Monitoring and Evaluating

Measuring and evaluating the success of a sport development programme is both necessary and challenging, and needs to be considered as part of the planning process

The two types of Evaluation

There are two types of evaluation required in any Sport and Development initiative. Formative-which evaluates if the programme is being implemented successfully and as planned, and Summative- which evaluates if the programme has delivered the desired outcomes and whether it has resulted in positive impact.

Formative Evaluation - Improve	Summative Evaluation - Prove
• Provides information that helps improve programmes. Generates periodic reports. Information can be shared quickly.	• Generates information that can be used to demonstrate the results of the programme to funders and the community.
• Focuses on programme activities, outputs and short-term outcomes for monitoring progress and making mid- course corrections when needed.	• Focuses most on intermediate-term outcomes and impact. Although data is collected throughout the programme, the purpose is to determine the value and worth of a programme based on results.
• Helpful in bringing suggestions for improvements.	• Helpful in describing the quality and effectiveness of the programme by documenting its impact on participants and the community.

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Formative Evaluation

(See Sport for Protection Toolkit for more details)

Formative or process evaluations, are ongoing, and are likely to be conducted by the team who are running the programme. They examine the degree to which a programme was conducted according to the original plan. They focus on documenting the development, operation, implementation and effectiveness of a project or programme.

Examples of questions that are addressed in a process evaluation include:

- Who were the participants?

- How many people participated in the intervention?

- Were activities carried out as planned?

- How were resources distributed?

- To what extent did the project or programme respond to the needs of the most vulnerable populations?

- To what extent was the project or programme able to reach the most vulnerable population?

- To what extent did the activity achieve its purpose?

- How well-coordinated was the activity and with what consequences?

- To what extent have adolescents and youth been encouraged to participate in all stages of the project or programme?

Summative and Impact Evaluations

Summative and impact evaluations, consider what impact and change a programme has made and evaluate how successful and valuable it has been.

Whilst some outcomes can be measured in statistics, such as improving school attendance or reducing youth crime, others impacts are more difficult to evidence, such as programmes that aim to reduce inequality and discrimination, where intended outcomes and impacts include changes in attitudes and improved community cohesion.

Summative evaluation requires a comprehensive impact study. This is a formal piece of research, which may be conducted by members of the programme or by impartial external researchers. It is intended to systematically review both the Depth of Impact and the Type of Impact that has occurred. Seeking to prove a causal effect showing how a programme has directly changed the situation either positively or negatively. This type of evaluation is often necessary for funders and partners and provides evidence to support further project funding.

For full practical guidance about how to conduct an impact study and the ethics of involving young participants, please read the Evaluation Handbook by Save the Children and the Sport for Protection kit.

However, the following tables provide an overview of the type of information that may be included in an Impact Evaluation.

Depth of Impact

- Connect – the number of people reached by an activity who can report some limited change as a result of the activity (e.g. raised awareness of opportunities to improve literacy skills);
- Improve – the number of people who can report some substantive improvement in their lives as a result of the activity (e.g. actually able to read better)
- Transform – the number of people who can report an enduring change in their circumstances, or for whom a change can be observed as a result of the improvements made (e.g. they got a job as a result of improved literacy).

Below is an example of measuring Depth of Impact

Programme area	Output	Connect	Improve	Transform
Sport for health: **A project to engage disadvantaged youth in sport and physical activity**	# of young people engaged by the project	# of young people who better understand the importance of physical activity	# of young people reporting improved confidence to participate in sport and physical activity in public	# of young people regularly participating in sport and physical activity outside the programme intervention
	406	314	224	127
Sport for employment: **A project to support young people get into employment through sport**	# of young people aged 15-24 engaged in the sport and employability project	# of young people aged 15-24 whose attitude toward getting a job has improved	# of young people aged 15-24 people with improved job- seeking skills (e.g. CV writing, interview skills)	# of people moving into sustained employment
	252	159	79	28

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Type of impact

The type of impact measure enables stakeholders to map the area(s) in which an activity has benefited those it has reached and so to build and communicate a picture of how people are better off as a result of the intervention of suite of interventions. The framework identifies three broad types of impact:

- Behaviour or attitude change: Has the activity helped people make behavioural changes that can improve their life or life chances OR has it challenged negative attitudes or preconceptions, enabling them to make wider, different or more informed choices?
- Skills or personal effectiveness: Has the activity helped people develop new, or improve existing, skills to enable them to develop academically, in the workplace and socially?
- Quality of life or well-being: Has the activity helped people be healthier, happier or more comfortable (e.g. through improved emotional, social or physical well-being, or enhanced employment opportunities)?

Examples of measuring types of Impact

Outcome type	Behaviour or attitude	Skills, knowledge or personal effectiveness	Circumstance, quality of life or well-being
Programme 1	318 young people aged 15-24 report an improved attitude toward seeking employment	128 young people aged 15-24 report improved interview and CV writing skills through linked workshops	98 beneficiaries enter into sustained employment
Programme 2	225 young people aged 15-24 report a changed attitude about their potential to participate in the economy and pursue entrepreneurial opportunities	176 young people aged 15-24 have improved knowledge on entrepreneurship and starting micro and small business	53 young people start sport related micro or small business
Programme 3	127 young women aged 15–21 report increased school attendance	76 young women improve end-line education results following programme participation	44 beneficiaries complete secondary education
Totals	**670 experience a positive change in behaviour or attitude**	**380 improve their skills, knowledge or personal effectiveness**	**195 improve their circumstances or quality of life**

References:
Information in the hand out was gathered from the following documents, follow the links for more details and practical guides.

[Measuring the contribution of sport, physical education and physical activity to the Sustainable Development Goals- Toolkit and model indicators v3.1](link)

[Sport for Protection Toolkit](link)

[Save the Children- Evaluation Handbook](link)

Arts and Humanities Research Council – [Logic Models](link)