# *Concept paper*

# HOW TO MONITOR AND EVALUATE 'SPORT FOR DEVELOPMENT' PROJECTS



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# ABBREVIATIONS

**CCPA**  Cross Cultures Project Association

**DSOD**  Danish Sport Organisation for Disabled

**DGI**  Danish Gymnastics and Sports Associations

**GES**  Global Education through Sport

**MDG**  Millennium Development Goals

**M&E**  Monitoring and Evaluation

**MSC**  Most Significant Change

**OM**  Outcome Mapping

**NSD**  Network for Sport and Development

**PRA**  Participatory Rapid Appraisal

**SC**  Significant Change

**TOR**  Terms of References

**UN**  United Nations

**WB**  World Bank

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# ABSTRACT

In May 2007 twelve Danish organisations, folk high schools and universities formed the Network for Sport and Development (NSD). NSD was established with the aim of strengthening and developing the field of 'sport as a tool for development'. The field is based on the concept that sport is not just an end in itself, but also an effective tool to help improve the lives of children, families and communities.

Within this field, there is a growing pressure and interest to effectively measure and demonstrate the outcomes and impacts of sports projects. Monitoring and evaluation (M&E) are considered essential in the field, as it is vital for the process of continuous improvement and qualifications, and hence for the process of legitimising sport for development as a field. Unfortunately many NGOs do not prioritise M&E, which is mainly due to limited financial and human resources, inadequate knowledge of M&E, lack of support from donors, or a misguided perception that M&E is solely concerning accountability and donor satisfaction.

The purpose of this Concept Paper is to gather the experiences and lessons learned from the Danish sports organisations working in the field of sports for development. Further, the Paper will offer recommendations on participatory methodologies, which can guide the organisations in documenting the impact of sports projects in the development of social capital.

**The Concept Paper is based on the following research questions:**
> **I.** When using 'Sport as a Tool for Development', how can the impact of the activities be measured in relation to the development of 'social capital' amongst projects' core beneficiaries?
> **II.** What M&E experiences and lessons learned can be gathered from Danish and International organisations, working with sport for development?
> **III.** What models of evaluation could be useful and most effective when evaluating sport for development projects and programmes?

Out of twelve NSD member organisations, five of them conduct projects in the developing world. The Paper takes its starting point from these organisations' experiences with M&E combined with lessons learned from international sport for development organisations and professionals.

## The Sports Organisation's M&E Experiences

The organisations included in the Concept Paper differ widely in terms of M&E approaches, objectives, years of experiences, and size of organisations. It is apparent that large organisations with a long experience in implementing sports for development projects are more professional and advanced with respect to their M&E approach and system. Their years in the field have offered them an opportunity to develop, test, and elaborate M&E material and strategies. As a minimum all the organisations conduct M&E in compliance to public Danish donors standards.

Common for all the organisations interviewed for the Paper, were stories and examples about how their sports projects had impacted on the core beneficiaries. None of the organisations have however, gathered documentation in a systematic way that can verify and demonstrate long-term impact of their projects. This makes it difficult to assess and document that sport can have an impact both for core beneficiaries and communities.

The Danish sports NGOs' main challenges when it comes to M&E can be summarised in the following:

**Ability to formulate realistic objectives and indicators**
The sports organisations included in the Paper work with ambitious final aims, which inevitable are very difficult to achieve for small sports organisations. Therefore, it is essential for the organisations also to focus on short and medium term objective.

**Limited financial resources**
Limited financial resources are causing reluctance within smaller sports organisations to spend more funds than necessary on M&E. When in inadequate fund are allocated, M&E is instead percived as something that adds extra pressure on the organisation, disrupts a project and is time-consuming for the staff.

**Lack of trained project managers**
Sports organisations often lack staff with project management expertise, often caused by inadequate funding to appoint professionals in the field.

**M&E is done to satisfy the donor**
M&E is generally associated with annual reports, fundraising applications, and donor reports. Instead of being perceived as a valuable tools, which can help the organisations achieve their objectives, for many, M&E is associated with meeting donor requirements by providing piles of quantitative documentation.

**Time and resource constrains**
Time is a challenge. There is never enough time to properly monitor a project throughout the implementation phase or enough funds to hire project staff solemnly focused on M&E. Also, sports projects are often small, operating with time limited funds. However these organisations work with challenging issues and in complex environments, which require long term perspectives in order to have a noticeable impact. As a result, due to there short duration, it might prove difficult to assess the real impact of these projects.

Despite the many obstacles and challenges related to M&E, SELA Advisory Group recommends that sports organisations continue to address their particular challenges. When M&E is not integrated at the early stage of the project planning process, or when M&E is perceived as an evil conducted for the sake of the donors and not for the benefit of the organisation, there is a high risk that project staff will collect worthless data and material, as the lack of strategy on what to look for and what indicators to measure will affect the entire collection process. Beyond accountability and self-progress, M&E represents important and useful tools to design future projects using the lessons learned and recommendations highlighted in qualitative evaluations and impact assessments.

## Participatory Evaluation
If actors within the field of sport for development aspire to effectively measure and document the outcomes and impacts of the sports projects, participatory M&E methodologies are the way forward, or can at least be applied as a supplement to the conventional methodologies.
The Concept Paper recommends two participatory evaluation methodologies: Most Significant Change (MSC) and Outcome Mapping (OM) together with four creative tools, which can complement the participatory methodologies, as well as more conventional M&E approaches.

The participatory methodologies and creative tools presented in the paper have been created to better assess the effects of social capital elements within a given project, whether being sports oriented or others, by enabling project staff to involve children and other beneficiaries in the evaluation process. It is widely recognised that the effects of sport for development programmes may not be easily measured and evaluated because of their focus on social and psychosocial change triggered by sports. Therefore, MSC and OM have generated quite some interest amongst social researchers, project managers and donors, as the methodologies are looking at the outcome of the projects and the type of social and behavioural change generated as a result of project outputs.

## Recommendations

Based on the desk review and the conducted interviews with actors in sports for development, SELA Advisory Group recommends sports organisations to:

**Incorporate M&E from the very beginning of a project.** For evaluations, and especially participatory evaluations to be useful, it is necessary to integrate a thorough monitoring strategy at the beginning of a planning process. Without systematic and continuous monitoring, it is not possible to assess the impact of a project. Therefore it is recommended that organisations incorporate monitoring and evaluation parameters and schedules in the planning phase of any project.

**Carry out baseline studies.** Although M&E impact assessments are imperative for the learning process and future strategy planning, it is in addition crucial to carry out baseline studies before the beginning of any project in order to understand the institutional and organisational context that will surround and influence the implementation of the project itself.

**Work with realistic objectives and pre-define indicators.** Indicators and realistic objectives are essential in measuring and determining whether a project was successful or not. Indicators can help simplifying the process of monitoring and evaluate an otherwise complex process. Working with clear, realistic objectives and pre-defined indicators with a focus on what can be achieved in the short and medium term, can be motivating for project staff, as it is easier to measure the difference generated.

**Learn and improve.** Further training and capacity building for project directors working for sports organisations should be a priority. Such teachings would equip them with techniques and methods to better visualise outcomes and outputs as well as assist them in the planning, monitoring and evaluating process.

**Support the use of participatory M&E.** The long-terms benefits deriding from organisational learning, accountability and community empowerment are worth considering despite the costly and time-consuming process that participatory M&E represents. Therefore, it is recommended that organisations, donors, and other stakeholders are more supportive of participatory approaches. Organisations, should they consider participatory M&E, will have to dedicate parts of their budgets and assign staff to implement a new M&E system within the organisational structure. While donors' support will remain financial, they will have to embrace this paradigm shift to accept qualitative methods to M&E to complement or replace other traditional qualitative ones.

**Share knowledge on M&E practices with other organisations.** All organisations have accumulated lessons learned from their past M&E experience. However, none of the organisations consulted for the Concept Paper have shared their experiences with their counterparts, and only a few of them have their M&E reports available for downloads. It is recommended that the M&E practices taking place are transparent and comparable in order to improve the techniques, learn from one another and discuss the benefits, risks and limitations of sport for development.

**Work with longer project time frames.** Fostering greater democracy, dialogue, peace and reconciliations, as well as social cohesion in complex settings are challenging processes, which it will take time to implement, and consequently to measure their impact. Therefore, it is recommended that donors award funds over a longer time frame.

# INTRODUCTION

In May 2007 twelve different Danish organisations, folk high schools and universities formed the Network for Sport and Development (NSD). NSD was established with the aim of strengthening and developing the field of 'sport as a tool for development'. The field is based on a concept that sport is not just an end in itself, but also an effective tool to help improve the lives of children, families and communities.

Over the last decade there has been an escalation in the number of actors working within the field, and these actors, here among NGOs and the United Nations, has helped put greater focus on supporting sports activities on the international agenda. In 2003, The UN General Assembly adopted Resolution 58/5 entitled "Sport as a means to promote education, health, development and peace", which acknowledged the positive values of sport and physical education and proclaimed the year 2005 as the International Year of Sport and Physical Education.

Although most of the Danish sports organisations have been in the field prior to these initiatives, new organisations and further projects have been established as a result of the increased attention. Within this new framework, there is a growing pressure and interest from NGOs, sponsors, and policy makers to effectively measure and prove the outcomes and impacts of the sports projects.

Monitoring and evaluation (M&E) are considered essential in the field, as it is vital for the process of continuous improvement and qualifications, and hence for the process of legitimising sport for development as a field. Unfortunately many NGOs do not prioritise monitoring and evaluation in their projects due to limited financial and human resources, limited M&E knowledge, lack of support from donors, or a false perception that M&E is solely about accountability and donor satisfaction.

NSD decided therefore to contract SELA Advisory Group to develop a Concept Paper and submit recommendations on which methodologies are available to monitor and evaluate sport for development projects.

The purpose of the Concept Paper is to gather experiences and lessons learned among the Danish sports organisations and give recommendations on how to monitor and evaluate programmes and projects in developing countries, in such a way that sports organisations can validate the use of sport as a tool for development.

The Concept Paper is based on the following research questions:

> **I.** When using 'Sport as a Tool for Development', how can the impact of the activities be measured in relation to the development of 'social capital' amongst projects' core beneficiaries?
> **II.** What M&E experiences and lessons learned can be gathered from Danish and International organisations, working with sport for development?
> **III.** What models of evaluation could be useful and most effective when evaluating sport for development projects and programmes?

## Methodology of the Concept Paper

The Concept Paper was carried out by the international consultancy, SELA Advisory Group. The team responsible for the Paper comprised Olga Ege (Lead Consultant), Emmanuelle Diehl (Researcher), and Stine Lehmann-Larsen (Quality Assurance).

The first chapter of the Concept Paper will give a brief introduction to the field 'sport in development', followed by an outline of the key challenges, and a presentation of the term social capital – linked to the 'sport in development' field. The second chapter looks at M&E and assesses Danish NGOs' experiences, challenges and lessons learned. Chapter four will recommend alternative and creative monitoring and evaluation models, and present their benefits and drawbacks. A series of participatory tools that could be applied to sport for development projects are introduced to complement the proposed M&E models. The last chapter encompasses conclusions and recommendations for sports organisations on how to better measure the impact of their projects.

Out of twelve NSD member organisations, five of them carry out projects in the developing world, but each has a unique approach and objective, and offers distinct sports activities in different areas of the world. The organisations are Danish Sport Organisation for Disabled (DSOD), Danish Gymnastics and Sports Associations (DGI), Cross Cultures Project Association, GAM3, and Global Education through Sport (GES). Representatives from all five organisations have been interviewed.

The Paper takes its starting point from the Danish organisations' M&E experiences, but includes lessons learned from international sport for development organisations and professionals.

SELA Advisory Group's team has collected data from varied sources through two methods:

> **a. Desk review:**
> The lead consultant and the researcher carried out a desk review and analys-ed relevant documentation with a particular focus on impact. The documentation included records such as evaluations, reports, articles, online tools, project applications, background notes, project descriptions and blogs.
> **a. Interviews:**
> In order to incorporate the stakeholders' perceptions on the subject, indivi-dual interviews were held. The interviewees, included personnel from the NSD member organisations, a representative from an international NGO, as well as sport for development consultants and researchers.

## Limitation to the Assignment

It is important for NSD members to understand the limitations of the Concept Paper in order to benefit from the output, recommendations and conclusions presented herewith. The methodology of the Concept Paper is based on a desk review and a set of interviews carried out face-to-face, or by phone. No fieldwork was conducted, and hence SELA Advisory Group did not consult local staff and beneficiaries, or properly assessed the efficiency of the different M&E models. Nor did the team tests or verified the recommended participatory methodologies described in the Paper.

It is also important to keep in mind that this Concept Paper is neither an assessment of whether sport for development projects have an impact or not on the recipient communities nor an evaluation of the five interviewed Danish organisations that are presented. This Concept Paper reflects Danish NGOs' main challenges and experiences when carrying out M&E in the field of sports for development and is addressed to non-governmental organisations. The Paper is not addressed to the Danish Government. Nonetheless, SELA Advisory Group aims for the findings, conclusions and recommendations to be useful for other foreign organisations working in the field of sport for development.

# 1. SPORT FOR DEVELOPMENT – SETTING THE SCENE

The following chapter will give a brief overview of what sport for development represents within the international political agenda. Hereinafter, the key challenges in the field will be outlined and finally the term social capital will be explained and linked to the sport for development field.

Over the last decade, there has been a growth in organisations working with sport for development. Sport has become a new tool in development cooperation and with the escalation of the number of initiatives, a more systematic and coordinated approach has moved sport onto the international agenda as a serious and effective tool to achieve the Millennium Development Goals and promote peace.

In 2000, at the UN Millennium Summit and at the 2002 Special Session on Children, world leaders recognised the power of sport. In July 2002, then United Nations Secretary-General Kofi Annan convened an Inter-Agency Task Force on 'Sport for Development and Peace' to review activities involving sport within the United Nations system.

In 2003, the Task Force produced the report: 'Sport for Development and Peace: Towards achieving the Millennium Development Goals', which concluded that *"[sport] can cut across barriers that divide societies, making it a powerful tool to support conflict prevention and peace-building efforts, both symbolically on the global level and very practically within communities. When applied effectively, sports programmes promote social integration and foster tolerance, helping to reduce tension and generate dialogue. The convening power of sport makes it additionally compelling as a tool for advocacy and communications."*

The Task Force concluded that sport is a powerful and cost-effective way to advance the Millennium Development Goals and promote peace.

At the end of 2003, the UN General Assembly adopted Resolution 58/5 on the role of sport as a means to promote health, education, development and peace. It proclaimed 2005 as the International Year for Sport and Physical Education, encouraging *"[…] Governments, international sports bodies and sport-related organizations to elaborate and implement partnership initiatives and development projects compatible with the education provided at all levels of schooling to help achieve the Millennium Development Goals."*

Ever since, new initiatives, i.e. seminars, workshops, development of toolkits, sports and development organisations have been launched.

## 1.1 Key Challenges

Parallel to the UN's and other institutions' recognition and a rising number of actors in the field, there has been an increasing demand and desire to prove that sports programs are in fact making a difference and have a noticeable impact on the communities. Today, generally speaking, most societies perceive sport as a positive activity, as it brings people together, improves health, is playful and educational. The pending issues are to better understand how we can assess the impact that sports activities have on the participants' personal and social behaviour and how sports can reinforce social capital.

These issues represent a real challenge and remain difficult to demonstrate, because sports activities do not happen isolated from other occupations and leisure – participants will inevitably be influenced by family, friends, schools and other community projects and societal events. Moreover, sports projects related to development often take place in complex settings - i.e. post-conflict societies; communities with ethnic tension or/and with weak civic structures; etc. Beyond these societal obstacles, many sports organisations are financially challenged and lack properly trained staff. Nevertheless, it is crucial to demonstrate the impact of sports projects in the development of social capital, and emphasise the determining role of M&E in the planning process in order to secure future funding.

Before going any further assessing the experiences of Danish NGOs, their challenges and lessons learned with M&E, the next section will define the concept of social capital linked to the field of sport for development.

## 1.2 Social Capital

Sport is associated with an array of internationally shared values, such as voluntarism, citizenship, democracy, community well being, trust, inter-cultural knowledge and social networks. In recent years the concept of social capital has dominated theoretical thinking about the social potential of sport, but there is still limited research material that highlights and demonstrates the link between sport and social capital. [1]

The majority of the research linking sport and social capital has been conducted in a western context, where there are more established sports clubs and a stronger tradition for memberships, than in the societies in where the Danish sports organisations work. As the more established and organised settings often will have access to detailed data about their members (membership database, statistical information etc), it makes it easier to link be-

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[1]. Nicholson & Hoye, 2008; Crabbe, 2007.

tween sport and elements of social capital, for example trust. British studies shows for example that people who are involved in sports organisations, both as members and as participants, *"are slightly more likely to vote, contact a politician and sign a petition than both non-members and the average citizen".* [2]  To measure this connection in a complex setting with limited access to data is inevitable a bigger challenge. Chapter three will assess participatory M&E and argue that such a methodology is required if NGOs and donors intent to document a change in social capital among beneficiaries.

The present section will first give a short presentation of social capital as understood by Robert Putnam, and hereinafter assess the link between sport and increased level of social capital. The theme will be illustrated with cases from Danish sports NGOs.
Social capital is about bringing people together in formal and informal networks. It refers to the institutions, relationships, and norms that shape the quality and quantity of a society's social interactions. Interaction enables people to build communities, to commit themselves to each other, and consequently build confidence, which leads to increased awareness, a sense of belonging, knowledge and trust.

*The figure below illustrates the fundamental aspects of social capital.* [3]
The political scientist, Robert D. Putnam, is one of the leading thinkers on social capital. In his book Bowling Alone from 2000, Putnam defines social capital as follows: *"Social capital is connections among individuals - social networks and the norms of reciprocity and trustworthiness*
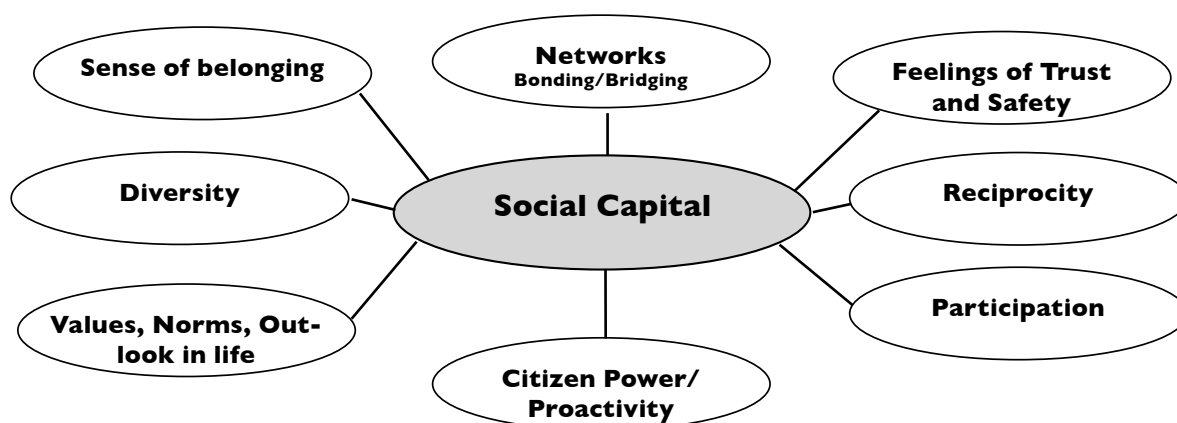


*that arise from them."* [4]

Putnam speaks of two main components of the concept: 'bonding social capital' and 'bridging social capital' - referring to participation in two different types of network: closed networks of family and friends, and open networks that bridge different communities. Bonding refers to the value assigned to social networks between homogeneous groups of people, whereas bridging is defined as bonds of connections, which are formed across diverse social groups.[5]

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2. Delaney & Keaney, 2005.
3. http://www.robertamsterdam.com/socialcapital1029.jpg
4. Putnam, 2000.
5. Putnam, 2000.

*"Not all connections are the same. There is both bonding and bridging social capital.
One is not necessarily better than the other but we need both. If there is only bonding
social capital it can result in hermetically sealed communities…"* [6]

As bonding social capital referrers to networks with people alike (people 'like us'), there are limitations of this component's contribution to the wider social inclusion in a community. Some of its significant downsides, while fostering strong social networks, are the exclusion of outsiders, but also the danger of linking disadvantaged individuals together in resource poor networks.[7] However, if the network consists of resourceful and strong individuals, bonding social capital can have positive effects for members belonging to this closed social group, but may have negative effects for society as a whole.

## BONDING AND BRIDGING IN TOURNAMENTS

*Global Education through Sport (GES) has been in Afghanistan since 2004, where they, together with their local partner, Aschiana, have promoted street-working children's rights to education and sports. The cooperation with GES has strengthened Aschiana's sports activities and sports profile in such a way that the organisation has been selected to become a member of the Afghan National Olympic Committee (ANOC). This has enabled the organisation to participate in tourna-ments with other children from formal schools. At one of these tournaments, the street-working children were rewarded for fair play and for showing good behaviour. Not only did a positive experience with a strong feeling of bonding and togetherness within the teams arose, but the meeting, cooperation and networking with par-ticipants from other levels of society also contributed to improving the sum of bridging 'social capital'.*

Bridging social capital, hence making contacts between different groups or networks, is perceived as more positive, than bonding as it incites to a significantly higher level of trust.[8] Bridging social capital is harder to create than bonding social capital, as it requires people to connect beyond differences like race, class, or religion. Putnam argues that bridging has become crucial considering the increasing social diversity that can be observed in today's communities. Within that context, sport can play a vital role.

### 1.2.1 Social Capital and Sport
Several researchers have argued that sport has an ability to foster social capital. [9]

*"To build bridging social capital requires that we transcend our social and political
and professional identities to connect with people unlike ourselves. This is why team sports
provide good venues for social capital creation."* [10]

Sport is often a social activity and membership of sports clubs and groups is one of the key forms of associational life identified by Putnam as being important for social capital. According to Putnam there are two main mechanisms, which allow participation in sports to create social capital. The first mechanism, which is also the strongest, is the bonds and connections made between those who participate in an activity together. The second has to do with

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6. Putnam, (a). Year not specified.
7. Coalter, 2007.
8. Coalter, 2007; Beugelsdijk. Year not specified.
9. Putnam, (a): Delaney & Keaney, 2005; Coalter 2007.
10. Putnam, 2000.

identity. The bonds created between supporters of a local sports team or volunteers will most likely not be as strong, as the bonds between teammates who participate in activities together. However it still creates a feeling of belonging and identification with a group, which is defined by its support for that particular team.

> *"Sport is also a key component of social life, directly engaging communities. It brings people together in a fun and participatory way. It helps create social relationships, build connections and improve communication between individuals and groups. Sport also mobilizes volunteers and promotes active community involvement, helping to build social capital and strengthen the social fabric."* [11]

Sport has an amazing ability to encourage volunteerism within societies and achieve the resulting social benefits. Volunteerism provides some of the key elements in social capital on both a personal level (self-esteem, gaining skills, and social integration) and a community level (social welfare, community participation, generation of trust and reciprocity, and the broadening of social interaction through new networks). Hence, sports teams can build bridging capital by creating networks[12], which extend beyond the participants themselves, for instance among groups of parents or supporters of a local team, or volunteers. [13]

## WORKING WITH TRUST

*GAM3 has developed a Basketball Compendium with a set of drills to be used in the poor and conflict-torn-communities where they work. The task has been to transform GAM3's vision of preventing conflict and marginalisation into a concrete set of drills that will help fulfil its vision in a comprehensive and effective way. The selected drills focus on how to stimulate the social and cultural skills among the participants by concentrating on different themes. One of them is trust. The aim is to stimulate mutual trust between the players – "A trust that goes beyond the basketball court and into the everyday lives of the players. These drills stimulate trust and eliminate prejudice between children and young people with different backgrounds" (GAM3 Basketball Compendium 2009:11). Besides the drills, a series of tools are at the disposal of the coaches to help them plan, monitor, and integrate the themes within the drills. The intention is to facilitate the M&E process, so it becomes easier to gauge the impact in relation to the development of 'social capital' among GAM3's participants*

As mentioned in the introduction to this section, measuring sport's impact on social capital is a challenge, which as a minimum requires that the organisations decide on what may be indicators of social capital. Here are a variety of measures and indicators such as changed behaviour in the levels of volunteering, engagements in activities and projects, sociability, diversity, proactivity, reciprocity, trust etc. Before the organisations implement their activities, they must measure the degree of each indicator, so they have a baseline to compare with at the end of the project. The challenge is of course, how to measure for example the level of trust among participants in a sports project. SELA Advisory Group argues that in order to do so, a participatory methodology is strongly recommended, as it is a process-led, formative approach, which to a high degree ensures inclusion of knowledge from project staff and different stakeholder. This will inevitable facilitate the challenge of measuring social capital. Before assessing the Danish NGOs' M&E methodologies and their respective benefits and challenges, the next chapter will briefly introduce M&E and its importance.

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11. UN, 2003.
12. UN, 2003.
13. Delaney & Keaney, 2005.

# 2. MONITORING AND EVALUATION METHODOLOGIES: OBJECTIVES, TOOLS AND LIMITS

## 2.1 Definition

Monitoring and Evaluation (M&E) plays a central role in ensuring accountability, informing decision-making and, more broadly, facilitating learning. Innovation in the methodologies stems from the realisation that the context and impact of the project output is equally important for long-term sustainability and community empowerment. Continued research in M&E have highlighted the need to understand the pathways affecting the uptake of research products, the institutional context in which the project has been implemented as well as encouraging learning processes for organisations to incorporate lessons learned and not just focus on reporting their accountability. Consequently, this development has encouraged M&E practitioners to move beyond traditional methodologies, derived from logical framework approach (inputs, activities, outputs and outcomes), to a more holistic approach.

## MONITORING

*Monitoring is the periodic oversight of the implementation of an activity, which seeks to establish the extent to which input deliveries, work schedules, other required actions and targeted outputs are proceeding according to plan, so that timely action can be taken to correct deficiencies detected. "Monitoring" is also useful for the systematic checking on a condition or set of conditions, such as following the situation of children participating in sport.*
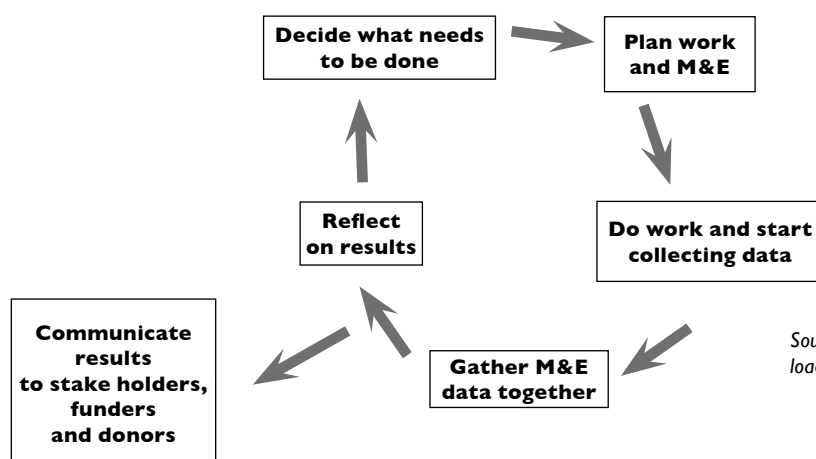*Source: Unicef, 1991.*

## EVALUATION

*Evaluation is a process, which attempts to determine as systematically and objectively as possible the relevance, effectiveness, efficiency, impact, and sustainability of activities in the light of specified objectives. It is a learning and action-oriented management tool and organizational process for improving current activities and future planning, programming and decision-making.*
*Source: Unicef, 1991.*

M&E are management tools, which should be a part of every project, program or intervention and help determine whether a project or programme is meeting its objectives or not. Besides being mandatory, there are many good reasons for carrying out monitoring and evaluations. As illustrated in the figure below, M&E can be an excellent way of learning why and how to improve project. These management tools can also help build greater transparency and accountability with respect to project resources, as well as better plan and develop future projects when lessons learned from previous projects are integrated.

Decide what needs to be done → Plan work and M&E → Do work and start collecting data → Gather M&E data together → Communicate results to stake holders, funders and donors → Reflect on results → Decide what needs to be done

*Source: http://www.clearhorizon.com.au/wpcontent/uploads/2009/02/mandecyclewithleftrightmarginsless.jpg*
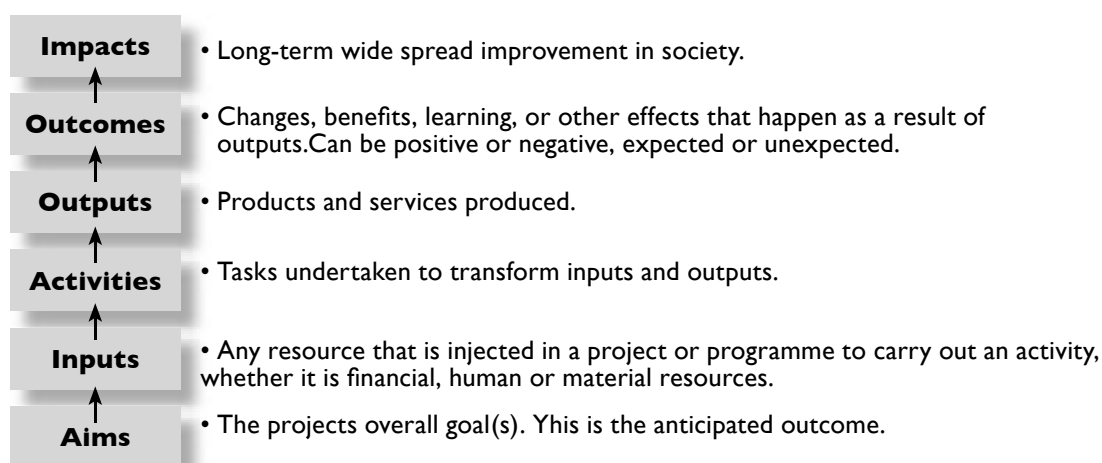
Initiatives and projects can be viewed in different perspectives. The more narrow perspectives have a focus on efficiency and effectiveness, hence input of funds and resources, the delivery and implementation of a project's outputs and fulfilment of objectives. On the contrary, other perspectives are wider and more ambitious, focusing on assessing the impact of a project from both the beneficiaries and society's point of view.

The narrow approaches focus on so-called 'hard indicators', such as numbers of participants, training sessions, percentages of boys and girls etc., and can use quantitative methodologies. The wider M&E must resort to alternative and more complicated methodologies to measure the 'soft indicators' of a project: e.g. change in social capital, attitude, social cohesion, self-esteem etc. Often M&E will be planned according to several approaches. However, because measuring the impact of any project requires substantial financial and human resources, considerable capability, and is time consuming, both donors and organisations are more reluctant to use participatory methodologies.

The figure below illustrates very broadly the different stages taking place in program development. The degree of complexity increases from bottom to top. After 'impacts', 'sustainability' could be added, as the positive effects of the projects hopefully will continue after external support has been concluded.

**Impacts** • Long-term wide spread improvement in society.

**Outcomes** • Changes, benefits, learning, or other effects that happen as a result of outputs. Can be positive or negative, expected or unexpected.

**Outputs** • Products and services produced.

**Activities** • Tasks undertaken to transform inputs and outputs.

**Inputs** • Any resource that is injected in a project or programme to carry out an activity, whether it is financial, human or material resources.

**Aims** • The projects overall goal(s). Yhis is the anticipated outcome.

AN EXAMPLE:
OPEN FUN FOOTBALL SCHOOLS
*Aim:* *to promote tolerance, peaceful coexistence, and social cohesion between different ethnic groups, to promote the concept of football based on democratic principles like openness, non-discrimination, and participation, and to stimulate the development of an active civil society.*
*Inputs:* *Training material, equipment, trainers, staff and volunteers.*
*Activities:* *Football schools for children from 7 to 11 years, seminars and workshops for volunteers and staff.*
*Outputs:* *Completed football schools, educated volunteers and staff.*
*Outcomes:* *New knowledge and awareness among participants. Eagerness to self-organise sports activities.*
*Impact:* *Changed behaviour in accordance with project aims.*

A very relevant difference between the stages is worth stressing: Aims, inputs, activities and outputs are to large extent controllable by the organisations and their partners, whereas outcomes, impact, and also sustainability depend more on external factors over which the organisations do not have an influence.

If sports organisations and donors wish to measure the impact of sports projects in relation to the development of social capital amongst the projects' core beneficiaries, a participatory methodology is necessary. It is impossible to verify a change in social capital, simply by counting numbers of participants or by making test groups. Later in this Concept Paper, a number of alternative M&E models will be presented.

## 2.2 M&E Advantages and Challenges

The organisations included in the Concept Paper differ widely in terms of M&E approaches, objectives, years of experiences, and size of organisations. It is apparent that large organisations with a long experience in implementing sports for development projects are more professional and advanced with respect to their M&E approach and system. Their years in the field have offered them an opportunity to develop, test, and elaborate on M&E material and strategies. As a minimum all the organisations carry out M&E in relation to public Danish donors standards, which is often quarterly or yearly monitoring reports, which reflect where organisations stand in the process of their projects. Focus is mainly on 'hard indicators', so there are available data on input, activities, and output, but rarely on 'soft indicators'.

Depending on the size of a project, evaluations have either been internal or external. All, except one of the Danish Sports organisations, have had external evaluations carried out.

Identical for all the organisations interviewed for the Paper, were stories and examples about how their sports projects had impacted on the core beneficiaries. None of the organisations have however, gathered documentation in such a systematic way that the long-term impact of the projects can be proven. [14] This makes it difficult to evaluate and demonstrate how sport can have an impact both for core beneficiaries, but also communities. The two examples from external evaluations below reveal that accessing and documenting impact in a systematically way remains a challenge:

> *"Despite the example of the Football Association in Bosnia and Herzegovina and the many individual successes …the project cannot be expected to achieve major impact on national or regional level reconciliation. This is a process, which will take decades, and most likely, centuries."*[15]

> *" […] it is difficult to assess the actual impact of the specific outputs because of the intangible nature of these criteria of success."* [16]

All the organisations interviewed for the Concept Paper carry out M&E and emphasised that the process had been, and still is, an educational and challenging experience. This is reflected in a combination of different factors and main challenges, the most essential being:
* Ability to formulate realistic objectives and indicators;
* Limited financial resources;
* Lack of trained project managers;
* M&E is done to satisfy the donor;
* Time constrains.

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14. None of the organisations have so far carried out impact evaluations, mainly because they have not been implementing their projects over a long enough time-period, to actually document long-term impact. Only one of the organisations is about to undertake such an evaluation.
15. Telford, Kvalslund & Nyheim, 2004.
16. SELA Advisory Group, 2007.

**Realistic Objectives and Indicators**

Based on experiences and lessons learned from previous projects, the organisations have an increased ability to formulate more realistic objectives, set-up measureable indicators, and focus on what can be achieved in the short and medium term instead of long term impact.

> *"I think I have been a bit naïve, and very ambiguous in terms of what I though we could achieve with the project. I have learned to be more realistic, and to be satisfied with less."* [17]

> *"We think a lot about working with measureable objectives. Today we are better at setting up operational indicators, to help us achieve our overall vision, but also smooth the process of the evaluation."* [18]

Danish sports organisations work with final aims, such as improving disabled peoples' conditions in Ghana through sports, or prevent conflict and promote reconciliation in post-conflict societies. These are ambitious objectives, which inevitable are very difficult to achieve and prove for small sports organisations, as it requires collection of large quantities of data. In addition, a broad range of external factors influence on the final aim, making it even more complicated to document the impact of the sports activities. Lastly, it takes years until the project aims can be documented, which makes it essential for the organisations to focus on short and medium term objective.

> *"Assessing short- and medium term outcomes is more important - the systematic analysis of change - positive or negative, intended and unintended in knowledge, attitudes, individual and organizational behaviours, coverage, quality and utilization of services, etc. – which eventually may lead to long-term impact."* [19]

In order to better assess the outcomes and impacts of projects, the sports organisations increasingly resort to elements from participatory approaches, without fully adopting a particularly methodology. This is exemplified by training workshops, special developed questionnaires, recording of partner discussions and self-designed evaluation approaches. [20]

**Limited Financial Resources and Lack of Trained Project Managers**

Limited financial resources are often the number one cause to many organisations' reluctance spending time and money on M&E. As a result, M&E is seen as something that adds extra pressure on the organisation, disrupts a project and is time-consuming for the staff who should be concentrating on the activities instead.

> *"In general, I don't support too much monitoring. I like that the people, who works for us use their time and energy on the activities and not on monitoring."* [21]

This has to do with the sports organisations often lacking staff with project management expertise, which is often caused by inadequate funding to appoint professionals in the field. Consequently, it represents a challenge for the organisation to implement the M&E requirements.

> *" […] many sports organisations do not have qualified and experienced project managers or professional staff who see the value of M&E and who have the knowledge and abilities to set up and implement such systems. Those who are responsible tend to be from a sports participation background with a focus on the practical organisation and delivery of the activities (inputs) rather than on the outcomes."* [22]

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17. Interview with Ole Ansbjerg from Danish Sport Organizaion for Disabled. Brøndby, March 26th 2009.
18. Interview with Simon Prahm from GAM3. Copenhagen, March 17th 2009.
19. Kruse, 2008.
20 See for example CCPA's Triple Balance Approach, described in the Sustainability Report 2007.
21. Ibid.
22. Interview with Ken Campbell from Sport +. Written response, March 22nd 2009.

*"I have often seen organisations spending time on collecting the wrong material and asking beneficiaries the wrong questions. They end up with piles of unnecessary rubbish, simply because the organisations didn't have an M&E strategy from the beginning."* [23]

Involvement of staff in the M&E process can be a valuable learning opportunity and contribute to a self-critical organisational culture. Unfortunately, in many organisations, M&E does not form part of every day work, and therefore easily becomes an alienated process for the staff collecting the data, and as a result, and stated in the quote above, inadequate material and date are collected.

*"I think a real problem that community sports programs have got to address, is how to think about M&E in a way that doesn't become very technical, mechanical, but rather something, which is much more human and lived and something people feel free and easy being a part of."* [24]

It is not an easy task to conduct good monitor and evaluate processes, and the ideal scenario would be to have endless resources, both human and financial, but reality is that NGOs are working with limited time, budget and capacity. The focus should be to move forward and to keep improving and learning. [25] In order to do so, training and capacity building in M&E for sport for development organisations are needed. Training courses should be designed and implemented for leaders of these organisations, which enable them to clearly identify the outcomes, which they are trying to achieve and to plan, deliver, monitor and evaluate suitable programmes and activities.

## M&E is done to Satisfy the Donor
One of the reasons why M&E is rarely integrated is the project planning process is due to the tendency to associate M&E with annual reports, fundraising applications, and reports to donors. Instead of being perceived as a valuable tools, which can help the organisations achieve their objectives, for many, M&E is perceived to meet donor satisfaction providing donors with piles of quantitative evidence of a project's outcomes.

*"Our monitoring is the status reports to the donors. We answer the questions, which are very descriptive: "Describe the activities you have carried out, describe any changes in the project, have there been any problems during the project?" It is good and necessary to get an overview of all the activities we have carried out, but it is not really challenging. The questions are related to general development – I miss questions, which are related specific to the sport for development field."* [26]

*"There is a lot of focus on quantitative monitoring and evaluation. Our donors have been less interested in developing the qualitative aspects and we were asked to remove the external evaluation from the budget. As a consequence, we have downscaled our ambitions with regards to the M&E. Now we report quantitative data to donors in relation with payouts. It is less useful compared to what we could be doing."* [27]

Statements like the two above, and the organisations increased interest and use of creative M&E tools, illustrate how the organisations are interested in M&E, but that this work requires more support and acceptance from donors. Also, it illustrate how conventional M&E methods are designed to developing projects in general, and not sport for development in particular.

23. Interview with Rolf Schwery from Schwery Consulting. Phone interview, March 12th 2009.
24. Interview with Crabbe (a). YouTube, July 9th 2007.
25. Kruse, 2008.
26. Interview with Maibrit Kronborg Mouridsen from Global Education through Sport. Copenhagen, March 23rd 2009.
27. Interview with Simon Prahm from GAM3. Copenhagen, March 17th 2009.

**Time Constrains**

Several of the interviewed organisations stressed upon 'time' as being one of the other challenges. There is not enough time to properly monitor, and as mentioned earlier, not enough money to hire project staff whose sole responsibility will be to monitor. Also, sports projects are often small, operating with funds for limited periods of time; however these organisations work with challenging issues and in complex environments, which require time to have a noticeable impact. As a result, assessing the impact of these projects might be difficult due to their short duration.

*"One of the biggest challenges for us is that it can be really difficult to know if the beneficiaries are being honest with us – and as a consequence it is hard to measure the impact of our activities. Today, we can see a change, because we have cooperated with our partner organisation for so many years. They are definitely being more honest and it is easier to discuss changes, and see the impact of our activities, but it has taken us years to reach this point. Duration and lengths of projects are therefore a real concern."* [28]

## Summary

In the present section, the Danish sports organisation's main challenges and restrictions towards M&E have been presented. Nevertheless, as M&E is essential for the process of continuous improvement and qualifications, and hence for the process of legitimising sport for development as a field, SELA Advisory Group recommends that sports organisations continue to address their particular challenges, despite the many obstacles.

*"The consequences of not implementing effective M&E is that: there will be a lack of credibility for sport for development programs and projects; the NGO's will lose their funding and programs will diminish; donors will not receive the reports and evidence to justify continued funding; and there will be less opportunities for the community to benefit from sports and development activities resulting in weaker societies."* [29]

When M&E is not integrated at the early stage of the project planning process, or when M&E is perceived as an evil conducted for the sake of the donors and not for the benefit of the organisation, there is a high risk that project staff will collect worthless data and material, as the lack of strategy on what to look for and what indicators to measure will affect the entire collection process. Beyond, accountability and self-progress, M&E represents important and useful tools to design future projects using the lessons learned and recommendations highlighted in qualitative evaluations and impact assessments.

# 3. PARTICIPATORY EVALUATION

The previous chapter introduced the concept and practice of Monitoring and Evaluation together with the challenges and advantages of the application. It highlighted some of the difficulties faced by most organisations and the reasons for resorting to more quantitative or traditional methodologies. However, as stressed upon in the introduction, there is a growing pressure and interest from NGOs, sponsors, and policy makers to effectively measure and prove the outcomes and impacts of sports projects.

As a result, a set of creative and innovative methodologies has been developed to fill the gaps of more traditional models and appraise projects from a different perspective. Moreover, participatory tools have been created to better assess the effects of social capital elements within a given project, whether being sports oriented or others, by enabling project staff to involve children or the beneficiaries in the evaluation process.

28. Interview with Maibrit Kronborg Mouridsen from Global Education through Sport. Copenhagen, March 23rd 2009.
29. Interview with Ken Campbell from Sport +. Written response, March 22nd 2009.

It is widely recognised that the effects of sport for development programmes may not be easily measured and evaluated due to their focus on social and psychosocial change triggered by sports. Methods used in creative M&E can help monitor and consequently evaluate the achieved changes in knowledge and/or behaviour.

Creative and innovative approaches are generally understood as being participatory, so before presenting the two selected methodologies and a set of tools applicable to sports and development, the following section will define what participation evaluation represents.

## 3.1 The Definition of Participatory Evaluation

Participatory evaluation is a process through which people involved at various levels in a project engage in the ongoing evaluation of the project and its effects. The focus of participatory evaluation is to actively engage those whom the project is for in all aspects of the evaluation process - sharing control of planning, undertaking, analysing and applying learning from an evaluation process.

Participatory evaluation has a number of aims. The first and most important is to develop and improve a project through applying emerging findings about the specific context of that project, and in the process build skills and knowledge that empower sustainable action in the future. It further aims to communicate with external and internal stakeholders, and provides a method of accountability for the project.

**Some of the key principles of participatory evaluation are as follows:**
>   **a)** Ensuring the involvement of active participants, not just sources of information;
>   **b)** Building the capacity of local people to gather information, analyse, reflect and take effective action;
>   **c)** Supporting the joint learning of people involved in a project, including those who are involved at different levels and in different ways;
>   **d)** Acting as catalyst to help people commit to taking more effective action in a project or community context;

Conventional evaluation and participatory evaluation differ in many ways. Some of the key differences are outlined in the following table:

| | Conventional | Participatory |
|---|---|---|
| **Who** | *External experts* | *Community members, pro-ject staff, facilitator, coaches* |
| **What** | *Predetermined indicators of success, principally cost and production outputs* | *People identify own indica-tors of success, which may include production outputs* |
| **How** | *Focus on "scientific objec-tivity", distancing of evalu-ators from other participants; uniform, complex proced-ures; delayed, limited access to results* | *Self-evaluation; simple methods adapted to local culture; open, immediate sharing of results through local involvement in evalu-ation process* |
| **When** | *Usually upon completion of project or pro-gramme; sometimes also mid-term* | *More frequent, small-scale evaluations* |
| **Why** | *Accountability, usually sum-mative, to deter-mine if fund-ing continues* | *Empower local people to in-itiate, control and take cor-rective action* |

*Source: Estrella & Gaventa, 1999.*

## 3.2 Why Focus on Participation?

Projects usually have a range of people involved at different levels. These include:

- Beneficiaries, which in sports projects often will be children and youth, and the community in which they live;
- The organisation, including the project management team and the coaches;
- The funding body.

These people often have differing skills, interests and, perhaps most importantly, power. The amount and quality of participation obviously varies throughout the life cycle of a project. Participation can be viewed as a continuum of intensity; from minimal involvement by key stakeholders, to increased control and ownership by those who the project is aimed at.

This is represented in the accompanying diagram:



**Info sharing → Consulting → Collaboration → Empowerment**

*Source: Rietbergen-McCracken & Narayan, 1998.*

In the following some key lessons that may be of use for sports organisations, or anyone interested in undertaking or supporting participatory monitoring and evaluation missions in the future, is presented.

### Be Flexible, Adaptable and Open to Change

There is no one-way to undertake participatory monitoring and evaluation processes, because it evolves within the community and context in which it is undertaken. Each community, whilst sharing common characteristics, is unique in terms of its culture, dynamics, politics, resources, and social capital.

## Aim to Build Capacity

Perhaps the most challenging part of participatory monitoring and evaluations is being 'participatory', meaning building relationships and committing time and resources to developing capacities in a learning environment where the skills and knowledge of all involved are acknowledged and put to use. The following are some key points, which SELA Advisory Group found useful.

- Direct involvement in M&E processes can foster the building of skills through practices;
- It is important to recognising that the gaining of widespread participation can be a very slow process, as many strategies do not always work the first time.
- By providing training and support to participatory evaluation for both trainers and children involved in the project it can potentially lead to better learning and improved projects;
- In order for the evaluation process to lead to changes and modifications in a project, it is sometimes necessary to build capacities and strengthen the knowledge of participatory processes within support organisations, and funding bodies that support the sport organisation.

Participatory evaluations are geared toward causing change. Because the primary aim for this approach is to improve a project, the extent and implications of change that can result must be understood and anticipated. Participatory evaluation can spark change at the level of a project, within organisations, amongst the wider community and within funding bodies. Participatory evaluation can be an integral part of the development and implementation of local solutions to local issues. Whilst the methods used may be different in every community, the value of participatory evaluation, in terms of improved local knowledge and deeper ownership and participation by local people, is worth the effort it takes to find new ways to work in each new context.[30]

SELA Advisory Group has conducted extensive research on the different available M&E methodologies and has concluded that the best tools to be applied to sports for development organisations are the Most Significant Change (MSC) approach and the Outcome Mapping (OM) model, which have been developed over the years by M&E experts and project managers. Although these two models have not yet been applied or properly documented to sports for development evaluations, SELA Advisory Group finds the two methodologies interesting and relevant to consider for future M&E of sports for development projects. As will be elaborated in the following section, each methodology has its pros and cons and can be combined with other techniques.

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30. http://www.aifs.gov.au/sf/pubs/bull6/doing.html

## 3.3 Creative models
### 3.3.1 Most Significant Change Approach

**Definition**

Most Significant Change (MSC) is a participatory technique, which contributes to the M&E process. It is participatory, because many project stakeholders are involved both in deciding the sorts of change to be recorded and in analysing the data. It is a method used to monitor, because it occurs throughout the program cycle and provides information to assist in managing the program. It contributes to evaluation, because it provides data on impact and outcomes, which can be used to help assess the performance of the program as a whole. Essentially, the process involves the collection of Significant Changes (SC) stories emanating from the field level, and the systematic selection of the most significant of these stories by panels of designated stakeholders or staff. The designated staff and stakeholders are initially involved by 'searching' for project impact. Once changes have been captured, various people sit down together, read the stories aloud and have regular and often in-depth discussions about the value of these reported changes. When the technique is implemented successfully, whole teams of people begin to focus their attention on program impact. [31]

Most Significant Changes monitoring is different from common monitoring practices in at least four respects:

> **a)** The focus is on the unexpected;
> **b)** Information about those events is documented using text rather than numbers;
> **c)** Analysis of that information is through the use of explicit value judgments;
> **d)** Aggregation of information and analysis takes place through a structured social process.

**Application**

The MSC process involves the following steps:
> **a)** Raising interest;
> **b)** Defining the domains of change;
> **c)** Defining the reporting period;
> **d)** Collecting significant change (SC) stories;
> **e)** Selecting the most significant of the stories;
> **f)** Feeding back the results of the selection process;
> **g)** Verifying the stories;
> **h)** Quantification;
> **i)** Secondary analysis; and
> **j)** Revising the system.

**Benefits of the Approach**

Generally, MSC can deliver a rich picture of what is happening and can be used to monitor and evaluate bottom-up initiatives, which do not have predefined outcomes. However, it is important to stress that MSC is better suited to some program contexts than others. The types of programs to gain considerable value from MSC include those that are complex, large, focused on social change, participatory and highly customised. Moreover, MSC is better suited for organisations in which it is acceptable to discuss failures; establish an organisational structure to receive regular feedback; open to trying to new things; train staff to

*31. Davis and Dart, 2005.*

acquire strong facilitation skills and guarantee a strong commitment by senior managers. As a result, it is important to understand the organisational structure of the organisation and the cultural environment in which the project is taking place.

## EXAMPLE OF A SPORTS ORGANISATION:
### Global education for sports and its challenge to record constructive critism

*Global Education for Sports has been implementing projects in Afghanistan over the last 5 years and has recently carried out an evaluation of their ongoing activities. The evaluation showed that trainers and educators were reluctant to offering negative criticisms through direct interviews. Having understood that cultural barrier, GES could, in their next programming phase, integrate MSC monitoring tools, in order to better assess the social capital elements of the programme but also enhance their learning and capacity curves. MSC can provide a friendlier platform for children and trainers to express their expectations and grievances.*

Nevertheless, once the organisational background is well understood and the project context well defined, MSC monitoring has a lot of benefits as it enables organisations to:

a) Identify unexpected changes;
b) Apply the method without special professional skills;
c) Encourage analysis as well as data collection;
d) Build staff capacity;
e) Focus on learning rather than just accountability;
f) Help draw valid conclusions through thick description, systematic selection, transparency, verification, participation, and member checking.

The MSC methodology is based on story telling, which makes one wonder what advantages there are in resorting to stories in the application of an evaluation. To answer the question, five elements can come out of conducting an evaluation through story telling:

**1) Engagement:** Unlike other forms of evaluation, which may involve using surveys instruments, stories are inherently engaging for people. People enjoy to experience and hear other people's stories. Storytelling is probably one of the most participative forms of communication that makes people comfortable with and engaged in. In the telling of a story, the story can be told twice. Once by the speaker, the next time by the listener. Stories engage the mind and the person.

**2) Insight:** Stories told in casual conversation can harness another sort of information; they provide insight into how storytellers construct reality and to what they attach importance.

**3) Sense making:** If storytelling is considered to be a sense making system, then the natural storytelling process can be harnessed in a structured way to help practitioners make sense of the complex nuances of impact and outcomes associated with program intervention. A good story defines relationships, a sequence of events, cause and effect and priority among items.

**4) Memory:** Storytelling is also important in terms of organisational memory. Stories are central to human intelligence and memories of those elements are likely to be remembered as a complex whole. If stories about the impact of interventions can infiltrate the collective memory of an organisation, practitioners will gain and retain a more deeply shared understanding of what is being achieved.

**5) Discussing hard messages:** In some cultures, stories are used to convey messages that could otherwise be painful or unacceptable to disclose. In organisations storytelling can provide a safe space for practitioners to discuss the "undiscussable" issues such as negative impact and undesirable change. [32]

As every methodology, there are some limits to its application and to its relevance in certain contexts. The following section will reflect and highlight the main disadvantages of resorting to MSC in the context of M&E.

## Limits of the MSC Approach
Generally speaking, the MSC method is a simple, participatory tool for continuous monitoring. The method supplements a more formal monitoring system in a way that attaches meaning to the outcome of an organisation's current activities. It does not operate with pre-defined indicators, but allows for people themselves to invent them on basis of the daily realities. The method uses open-ended questions. Therefore, it often grasps the unforeseen consequences of what project developers have set in motion throughout the project. However, the relevancy and applicability of this technique to carry out final evaluations and impact assessments, which normally are made after activities have been finished, can be questioned. [33]

It is important to highlight the main disadvantages so an organisation, whether focused on sports or development, can make an informed decision before resorting to MSC in an M&E context. MSC may be less appropriate for:

    a) Capturing expected change;
    b) Developing good news stories;
    c) Conducting retrospective evaluation;
    d) Understanding the average experience of participants;
    e) Producing an evaluation report for accountability purposes;
    f) Completing a quick and cheap evaluation.

Problems with MSC relate to the meaning, significance and relevance of the question, the selection of SC stories, time constraints, and complaints that certain choices are ignored and feedback forgotten. Furthermore, MSC contains a number of biases as well as subjectivity in the selection process.

Consequently, MSC should be considered as a complementary method of monitoring and evaluation, which would fill a number of gaps. Although, MSC reflects unexpected outcomes, encourages a diversity of views, enables broad participation, puts events in context and enables a changing focus on what is important, there is scope for improvement and for further research. MSC could be perfected by:

32. www.zahmoo.org
33. MS Danish Association for International Co-operation, 2001.

a) Developing methods for incorporating insights into programme planning;
b) Eliciting the views of programme critics;
c) Creating forums whereby the analysis of the stories would be participatory;
d) Improving the feedback process.

As aforementioned, MSC is not the best methodology to be applied in evaluation processes. As a result, a combination of different evaluation approaches would be a solution. Such complimentary approaches would have to provide quantitative evidence of the achievement of predetermined outcomes, evidence of average experiences and views of non-participants.[34] Finally, further research should focus on the extent of unexpected changes and negative stories reported, and ways of strengthening both the feedback loop and the link between dialogue and programme planning.

### 3.3.2 Outcome Mapping

**Definition**
Development is about people and about how they relate to one another and their environment, and how they learn in doing so. Outcome Mapping (OM) places people and learning first and accepts unexpected change as a source of innovation. The methodology shifts the focus from changes, in state, with respect to reduced poverty (which is quantifiable in numbers), to changes in behaviours, relationships, actions, and activities.

OM is a (still evolving) method for planning, monitoring, and evaluating development activities that aim to bring about social change. It was developed in 2001 by the International Development Research Centre to clarify what human, social, and environmental betterment projects or programs hope to contribute and then focus monitoring and evaluation on factors and actors within their direct sphere of influence. The fundamental premise of OM is that for each change in state there are correlating changes in behaviour that are best encouraged if continuing responsibility has been devolved to local people and local institutions.[35]

OM is based on principles of participation and iterative learning. It is usually initiated through a participatory workshop led by an internal or external facilitator who is familiar with the methodology. It purposefully includes those implementing the project or program (trainers and organisations' staff) in the design and in data and information collection to encourage ownership, use of findings, and adaptation. It is a consciousness-raising, consensus-building, and empowering methodology. The process for identifying the macro-level changes, selecting the monitoring priorities, and designing the evaluation plan is intended to be participatory: wherever feasible, it should involve the full range of stakeholders. Engagement means that stakeholders will derive benefit and be credited for fulfilling their development roles; projects and programs will be credited for their contributions to this process. [36] In the context of a sport for development organisation, the stakeholders are not only the organisation's staff but also, the trainers, the children involved in the program. As they are all part of the process, their involvement in the evaluation would enable them to better understand what they have each accomplished and what remains to be improved.

34. Governance and Social Resource Center, http://www.gsdrc.org/go/display&type=Document&id=2672
35. http://www.adb.org/Documents/Information/Knowledge-Solutions/Outcome-Mapping.pdf
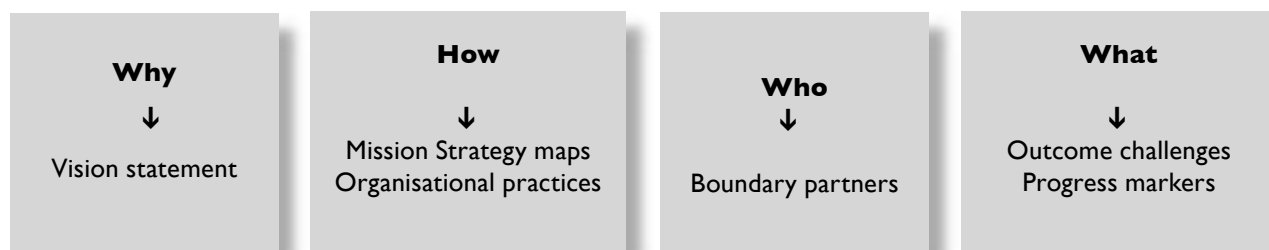36. http://www.adb.org/Documents/Information/Knowledge-Solutions/Outcome-Mapping.pdf

## Application

The full process of Outcome Mapping involves three stages of thinking:

**Intentional Design:** This stage helps the project or program design team clarify and reach consensus on the macro-level changes that the organisation would like to support in order to plan appropriate strategies. After clarifying what changes the project or program hopes to influence, the design team should select activities that maximise the likelihood of success. In short, the Intentional Design Stage articulates answers to Four Basic Questions:

| **Why** | **How** | **Who** | **What** |
|---|---|---|---|
| ↓ | ↓ | ↓ | ↓ |
| Vision statement | Mission Strategy maps Organisational practices | Boundary partners | Outcome challenges Progress markers |

*Source: Smutylo, 2005.*

**Outcome and Performance Monitoring:** This stage provides a framework for monitoring actions and the progress of the boundary partners 37 towards outcomes. The performance monitoring framework builds on the progress markers, strategy maps, and organisational practices developed at the intentional design stage.
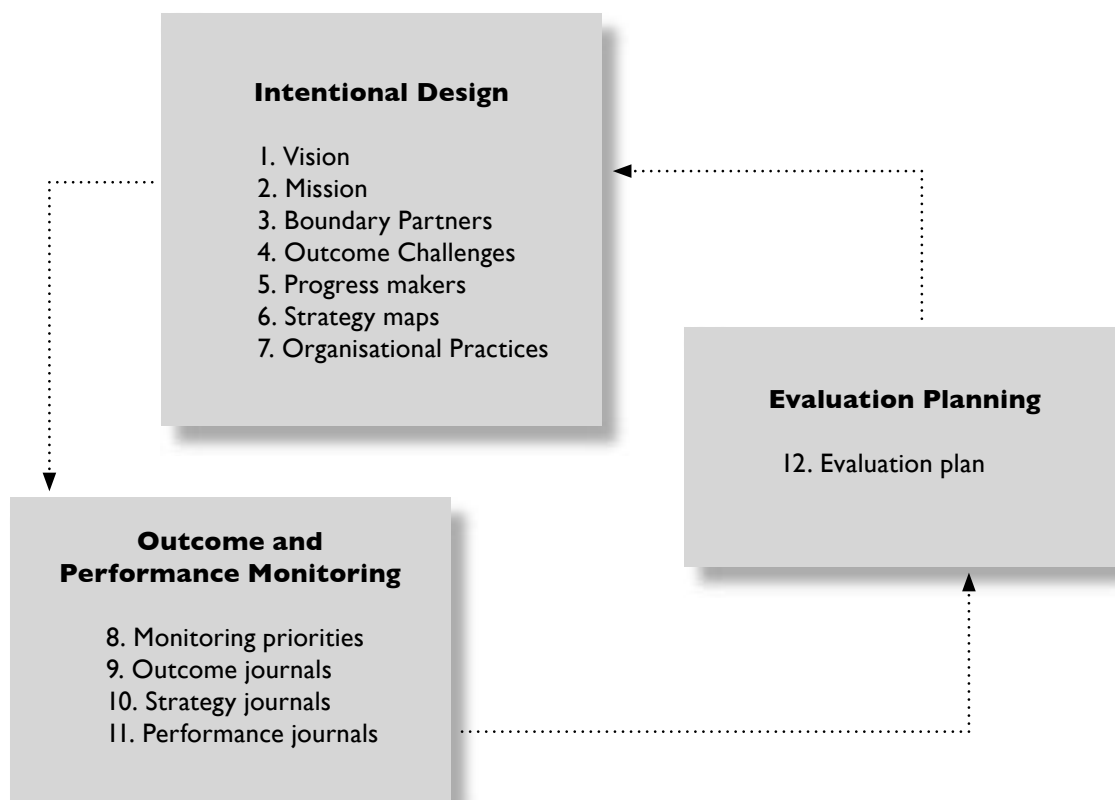
**Evaluation Planning:** This stage helps the design team set priorities to target evaluation resources and activities where they will be most useful. Evaluation planning outlines the main elements of the evaluations to be conducted.

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*37. Boundary Partners are those individuals, groups, or organisations with whom your programme or organisation interacts directly and with whom you can anticipate opportunities for influence. These actors are called Boundary Partners because, even though you work with them to effect change, you do not control them. The power to influence development rests with them. Your programme or organisation is on the boundary of their world.*
*www.cid.org.nz/training/resources/Identifying_boundary_partners.doc*

The Three Stages and Twelve Steps of Outcome Mapping:

**Intentional Design**

1. Vision
2. Mission
3. Boundary Partners
4. Outcome Challenges
5. Progress makers
6. Strategy maps
7. Organisational Practices

**Evaluation Planning**

12. Evaluation plan

**Outcome and Performance Monitoring**

8. Monitoring priorities
9. Outcome journals
10. Strategy journals
11. Performance journals

*Source: Smutylo, 2005.*

OM is flexible as it can be used in its totality or in parts and in combination with other methodologies. For example, some projects have used OM to define their boundary partners, in combination with a stakeholder analysis. Other tools, which have been used to complement OM include: Force Field Analysis [38], Most Significant Change, and different facilitation and 'discussion-creating' techniques such as Action Learning Days [39].

There is no one best time to use OM, as the methodology can be used prospectively or retrospectively. It can be used as a planning or re-planning tool, at the beginning or mid-project. It can be used as a monitoring approach throughout a project or program, or as a framework for an evaluation, regardless if the project or program previously used OM or not.

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*38. Force Field Analysis is a useful technique for looking at all the forces for and against a decision. In effect, it is a specialised method of weighing pros and cons. Force Field Analysis is a management technique developed by Kurt Lewin, a pioneer in the field of social sciences, for diagnosing situations. It will be useful when looking at the variables involved in planning and implementing a change program and will undoubtedly be of use in team building projects, when attempting to overcome resistance to change. Lewin assumes that in any situation there are both driving and restraining forces that influence any change that may occur. Driving forces are those forces affecting a situation that are pushing in a particular direction; they tend to initiate a change and keep it going. Restraining forces are forces acting to restrain or decrease the driving forces. Apathy, hostility, and poor maintenance of equipment may be examples of restraining forces against increased production. Equilibrium is reached when the sum of the driving forces equals the sum of the restraining forces. http://www.accel-team.com/techniques/force_field_analysis.html*

*39. Action Learning can be defined as a process in which a group of people come together more or less regularly to help each other to learn from their experience. The current practice is to set up an Action Learning program within one organisation. It is not unusual for a team to consist of people with a common task or problem. http://www.alara.net.au/aral/actionlearning*

A growing body of donor agencies, NGOs and monitoring and evaluation professionals are adopting OM because it helps them to address issues such as:

      a) Social learning and the multi-perspective logic and responsibility systems to which different stakeholders contribute;
      b) Behavioural change in complex systems as the underlying cause of development change;
      c) Capacity for networking and creating meaningful partnerships;
      d) Learning capacity of development organisations;
      e) Multi-tiered accountability and contribution of development interventions;
      f) Unexpected results and tools to measure such results.

### Benefits of OM for Program and Project Managers

Outcome Mapping is a flexible methodology that can be combined and used with other planning, monitoring and evaluation methodologies. Outcome Mapping will help project managers and staff:

      a) Understand and influence more effectively people involved in the project;
      b) Foster social and organisational learning;
      c) Focus on how organisations facilitate change rather than how they control or cause change;
      d) Recognise the complexity of change processes and of contexts in which they occur, based on peoples' change in behaviour;
      e) Locate an organisation's goals within the context of larger challenges;
      f) Encourage and guide innovation and risk-taking;
      g) Design an evaluation plan to examine particular issues more precisely;
      h) Integrate qualitative information with quantitative data.

### Participation and Community-Building

Outcome Mapping is designed to help build relationships, as well as assesses them. [40] The method enables team members to:

      a) Involve all the stakeholders into the planning and monitoring and evaluation processes;
      b) Encourage organisations to engage their partners in an open and transparent dialogue about strategies and envisioned outcomes;
      c) Identify individuals, groups, and organisations with whom one might work directly to influence behavioral change;
      d) Strengthen partnerships and alliances.

### Limits of the Approach

Outcome Mapping is a robust methodology that can be adapted to a wide range of contexts. Potential users of OM should be aware that the methodology requires skilled facilitation, dedicated budget and time, which could mean support from higher levels within the organisation. OM also often requires a 'mind shift' of personal and organisational paradigms or theories of social change.

It is a methodology that takes time and which has to be performed by the organisation's members themselves. Consequently, in certain context and for some donors, the final evaluation might not be perceived as independent and objective as it was conducted externally. It requires a mind shift and an organisational change to begin with in order for OM indicators to reflect the changes of behaviour of people, groups and organisation with whom a program works directly.

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40. Earl, Carden, & Smutylo, 2001.

Main disadvantages of OM:

      a) Costly;
      b) Time consuming;
      c) Professionally trained staff in OM techniques;
      d) Specific terminology that might be culturally challenging;
      e) Paradigm shift within the organisation;
      f) Not objective as it is an internal evaluation;
      g) Requires active participation from as many stakeholders as possible.

**Summary**

Most Significant Change and Outcome Mapping have generated a lot of interest amongst social researchers, project managers and donors, as they are looking at the outcome of the projects and the type of social and behavioural change that have been generated as a result of project outputs. Moreover, a lot of research material and blogs have emerged over the last decade to exemplify the results of these methodologies and highlight their pros and cons.

As demonstrated above, each model has its own technicalities and requirements. Although, both require a good understanding of the terminology and training on how to collect the data, they are both popular and have been often applied in different types of projects. They are the most applicable approaches to sport for development projects as complementary methodologies to carry out mid-term and final evaluations. Both of these techniques enable the trainers, the participants as well as the organisations staff to be involved in the M&E process and benefit from the experience. Each method would look at the outcome and the changes incurred throughout the duration of a given sports program and highlight how the different elements of social capital have been affected or not in the process.

As aforementioned, monitoring and evaluation of projects rarely rely on one methodology in order to fit all the requirements and fulfil all stakeholders' expectations. Throughout the desk review, a series of qualitative tools, developed by different organisations, have stood out as being relevant for sport for development projects.

The tools presented in the following section could complement both Most Significant Change and Outcome Mapping, or even other more traditional approaches such as the commonly used Logical Framework Approach and theory-based methodologies.

## 3.4 Creative Tools

### 3.4.1 Participatory Video for Monitoring and Evaluation

Participatory video is an iterative process whereby community members use video to document innovations and ideas, or to focus on issues that affect their environment or their village. The participants attend participatory video workshops where they can review what they and others have filmed. The videos are then screened in the communities, thus ensuring that members of the wider community are involved in the process.

This local viewing of the material as the project progresses lies at the heart of the participatory video process. It achieves several positive outcomes at the same time; it opens up local communication channels, promotes dialogue and discussion, and sets in motion a dynamic exchange of ideas on ways to solve problems. It can also help gauge trends and thus contribute to building consensus within the community.

It is therefore not surprising that participatory video appears to lend itself so well to participatory M&E.

Insight [41], for instance, is an UK/France based organisation that pioneered the use of participatory video as a tool for empowering individuals and communities. Insight introduced participatory video monitoring with MSC to describe how communities are using video to capture and interpret stories of significant change.

The director of the organisation, Mr. Chris Lunch, saw participatory video, with in its ability to convey 'a rich picture', as a great tool to help the MSC technique go even further and make the stories more accessible to all kinds of audiences, and to all parts of the communities themselves, including children, the elderly and the illiterate.

Video has great potential to enhance indigenous means of communication, which, like video, are primarily visual and verbal. Ultimately it can help to link the MSC stories more closely to the localities and to the communities they come from, as well as strengthen the communities' sense of ownership and control over the documentation and diffusion of the MSC stories. With minimal training anyone can learn how to use a video camera, allowing people to tell their MSC stories in a familiar context. The process itself is fun and direct, and the results can be played back and reviewed immediately. This also helps to avoid situations where project staff ends up having to speak on behalf of communities, using media that are often incomprehensible to the people themselves. Participants work together to plan short MSC films using the storyboard method. [42] Participatory videos have been used by sports organisations such as Sports Action Zone to interview some of the participants and gather their impressions. [43]

## Advantages of Participatory Video

a) Participatory video tools can be used effectively to generate video feedback from higher up the decision-making chain;

b) The storyboard method means that even without editing, good short films can be easily produced and reviewed by key stakeholders;

c) The technique does not require a lot of technical training;

d) The camera man or woman is very easily accessible;

e) The approach enables the camera man or woman to gather genuine feelings as community members interview each other;

f) Participatory video instil a deep sense of empowerment and gratification;

g) Participatory video brings communities and decision makers closer to one another;

h) Participatory video encourages broad participation in the evaluation process.

41. http://www.insightshare.org/
42. Lunch (2006) Insights into Participatory Video: A Handbook for the Field (photo: Insight).
43. To view the video on sports http://www.insightshare.org/sport4development.html

## 3.4.2 The Problem Tree

The problem tree is a visual problem-analysis tool that can be effectively used by both field development staff and the community to specify and investigate the causes and effects of a problem and to highlight the relationships between them. As the name implies, this tool resembles a tree. The roots of the tree, in the lower part of the drawing, metaphorically represent the causes of the main problem. The tree trunk at the centre of the drawing represents the main problem and the tree branches, on the upper side of the drawing, provide a visual representation of the effects of the main problem. [44]

The problem tree can be used in on-going projects as well as in the formulation of new development efforts with a community. In on-going projects, the problem tree is done at least twice. First it is done before going into the field, in order to assess clearly the project perception about the main problem and its causes. Then the problem tree is done with the community to assess if they have the same perceptions of the problem. Quite often the difference in the two perceptions constitutes one of the main obstacles towards the successful achievement of the projects' objectives.

The sport organisation, Moving from the Goalposts Kilifi [45] , in Kenya uses a number of qualitative methods and tools for collecting and analysing information. They used the problem tree amongst other tools to gather information of football teams and assess the challenges they face so that the project staff could learn from the players' experiences.

### Advantages of Problem Trees

   a) Accessible and easy to use;
   b) Helps clarify problems;
   c) Prioritises issues and helps focus on objectives of the project;
   d) Identifies the key stakeholders;
   e) Encourages participation from the stakeholders;
   f) Creates a general understanding of the issues and help find solutions
   and actions based on consensus.

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44. FAO monitoring and evaluation report: http://www.fao.org/docrep/008/y5793e/y5793e04.htm
45. http://www.mtgk.org/gallery/peer/peer.html

### 3.4.3 Poetry and Story Telling

Poetry and story telling are examples of creative tools used by sports for development organisations as a way to monitor and evaluate. As a supplement to sports education, the participants are asked to write a poem or a story based on one or more of the topics covered in the training. The participants present their poems or stories for the rest of the team, while the project staff and coaches are attentive to elements in poems or stories that indicate behaviour change or increased social capital. The poems and stories can also reveal issues, which the participants find important, but are not covered in the sports lessons. In addition, the poems often direct attention to issues that perhaps were not covered during training, but are important to the participants.

Poetry is for example used by the Kalusha Foundation – a sports for development organisation based in Zambia. The organisation develops football at community level, while utilising it as a vehicle to conduct HIV/AIDS awareness and to promote healthy lifestyles among youths. The foundation asked their participants in The Girls Football Team, what activities they liked to do besides playing football, and the answer was poetry. Today the foundation uses poetry as a creative M&E tool alongside more traditional M&E methodologies. This creative tool has helped the Kalusha Foundation plan and adjust their sports activities. [46]

### Advantages of Poetry and Story Telling
    a) Beneficiaries express themselves in own terms/words;
    b) Poems and stories are engaging;
    c) Can help reveal aspects of other parts of a project;
    d) Can disclose a changed behaviour among participants;
    e) Accessible and easy to use.

### 3.4.4 Photo Monitoring

Photos can be used as a creative tool to monitor and evaluate any given project, including sports for development projects. Each participant in a project is asked to take pictures illustrating the activities of the project and/or the participant's life outside the project. The structure of the photo task can be without restrictions, but the project staff can also choose to guide the participants by giving them a frame, for example by asking the participants to take pictures of their favourite place, the place they like the least, their preferred sports activities, etc. Hereinafter, the participants must tell the team/group about the pictures and why exactly these motives were chosen. The pictures can tell a lot about a participant's perception of the project they are involved in.

The Swiss Academy for Development is currently using photo monitoring in a sports project for youths in Lebanon affected by armed conflict. The photos are used to observe changes associated with the project. Each participant is asked to choose the three images that best reflect the project, and explain why these pictures are chosen. In this way, the participants can be actively involved in the monitoring of the project. So far, the photo monitoring has given the participants an opportunity to express themselves freely, as well as convey the atmosphere among participants and coaches. [47]

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46. http://www.kalushafoundation.org/
47. http://www.sad.ch/index.php/en/Aktuell/News/Fotomonitoring.html

**Advantages of Photo Monitoring**

      a) The participants can actively be part of the monitoring process in a fun and engaging way;

      b) The participants express themselves more freely than through e.g. a questionnaire;

      c) The photos can convey the atmosphere in a group;

      d) Photo monitoring encourages broad participation in the monitoring process;

      e) The technique does not require much technical training.

**Summary**

In this chapter, SELA Advisory Group recommended two methodologies as well as four creative tools for sports organisations to apply in the M&E process. Together these techniques allow for greater participation of the beneficiaries; a higher learning curve and a more thorough understanding of the impact of the projects on social capital elements that are essential components of sports for development projects.

SELA Advisory Group recommends resorting to these techniques as complementary methodologies to balance their existing M&E processes. However, we advise any staff member who will be part of future M&E processes to follow a few days of training program on each of the proposed methods, MCS and OM, as both resort to a specific terminology and defined techniques.

# 4. CONCLUSION AND RECOMMENDATIONS

## 4.1 Conclusion

Sport for development is a growing field with an increasing number of new organisations, projects and activities. Today, most societies, international institutions, and organisations perceive sport as a positive activity and as a serious and effective tool to achieve the Millennium Development Goals and promote peace within communities.

None of the interviewees in this Paper questioned or doubted that sport is a powerful tool, which can support conflict prevention and peace-building efforts, promote social integration, foster tolerance, and help to reduce tension and generate dialogue. Sport is also an extraordinary way to mobilise volunteers and promote active community involvement and thereby foster increased development of social capital.

However, the pending issues and key objectives of this Concept Paper, are to better understand how to assess and effectively measure these qualities which seem to be generated through sport activities. Monitoring and Evaluation are essential tools for continuous improvement and accountability and hence it is crucial to legitimise and reinforce sport for development as a field.

All the consulted sports organisations have carried out M&E. Each has its own priorities and strategies as to what kind of M&E approach they are looking for. While monitoring reports are often a mere status for the benefit of the donors, presenting mainly 'hard indicators', organisations tend to resort to more alternative methodologies when carrying out internal evaluations. Although some organisations have, on their own initiative, resorted to elements of participatory methods, none of them have implemented and carried through a full participatory M&E process. This is due to a lack of knowledge of the most suitable methods, a lack of financial and human resources, and the absence of interest and support from donors.

There is a clear aspiration amongst Danish sports organisations to prove that their projects have an impact on the communities in which they operate. To fulfil this quest, participatory M&E methodologies are the way forward - as a minimum to supplement the conventional methodologies. However, a total new approach to M&E is not the entire answer; there are many elements to consider when assessing the impact of a sport initiative such as; the duration of the project, working conditions and environment, influence from families, friends, schools and other community projects, clear indicators, realistic objectives, as well as human and financial resources. Consequently, when deciding on a methodology to apply for future M&E processes, it is essential to consider all of these elements in the final impact assessment.

## 4.2 Recommendations

Based on the desk review and the conducted interviews with actors in sports for development, SELA Advisory Group recommends sports organisations to:

**Incorporate M&E from the very beginning of a project.** For evaluations, and especially participatory evaluations to be useful, it is necessary to integrate a thorough monitoring strategy at the beginning of a planning process. Without systematic and continuous

monitoring, it is not possible to assess the impact of a project. Therefore it is recommended that organisations incorporate monitoring and evaluation parameters and schedules in the planning phase of any project.

**Carry out baseline studies.** Although M&E impact assessments are imperative for the learning process and future strategy planning, it is in addition crucial to carry out baseline studies before the beginning of any project in order to understand the institutional and organisational context that will surround and influence the implementation of the project itself.

**Work with realistic objectives and pre-define indicators.** Indicators and realistic objectives are essential in measuring and determining whether a project was successful or not. Indicators can help simplifying the process of monitoring and evaluate an otherwise complex process. Working with clear, realistic objectives and pre-defined indicators with a focus on what can be achieved in the short and medium term, can be motivating for project staff, as it is easier to measure the difference generated.

**Learn and improve.** Further training and capacity building for project directors working for sports organisations should be a priority. Such teachings would equip them with techniques and methods to better visualise outcomes and outputs as well as assist them in the planning, monitoring and evaluating process.

**Support the use of participatory M&E.** The long-terms benefits deriding from organisational learning, accountability and community empowerment are worth considering despite the costly and time-consuming process that participatory M&E represents. Therefore, it is recommended that organisations, donors, and other stakeholders are more supportive of participatory approaches. Organisations, should they consider participatory M&E, will have to dedicate parts of their budgets and assign staff to implement a new M&E system within the organisational structure. While donors' support will remain financial, they will have to embrace this paradigm shift to accept qualitative methods to M&E to complement or replace other traditional quantitative ones.

**Share knowledge on M&E practices with other organisations.** All organisations have accumulated lessons learned from their past M&E experience. However, none of the organisations consulted for the Concept Paper have shared their experiences with their counterparts, and only a few of them have their M&E reports available for downloads. It is recommended that the M&E practices taking place are transparent and comparable in order to improve the techniques, learn from one another and discuss the benefits, risks and limitations of sport for development.

**Work with longer project time frames.** Fostering greater democracy, dialogue, peace and reconciliations, as well as social cohesion in complex settings are challenging processes, which it will take time to implement and consequently also to measure their impact. Therefore, it is recommended that donors award funds with a longer time frame.

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www.adb.org
www.ccpa.dk
www.dgi.dk
www.dhif.dk
www.fao.org
www.gam3.dk
www.globaledusport.org
www.gsdrc.org
www.idrc.org
www.insightshare.org
http://www.kalushafoundation.org/
www.mtgk.org
www.rightoplay.com
www.sad.ch
http://groups.yahoo.com/group/MostSignificantChanges/
www.zahmoo.org

# ONLINE RESOURCES

International Platform for Sport for development: http://sportanddev.org
Next Step Toolkit: http://www.toolkitsportdevelopment.org
The Moving Forward Toolkit: http://insdc.net/moving_forward_for_INSDC/Interface.html

# APPENDIXES
## Appendix 1: ToR for the Monitoring & Evaluation Methodology Concept

### 1) BACKGROUND

In May 2007, twelve different organisations, folk high schools, universities etc. decided to form a formal network for knowledge-sharing with the stipulated aim of continuously providing efforts to improve the quality in their work, whether academic or project based. The newly established network - Network for Sport for development (NSD) filed an application to the Danish Project Counselling Services in order to launch minor studies, prepare thematic working groups and host a wide range of minor lectures, seminars and workshops. In October 2007, NSD's first General Assembly was held and a Steering Group was assigned to monitor and supervise the progresses made in the various thematic working groups.
The area of Monitoring and Evaluation (M&E) were identified as a vital scope in the process of continuous improvement and qualifications in the field 'Sport as a Tool for Development'. A minor questionnaire was formulated and distributed amongst NSD members who had indicated either interest or knowledge in the area of M&E. The key findings showed that M&E is considered as a pivotal key in the process of legitimising Sport for development projects. Furthermore, the replies of the representatives clearly stipulated that the vast amount of information available on the subject is too large a task for them to analyse and formulate into a revised methodology. Hence, on 28 November 2008, the decision was made to assign an external expert to that task.

## 2) SCOPE OF WORK

In response to the request of NSD, SELA Advisory Group will deliver a conceptual paper on how to evaluate 'Sport as a Tool for Development' projects and programmes taking place in the Global South. The paper aspires to serve as a model for future evaluations and will be based on already existing material, methods and frameworks together with a minimum of five (5) interviews with key national actors and five (5) interviews with international actors. This in order to draw on lessons learned from sportsNGOs, federations, associations and similar institutions working with and in the Global South. The end result should present clear and coherent recommendations of how SportsNGO's and similar organisations can measure and validate the use of sport as a tool for strengthening civil societies in the Global South

The development of the 'Evaluation Methodology Concept' will partially be based on the following research questions:
• When using 'Sport as a Tool for Development', how can impact be measured in relation to development of social capital amongst the projects' core beneficiaries?
• Which M&E experiences and lessons learned can be gathered from Danish and International organisations working with 'Sport as a tool for Development'?
• Which models of evaluation could be useful and perhaps even better when evaluating 'Sport as a Tool for Development' projects and programmes?

The following outline for the Evaluation Methodology Concept is proposed:
1. Background for research, methods and limitations to the assignment;
2. Setting the scene/defining the field; Basic conceptualisations of M&E in 'Sport as a Tool for Development' projects;
3. Danish experiences and characteristics for evaluating sport for development projects;
4. Recommendations for evaluation models to the Danish organisations working with 'Sport as a Tool for Development' (It is important that the models are coherent, and differentiate from one and another and that they are presented with benefits and drawbacks of each model); the models should preferably focus on both immediate impact (1-3 years) of the projects as well as their long term sustainability (3+ years). Impact should be assessed both on the individual level, as well on the local partner organisation.
5. Suggestions for further reading (for example Cost Benefit Analysis);
6. References and Glossary.

## 3) ACTIVITIES & APPROACH

Main activities will include, but may not necessarily be limited to:
• Examining relevant project documents, reports etc;
• Assessing existing evaluation methodologies;
• Interviewing key people – a list will be generated in cooperation with SELA Advisory Group (see section 7);
• Drafting and finalising the Evaluation Methodology Concept.

## 4) OUTPUT/ PRODUCT

• One draft report in English presented to NSD before finalising the Evaluation Methodology Concept;
• One final Evaluation Methodology Concept in English, amounting to 15-20 pages excluding appendices;
• One presentation on findings, conclusions and M&E recommendations for NSD Members and Steering Group.

## 5) TEAM MEMBERS

The Evaluation Methodology Concept will be conducted by the international consultancy SELA Advisory Group. The team will consist of the three partners of the consultancy:

**Lead Consultant**      Olga Ege
**Resource Person**      Emmanuelle Diehl
**Quality Assurance**    Stine Lehmann-Larsen

## 6) REPORTING

Deadline for draft report:                                 30 March 2009
Deadline for comments from NSD:                            20 April 2009
Deadline for the final Evaluation Methodology Concept:     1 May 2009
Presentation to Network for Sport for development:         End of May 2009

## 7) BACKGROUND DOCUMENTS

All relevant documents in the possession of NSD should be at the disposal of SELA Advisory Group during assignment period. NSD will furthermore present a list of key actors to be interviewed.

### Appendix II: List of Interviewees

Anders Levinsen, Managing Director, Cross Cultures Project Association (CCPA), www.ccpa.dk.
Berit Jelsbak, Programme Officer, Cross Cultures Project Association (CCPA), www.ccpa.dk.
Børge Nommesen, International Consultant, Danish Gymnastics and Sports Associations (DGI), www.dgi.dk.
Ken Campbell, Sport Consultant, Sport +, www.sportplusdev.co.uk.
Tim Crabbe, Professor at Sociology of Sport and Popular Culture, Sheffield Hallam University, www.substanceviews.net/
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