are able to agree or disagree. This could also be used as a before-and-after question.

12 For each of the following statements, indicate how much you *agree* or *disagree* with each statement:

	Strongly agree	Agree	Disagree	Strongly disagree
I am good at sport and exercise	☐	☐	☐	☐
I only enjoy sport and exercise if I do it well	☐	☐	☐	☐
I think it is important to keep fit	☐	☐	☐	☐
I feel happy when I do sport and exercise	☐	☐	☐	☐
I want to be successful at sport	☐	☐	☐	☐
I do sport and exercise to be with friends	☐	☐	☐	☐
I get embarrassed when I have to do sport and exercise	☐	☐	☐	☐
I feel awkward about my body when I take part in sport	☐	☐	☐	☐
I feel good about myself when I do sport	☐	☐	☐	☐

Section 4: Impact of programme on self-esteem

Q13-14 Sport-in-development programmes seek to improve participants' self-esteem and self-confidence. The optimal approach to measurement of this is to adopt a before-and-after approach using a scale like the standard *Rosenberg self-esteem scale* (Q13) in which participants would be asked these questions at the start of their involvement in the programmes and then again at a later date. Any measured differences could be taken to be a product of involvement in the programme.

Another, less precise, approach would be simply to ask participants about their perceptions of the impact of participation in the programme (Q14). However, this can also be used as a before-and-after question by removing the word 'more' from each question.

Rosenberg Self-esteem scale

13 For each of the statements below, indicate how much you agree or disagree with each statement:

	Strongly agree	Agree	Disagree	Strongly disagree
On the whole I am satisfied with myself	☐	☐	☐	☐
At times I think I am no good at all	☐	☐	☐	☐
I feel that I have a number of good qualities	☐	☐	☐	☐
I am able to do things as well as most other people	☐	☐	☐	☐
I feel I do not have much to be proud of	☐	☐	☐	☐
I certainly feel useless at times	☐	☐	☐	☐
I feel that I am a person of worth, at least equal with others	☐	☐	☐	☐
I wish I had more respect for myself	☐	☐	☐	☐
All in all, I am inclined to think that I am a failure	☐	☐	☐	☐
I take a positive attitude towards myself	☐	☐	☐	☐

An on-line calculator for scoring can be found at:

http://www.wwnorton.com/psychsci/media/rosenberg.htm

14 Thinking about yourself since you started taking part in GoodSport, indicate how much you agree or disagree with each of the following statements:

Since I started taking part in GoodSport:

	Strongly agree	Agree	Disagree	Strongly disagree
I feel more confident about my sporting abilities	☐	☐	☐	☐
I am more confident about myself generally	☐	☐	☐	☐
I feel more positive about my future	☐	☐	☐	☐
I am more confident meeting other people	☐	☐	☐	☐

Section 5: HIV/AIDS Information and Understanding

Q15-16 Most sport-in-development projects attempt, by a variety of approaches, to provide information about HIV/AIDS and to change attitudes and behaviour. These questions are based on the World Health Organisation/UNAIDS' Methods Package and seek to provide an objective test of relevant knowledge (depending on the approach of your programme you may wish to add to this list). Questions 16- 18 can be used in a before-and-after approach.

15 For each of the following statements, indicate whether the following are true or false:
People can protect themselves from HIV/AIDS by:

	True	False	Don't know
Having a good diet	☐	☐	☐
Staying with one faithful partner	☐	☐	☐
Avoiding public toilets	☐	☐	☐
Using condoms during sexual intercourse	☐	☐	☐
Avoiding touching a person who has AIDS	☐	☐	☐
Avoiding sharing food with a person who has AIDS	☐	☐	☐
Avoid being bitten by mosquitoes or similar insects	☐	☐	☐
Making sure any injection they have is done with a clean needle	☐	☐	☐

16 Do you think a person infected with HIV always shows symptoms, or can such a person look perfectly healthy?

Always shows symptoms	☐
Can look healthy	☐
Don't know	☐

17 What are the chances that you might catch HIV?

No chance	☐
Moderate chance	☐
Good chance	☐
Don't know	☐
I am already infected	☐

18 Have you personally made any changes in your sexual behaviour to avoid HIV transmission?

Yes	☐	
No	☐	**Go to Q21**

19 When did you start making these changes?

Since attending GoodSport	☐
Before attending GoodSport	☐

21 Has a relative or close friend of yours ever had HIV/AIDS?

Yes	☐
No	☐

Section 6: School education

Q22-26 Most sport-in-development projects emphasise the importance of education and provide encouragement and assistance to young people to remain in school. These questions are taken from a survey undertaken by one of our case study programmes.

22 Do you go to school?

Yes	☐	
No	☐	**Go to Q 25**

23 If YES, do you pay school fees?

Yes	☐	
No	☐	**Go to Q 27**

24 If YES, who pays your school fees?

Your parents	☐	**Go to Q 27**
Yourself	☐	**Go to Q 27**
GoodSport	☐	**Go to Q 27**
Other (write in) ……		**Go to Q 27**

25 Why do you not go to school?

I have to work	☐
My parents do not let me	☐
Cannot afford the school fees	☐
Cannot afford the uniform	☐
Other……..	

26 Would you like to go to school?

Yes	☐
No	☐

27 Are you aware of the GoodSport school sponsorship programme?

Yes	☐
No	☐

Section 7: Some questions about you

Q27-28 These enable cross-tabulation with such information as activities, frequency of attendance, attitudes and knowledge to explore differing impacts of the programme.
You may need to add relevant local factors (eg religion; tribe; area).

27 Are you:

Male	☐
Female	☐

28 What age are you?

10 years old	☐	15 years old	☐
11 years old	☐	16 years old	☐
12 years old	☐	17 years old	☐
13 years old	☐	18 years old	☐
14 years old	☐	19 years old	☐

29 Finally, are there any aspects of the GoodSport programme that you would like to comment on, or which you think could be improved?

Thank you very much for taking the time to answer these questions