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# Consultation Draft

# SPORT FOR DEVELOPMENT OUTCOMES AND MEASUREMENT FRAMEWORK

## **SPORT FOR DEVELOPMENT COALITION**

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## INTRODUCTION

The Sport for Development sector is broad; not only in the organisations working within it, but in the potential changes it can bring about for young people, communities and society. This document aims to empower providers and funders of Sport for Development programmes to define a collective and sector-led understanding of how to improve outcomes for young people. It uses existing evidence<sup>1</sup> to outline the wide range of outcomes that sport can influence; it provides advice on how to design Sport for Development programmes; and reflects recent government policy<sup>2</sup>. Finally, it promotes shared and consistent measurement of impact in an attempt to further strengthen the evidence base in this area.

Sport for Development providers often face challenges in demonstrating the impact of their work. This guide is designed to support them in clearly showing the wider benefits, over and above simply participation. It addresses some of the fundamental questions, such as: How can I build a compelling logic in my change initiative that will help me deliver better outcomes and be better in the future? Am I trying to do too much with few resources? What level of evidence is appropriate and proportionate? What are the risk and protective factors in young people's lives that influence the outcomes I intend to deliver? Do I use the right tools to measure outcomes? And most importantly, how can I increase the likelihood that my programme will serve its purpose and improve the lives of young people?

The Sport for Development Outcomes and Measurement Framework will:

- Help you to articulate the value of your programme and difference you make in the lives of young people by linking short, medium and long term positive life outcomes
- Enable you to be consistent with others in programme design approach, language and measurement
- Clarify the key outcomes you are influencing and map them against government policy
- Support you to understand where and how you are contributing within the Sport for Development sector
- Help you to be stronger and more resilient in the future where funding decisions will be made on the basis of social good that sport can deliver, not simply on the number of participants

The guide has three sections. The first one presents an Outcomes Model that captures the range of positive changes that Sport for Development programmes can deliver and shows the links to UK Government's recent strategy for sport and physical activity (Sporting Future: A new strategy for an active nation). The model maps clearly against Sporting Future's five key outcomes (physical wellbeing, mental wellbeing, individual development, social and community development and economic development). Our Outcomes Model also links to frameworks from across other sectors, (namely The Catalyst framework of outcomes for young people).

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<sup>1</sup> The current evidence base for Sport for Development programmes is still evolving. Our collective work aims to grow it.

<sup>2</sup> UK Government (2015) Sporting Future: A new strategy for an active nation

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## **SPORT for DEVELOPMENT COALITION**

The second section is a guide on how to develop the logic within your programme to help you describe what you do, your Theory of Change, and includes specific references to Sport for Development programmes. And the third section suggests a series of tools that can help you measure the outcomes in your programme. The Appendices include detailed descriptions of measurement tools and some of the Theories of Change used by members of the Sport for Development Coalition.

The Sport for Development Coalition considers the Outcomes and Measurement Framework as a fundamental step towards learning and continuous improvement. As providers implement the framework, evaluate programmes, and share learning we will strengthen our collective understanding of how best to improve outcomes for young people.

## THE OUTCOMES MODEL

Sport for Development (SfD) programmes aim to effect a series of changes to young peoples' lives, we call these changes 'outcomes'. It is important to note that all outcomes are equally crucial to understanding the overall impact of Sport for Development.

When building our model we situated outcomes across two continuous sequences - from intrinsic to extrinsic, and from individual to social. The two sequences reflect the strong evidence that links emotional skills and behaviours to positive outcomes in later adult life<sup>3</sup>, and it is using the typology introduced by the Catalyst Framework<sup>4</sup>.



Sport for Development programmes deliver outcomes that can either be intrinsic or extrinsic. For example, a programme can support young people to increase essential and intrinsic elements of their nature (self-esteem, managing emotions, motivation), and also support them to develop certain extrinsic behaviours (play sport, be active and healthy, learn and have a job).



Sport for Development programmes deliver outcomes that can either be of interest to the young person or to social groups and communities. For example, a programme can change individual emotional skills and behaviours, and as a result influence their family lives, communities and wider society.

Our model aims to capture the range of outcomes that SfD programmes deliver. We identified four distinct groups of outcomes:

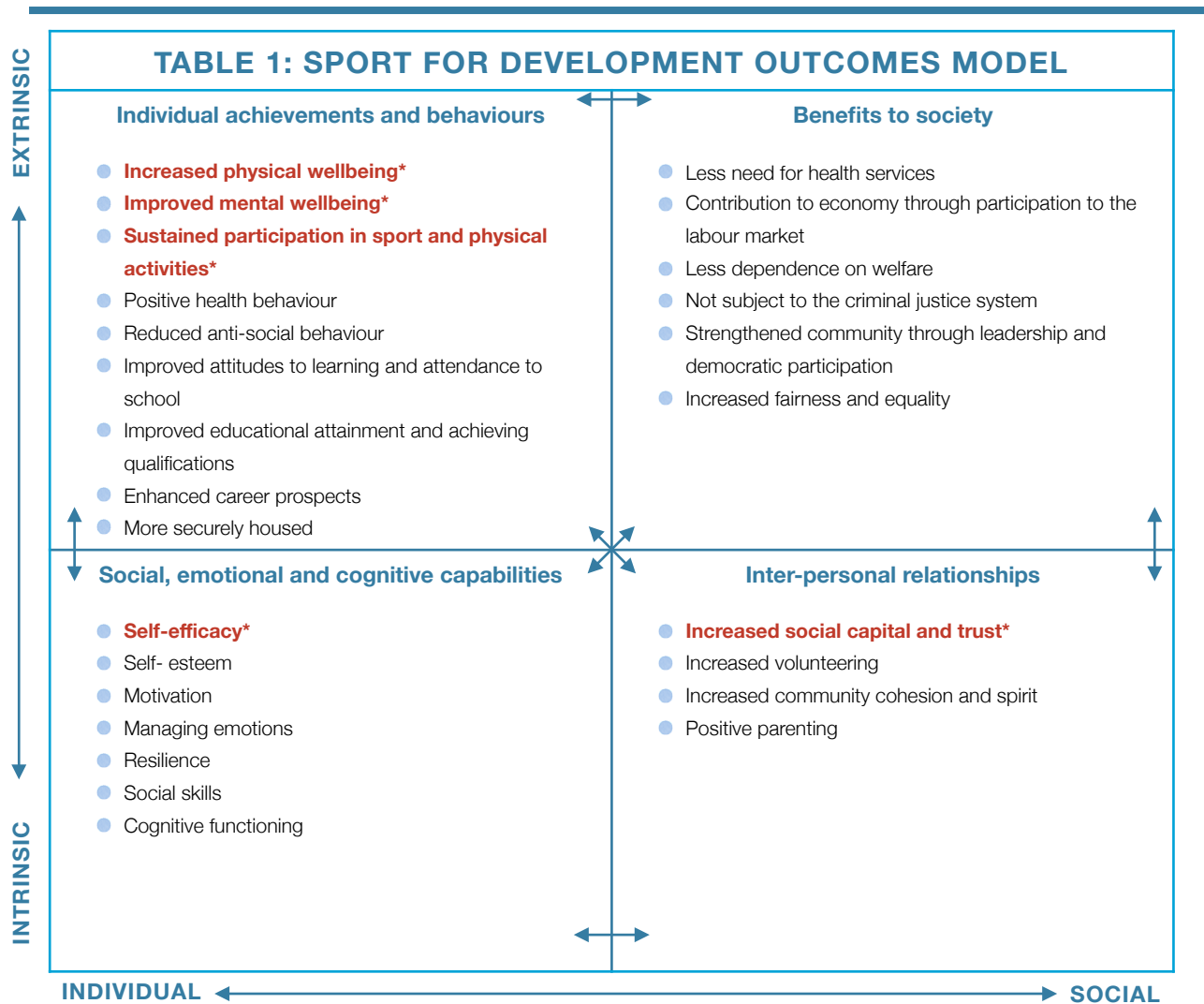
- Social, emotional and cognitive capabilities
- Individual achievements and behaviours
- Inter-personal relationships
- Benefits to society

Table 1 presents the four outcomes groups across the two sequences (Intrinsic - Extrinsic and Individual - Social).

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<sup>3</sup> Early Intervention Foundation (2015) Emotional and Social Skills review

<sup>4</sup> McNeil, B., Reeder, N. & Rich, J. (2012) A framework of outcomes for young people London: The Young Foundation



\*High-level outcomes identified in UK Government (2015) Sporting Future: A new strategy for an active nation

Our model suggests that there are potential links (with conceptual and temporal dimensions) between all four quadrants of the table – between intrinsic and extrinsic outcomes, and between individual and social outcomes. But you should bear in mind that the arrows do not signify direct causal links between all outcomes in all quadrants. The links are based in the limited evidence available and represent our hypothesis that Sport for Development programmes can cause positive changes in a wide range of outcomes.

A Sport for Development programme should be able to identify in its Theory of Change or programme logic which outcomes from our model it is predicting to deliver, in what sequence, and what the available evidence is to support this. For example, a programme may increase in the short-term participation in sport and self-esteem, while in the medium-term enhance career prospects and social capital.

The top right quadrant identifies those outcomes that have most direct impact on the public purse and are of direct interest to government bodies and policy-makers. The following tables (2, 3, 4, 5) give definitions for each outcome and reference the relevant evidence. The evidence provided is by no means conclusive. We envisage that providers will use this model to continue building the evidence base of the Sport for Development programmes.

**Table 2: Social, emotional and cognitive skills (Intrinsic & Individual)**

<b>Self-efficacy*</b>	An individual's perceived self-confidence in their current abilities and future tasks. It is task specific; a person can view themselves as good at one task but not another. A person's sense of self-efficacy can play a major role in how they approach goals, tasks and challenges. It involves recognition that they can make a difference to their own life
<b>Self-esteem</b>	An individual's overall sense of self-worth (personal value), self-respect, self-perception and self-awareness. It involves beliefs about the self, such as appearance (body image), emotions and behaviours
<b>Motivation</b>	The process that initiates, guides and maintains an individual's goal oriented behaviour. Motivation is what causes a person to act and achieve something: a person's ambitions and aspirations. Sometimes individuals are motivated by personal gratification and other times for external rewards (such as money, recognition or praise). Motivation involves initiating action (active initiative) and continued effort even though obstacles may exist (determination)
<b>Managing emotions</b>	An individual's ability to recognise their emotions and their effects (self-awareness) by examining and regulating emotions, thoughts and resulting actions (self-reflection, self-management) and keeping disruptive emotions and impulses in check (self-control, self-regulation, self-discipline)
<b>Resilience</b>	An individual's perseverance and persistence when faced with obstacles (grit) and their flexibility in handling change (adapting, coping)
<b>Social skills</b>	How an individual interacts and relates to others. It can apply to simple social contexts and work environments. It relates to confidence in social interactions (social competence), forming relationships, working effectively in teams and interpreting others. It includes the ability to lead peers and be a role model, and to empathise and motivate others. It also includes communication skills such as expressing, presenting and listening
<b>Cognitive functioning</b>	The mental processes (such as perception, attention, memory and decision-making) involved in an individual's problem-solving, time management, critical thinking, creativity and intellectual flexibility

\*High-level outcome identified in UK Government (2015) *Sporting Future: A new strategy for an active nation*

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**Table 3: Individual achievements and behaviours (Extrinsic & Individual)**

<b>Increased physical wellbeing*</b>	Improved functional fitness, cardio respiratory fitness, muscular strength, adiposity/ body composition; cholesterol levels, bone health, joint health and immune system function
<b>Improved mental wellbeing*</b>	Improved mood, feelings of happiness and life satisfaction, and reduced levels of stress and anxiety
<b>Sustained participation in sport and physical activities*</b>	Increased intrinsic motivation for physical activity; creation of sporting habits; and belief that 'sport is for them'
<b>Positive health behaviour</b>	Improved diet (healthy eating), safe sex, reduced substance misuse, and smoking cessation
<b>Reduced anti-social behaviour</b>	Improved pro-social values and reduction of behaviour likely to cause harassment, alarm or distress to others. Increased positive social interactions
<b>Improved attitudes to learning and attendance to school</b>	Improved engagement with school; improved behaviour in school; reduced absenteeism
<b>Improved educational attainment and achieving qualifications</b>	Improved learning, academic performance, attainment at school and achievement of qualifications
<b>Enhanced career prospects</b>	In a secure job or accessing training opportunity; improved skills and experience
<b>More securely housed</b>	Adequate and sustained accommodation

\*High-level outcome identified in UK Government (2015) *Sporting Future: A new strategy for an active nation*

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- Taylor, P. et al (2015) *A review of the Social Impacts of Culture and Sport* London: The Culture and Sport Evidence Programme (CASE) Programme



**Table 4: Inter-personal relationships (Intrinsic & Social)**

<p><b>Increased social capital and trust*</b></p>	<p>Social capital describes the pattern and intensity of formal and informal networks among people and the shared values which arise from those networks. Aspects of social capital include increased <b>levels of trust</b>, increased membership of various groups and improved access to networks and amount of social contact individuals have in their lives. Different types of social capital can be described in terms of different types of networks:</p> <ul style="list-style-type: none"> <li>• Bonding social capital describes closer connections between people and is characterised by strong bond</li> <li>• Bridging social capital describes more distant connections between people and is characterised by weaker, but more cross-cutting ties</li> <li>• Linking social capital describes connections with people in positions of power and is characterised by relations between those within a hierarchy where there are differing levels of power</li> </ul>
<p><b>Increased volunteering</b></p>	<p>Frequent activity that involves spending time, unpaid, doing something that aims to benefit the environment or someone (individuals or groups) other than, or in addition to, close relatives. Volunteering must be a choice freely made by each individual</p>
<p><b>Increased community cohesion and spirit</b></p> <p><b>Positive parenting</b></p>	<p>A cohesive community is one where there is a common vision and a sense of belonging for all communities; the diversity of people's different backgrounds and circumstances is appreciated and positively valued; and those from different backgrounds have similar life opportunities</p> <p>Improved parenting skills and styles, improved parent mental well-being, reduced behaviour difficulties in children</p>

\*High-level outcome identified in UK Government (2015) *Sporting Future: A new strategy for an active nation*

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**Table 5: Benefits to society (Extrinsic & Social)**

<p><b>Less need for health services</b></p>	<p>Improvement in physical health by increasing fitness and reducing obesity; preventing a number of chronic diseases (cardiovascular disease, coronary heart disease, diabetes, some cancers, strokes, osteoporosis, hypertension); and providing therapeutic benefits for the management of existing diseases and illnesses. Improvement in mental health by lowering the risk of depression; managing anxiety and stress; increasing an overall sense of wellbeing; and helping with some systems of clinically diagnosed personality disorders (such as schizophrenia)</p>
<p><b>Contribution to economy through participation in the labour market</b></p>	<p>Healthy employment market; increased productivity for goods and services; increased innovation and new businesses; and increased revenue generated through taxable income</p>
<p><b>Less dependance on welfare</b></p>	<p>More people better able to meet the expenses of daily living for a prolonged period of time and not be reliant on government welfare benefits (such as heating and housing benefits, Jobseeker's Allowance and low-income benefits)</p>
<p><b>Not subject to the criminal justice system</b></p>	<p>Improvement in pro-social behaviour, reduction in crime and reduction in anti-social behaviour particularly through lower levels of recidivism, drunk driving, use of illegal drugs, crime and suspension from school, property crime, shoplifting and juvenile crime</p>
<p><b>Strengthened community through leadership and democratic participation</b></p>	<p>Increased civic engagement (citizens participate in the life of a community in order to improve conditions for others or to help shape the community's future); and greater social cohesion</p>
<p><b>Increased fairness and equality</b></p>	<p>Improved equality of opportunity and reduced stigma and discrimination for all, at work, in public, social and political life, and in people's life chances</p>

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## HOW TO DEVELOP A THEORY OF CHANGE

### **WHAT IS A THEORY OF CHANGE?**

The framework supports an outcomes-led methodology to designing Sport for Development programmes. It depends on articulating intended outcomes in advance and measuring them, but does not preclude seeking and acting on feedback from young people, and thinking about unintended outcomes. A Theory of Change is the main tool to design your programme.

A Theory of Change is a way of describing how your activities will lead to the changes you want to make. It shows the links and assumptions between the immediate changes, longer-term changes and your ultimate goal, and the factors that will affect your ability to reach these<sup>5</sup>. Effectively, a good Theory of Change is your roadmap for evaluation and measurement.

Creating a Theory of Change will help your organisation to have a clearer understanding of what you're trying to achieve and how you're going to do it. It will enable you to identify where your 'theory' is supported by evidence, help to strengthen the design and delivery of your work, and prioritise what you're going to measure.

In order to develop your Theory of Change, you'll need to get to the heart of what you do and why you do it. The best way to go about this is by involving a range of people in a facilitated discussion, including staff, volunteers, beneficiaries and stakeholders. This guide is designed to help to shape that discussion and take you through a step-by-step process working backwards from the need you're trying to address and the ultimate goal you want to reach.

Most theories of change are represented by a diagram that shows how change happens, and supported by written narrative. Some example theories of change are included in the appendix of this document.

### **STEP 1: LONG-TERM GOAL**

#### **WHAT ARE YOU AIMING TO ACHIEVE? AND FOR WHOM?**

Use the Sport for Development Outcomes Model on page 5 to aid your group discussion about the difference you want to make. Use the prompt questions below to help you identify the main change that your programme is trying to make.

Think about the people you want to benefit, and the need you want to address. Use your discussion to help you to describe the people you want to benefit. Consider how you will recruit participants: for example, are your activities open-access for anyone to attend, targeted at certain types of people considered to be 'at risk', or specifically targeted via referrals.

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<sup>5</sup> Harries, E., Hodgson, L. & Noble, J. (2014)

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Prompt questions for discussion:

- What problem or need are you trying to address?
- What do your beneficiaries demand?
- What assets do beneficiaries have that can support change in your programme?
- What is the ultimate change you want to see?
- What do you hope to achieve in the longer term?
- Who needs to be targeted?
- What barriers exist and what difficulties are you trying to address?
- *Challenging the logic:* Do you have a clear idea of where you're trying to get to? Can you be more specific? Are you aiming for too much/ not enough?

### Example of long-term goal

Improved educational attainment for 11-18 year olds from disadvantaged backgrounds who are identified by schools as at risk of exclusion or dropping out of education

## STEP 2: INTERMEDIATE OUTCOMES

### WHAT ARE THE MOST RELEVANT OUTCOMES TO REACH YOUR FINAL GOAL?

Think logically about the intermediate changes (preconditions) that need to happen in order to reach your final goal. These outcomes should be short-term and be things that your project can definitely influence. Take a look at the Sport for Development Outcomes Model and discuss the outcomes that are most relevant for achieving your final goal, whilst also considering the strength of evidence supporting the links.

Whilst step 1 reflects your organisational mission and vision, step 2 gives you the opportunity to demonstrate in detail how your programme contributes to the Sport for Development sector and to UK government strategy.<sup>6</sup>

Prompt questions for discussion:

- What changes do you expect to see?
- Have you thought about unintended outcomes?
- What will success look like, and for whom? (Individuals, families, community, society)
- When will success be achieved?
- Is it achievable with the time and resources available?
- *Challenging the logic:* Is it plausible that these outcomes will lead onto the longer-term impacts that you envisage? Where are the signs of change?

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<sup>6</sup> UK Government (2015) Sporting Future: A new strategy for an active nation

**Example of intermediate outcomes**

Improved attitudes to learning and attendance at school; improved motivation; and improved self-efficacy

**STEP 3: ACTIVITIES AND ENABLERS****WHAT IS THE BEST METHOD TO ACHIEVE THE DESIRED OUTCOMES? WHAT FACTORS NEED TO BE PRESENT/ ABSENT TO ALLOW YOUR PROJECT TO SUCCEED?**

Define the activities that will make these changes happen, focusing on each intermediate outcome in turn. Think about the approach or method that is most likely to contribute to a positive change, and why you think that.

In Sport for Development it is often not just the sporting activity alone that causes positive outcomes, but the processes that underpin your work that enable desired outcomes to be achieved<sup>7</sup>. When thinking about your activities, you should consider:

**A. The nature and type of activities**

- Is it simply sporting activity ('playing or experiencing sport'); sporting activity supplemented by other activities e.g. mentoring or volunteering ('sport plus'); is sport just the 'fly paper' to attract people and the main developmental work is done through non-sporting activities ('plus sport') e.g. ; or is it a mixture?
- What type of sport are you using? Is it individual, partner or team based?
- Where do you deliver your activities?
- How do you deliver your sport sessions? Do you focus on mastering tasks and participating, or on competition? Do you emphasise rules or encourage informality?
- Do you offer any opportunities for beneficiaries to undertake coaching qualifications or volunteer within your programme?

**B. Social relationships**

- Who is delivering your activities?
- Should they be more of a coach or a youth worker?
- Are they a role model?
- Do they often go 'beyond the touchline' into a (be) friending role?

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<sup>7</sup> Coalter, F. (2011)

**C. The social climate**

- How will you create an environment that provides a sense of safety and belonging?
- How will you engage or recruit your beneficiaries and audience?
- Are adults interested in and care about the beneficiaries?
- Are there models for positive behaviour and controls on deviant behaviour?
- Is value placed on achievement?
- Do you promote direction setting and positive attitudes for the future?

The table below illustrates some of the enablers in successful Sport for Development<sup>8</sup>:

<b>Positive Experiences</b>	<b>Protective Factors</b>
Opportunities to develop a sense of safety	Interested and caring adults
Challenging and interesting activities	Sense of acceptance and belonging
Settings / experiences to develop a sense of belonging	Models for conventional behaviour
Social support from adults	Like / perceived competence at a particular activity
Opportunities for input and decision making	Value placed on achievement
Opportunities to develop leadership skills	High controls against deviant behaviour
Opportunities to volunteer / do community service	Positive attitudes to the future
	Ability to work with others (teamwork)
	Ability to work out conflicts

<b>Relationship Management</b>
Befriending, creating bonds of trust
Direction setting e.g. promoting self-reflection, reconsideration of values, loyalties and ambitions
Coaching e.g. coaxing mentees into acquiring skills, assets and credentials to enter the mainstream
Sponsoring e.g. advocating for mentee to gain contacts and opportunities

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<sup>8</sup> Witt, P. A. & Crompton, J. L. (1997)

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Enablers can be categorised as internal and external. Internal enablers are mainly within your control and are things like quality of activities or attitudes of staff. For external enablers, you should consider social, cultural, economic and political factors, laws, regulations and partnerships with other organisations. External enablers are often beyond your immediate control.

Prompt questions for discussion:

- What activities do you have in place to achieve the outcomes?
- What activities are core and what activities are flexible?
- How are you going to ensure fidelity and quality of delivery?
- Do staff have the right skills to ensure successful delivery?
- Which partners do you need to involve?
- What are the local policy drivers to support the activities?
- What is the mechanism to create change? What is it about the intervention that will bring about the desired changes?
- What other relevant work is or has taken place?
- *Challenging the logic:* Are you trying to do too much? If so which and why?

### Example of activities

Mentoring; football sessions; learning support e.g. homework club; supplementary education teaching sessions

### Example of internal enablers

Experienced youth workers who understand beneficiaries' circumstances and are good role models

### Example of external enablers

Good quality teaching within school

## **STEP 5 EVIDENCE AND ASSUMPTIONS**

### **WHAT EVIDENCE IS YOUR THEORY BASED ON?**

Consider the evidence that already exists that is relevant to your Theory of Change – whether this is published research or your own experience and data. You may come across evidence that contradicts your theory. It's important to discuss this and adjust your theory if necessary.

If you don't have any evidence, it's useful to identify your assumptions about why one outcome will lead to another, and be able to explicitly state the underlying beliefs about why you think your project will work. Assumptions can be based on academic evidence or on your own professional expertise.

This step in the process is crucial for checking the underlying logic of your theory against existing evidence and / or your assumptions:

Prompt questions for discussion:

- What are the reasons for focusing on those beneficiaries?
- Why do you think that your ideas will produce the desired outcomes?
- How will what you're doing drive the change?
- What are the underlying assumptions?
- *Challenging the logic:* Is there a strong case for taking the approach you have chosen? What alternatives are there?
- *Challenging the logic:* Do you know enough about the problem? Are there any gaps in our understanding? Do you know enough about the local context?

Is your Theory of Change **PLAUSIBLE**?

Have you created a compelling story about the pathway of change that would lead to the long-term goal in young people's lives?

Is your Theory of Change **FEASIBLE**?

Do you have the capacities and resources to implement the activities that would be required to produce the outcomes in the pathway of change?

Is your theory **TESTABLE**?

Have you specified how success will be measured clearly enough that you can demonstrate progress toward your goal when you see it? Have you defined indicators for each outcome in clear terms that an evaluator can use to produce an evaluation plan?



**STEP 6: INDICATORS****WHAT ARE YOU GOING TO MEASURE?**

Based on the outcomes you've identified in your Theory of Change, choose the ones you plan to measure based on the:

- Evidence you already have and assumptions you want to test
- Capacity and resources within your organisation
- Question you are trying to answer
- People you are working with
- Standard of evidence you want to achieve

Measurement should be proportionate and appropriate, and prioritising what to measure is key<sup>9</sup>. You'll need to consider the standard of evidence that your organisation will be able to produce. The standards of evidence are presented on a scale of 1 to 5 based on the quality of evidence achieved<sup>10</sup>. When planning for your measurement, you should consider what is proportionate and appropriate based on the skills, knowledge and capacity you have for evaluation.

Setting indicators against your outcomes will help you to know whether a change has taken place and to help you gauge success.

Prompt questions for discussion:

- What needs to be measured to help show whether or not you have been successful?
- How will you know you have achieved what you set out to do? What will change look like?
- What are the signs that things are changing?
- What data needs to be collected and when?
- Challenging the logic: Have you thought about what needs to be measured to show change has occurred rather than what is easy to measure?

**Example of indicators**

Levels of self-efficacy (self-report), responses to semi-structured interviews, satisfaction surveys, programme attendance rates, number of days missed per term at school, feedback by parents

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<sup>9</sup> Inspiring Impact (2013) The Code of Good Impact Practice

<sup>10</sup> See diagram in next page and [www.project-oracle.com](http://www.project-oracle.com)



## Project Oracle's Standards of Evidence

### STEP 7: TOOLS

#### WHAT MEASUREMENT TOOLS ARE AVAILABLE AND RELEVANT?

There are a range of tools publicly available to measure the outcomes within the Sport for Development Outcomes Model. Some of these are included in the Matrix of Tools on page 19 – take a look at the tool details to help you to decide which ones are suitable for you to use.

Inspiring Impact ([www.inspiringimpact.org](http://www.inspiringimpact.org)) is another good source of resources and tools. It has an online hub through which you can search and browse.

You can create your own measurement tools, but be aware that these will not be as reliable or valid as tools that are included in the Matrix.

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## MEASUREMENT TOOLS

In the first section, we presented the potential range of outcomes that a Sport for Development programme could deliver and helped you decide what success should look like for the young people that take part in your programme. In the second section, we outlined the essential principles of building logic in your Sport for Development programme and helped you develop the roadmap to success (Theory of Change).

In the third and final section, we present you with a collection of tools that may help you measure the outcomes in your Theory of Change. The majority of tools in our collection help you understand what changed (impact evaluation) as a result of your programme, and some help you understand the economic benefits of your programme (economic evaluation). None of the tools in our collection help you understand why young people changed and how. You should use different measuring tools to understand how the programme was implemented (process evaluations with surveys, semi-structured interviews and focus groups). You should ensure that you understand fully how a particular measurement tool helps you to answer your evaluation questions.

We surveyed organisations that support the Sport for Development Coalition, government agencies, and academic evaluators to understand which tools and techniques are commonly used to measure and evaluate the impact of Sport for Development programmes. Our list of tools does not claim to be exhaustive, nor is it prescriptive. An overview of the tools and how they correspond to the outcomes in our model is shown in Table 6: Matrix of Tools. In the majority of cases, the information has been provided by the tool makers.

All of the tools have their own strengths. Selecting a tool will be dependent on the outcomes you want to measure, suitability to the young people who participate in a given programme, nature of your activities, and how it fits with your existing methods for monitoring and evaluation.

In the Appendices, we include a detailed presentation of the measurement tools. We provide information on the following features:

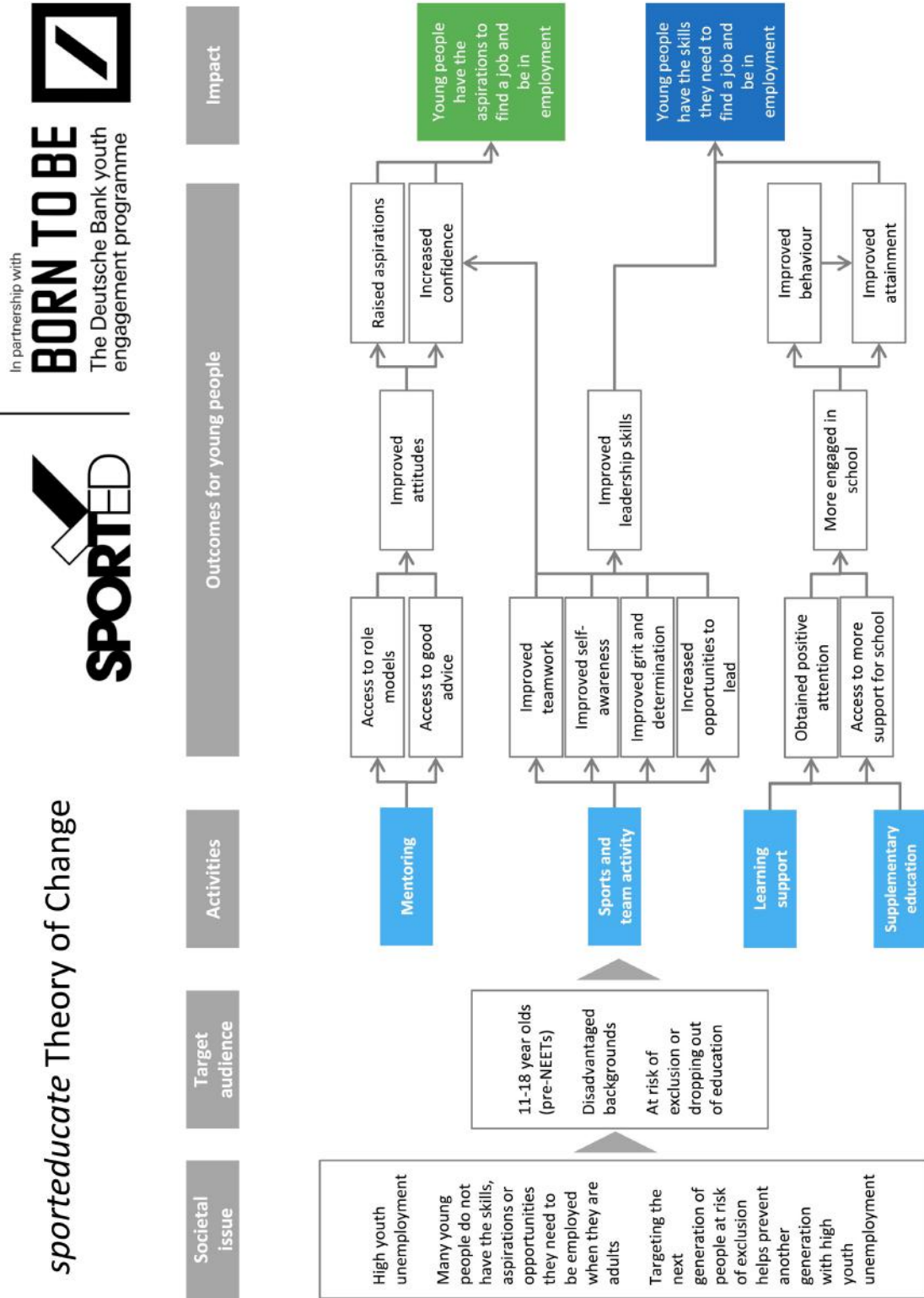
- Tool Name
- Tool Owner/ Developer
- Summary
- Website
- When to use it / Context / Settings
- Age range
- Access
- Cost
- Validation and reliability
- Time commitment to use
- Expertise required to implement tool
- Method of data collection & analysis
- Evaluation method
- Organisations using the tool

**Table 6: Matrix of Tools**

	Life Effectiveness Questionnaire	General Self-Efficacy Scale	Rosenberg Self-Esteem Scale	Intrinsic Motivation Inventory	Arc's Self Determination Scale	Emotional and Social Competence Inventory	Warwick-Edinburgh Mental Wellbeing Scale	NPC Wellbeing Measure	Sportworks			
Self-efficacy	x	x										
Self-esteem	x		x				x					
Motivation	x			x	x							
Managing emotions	x					x	x					
Resilience								x				
Social skills	x											
Cognitive functioning	x											
Increased fitness												
Positive health behaviour												
Improved emotional wellbeing							x	x				
Reduced anti-social behaviour												
Improved attitudes to learning and attendance to school												
Improved educational attainment												
Enhanced career prospects												
More securely housed												
Sustained participation in sport and physical activities												
Positive parenting												
Increased social capital												
Increased volunteering												
Increased community cohesion and spirit												
Less need for health services										x		
Not subject to criminal justice system										x		
Strengthen community through leadership and democratic participation												
Contribution to economy through participation to labour market										x		
Less dependance on welfare												
Increased fairness and equality												

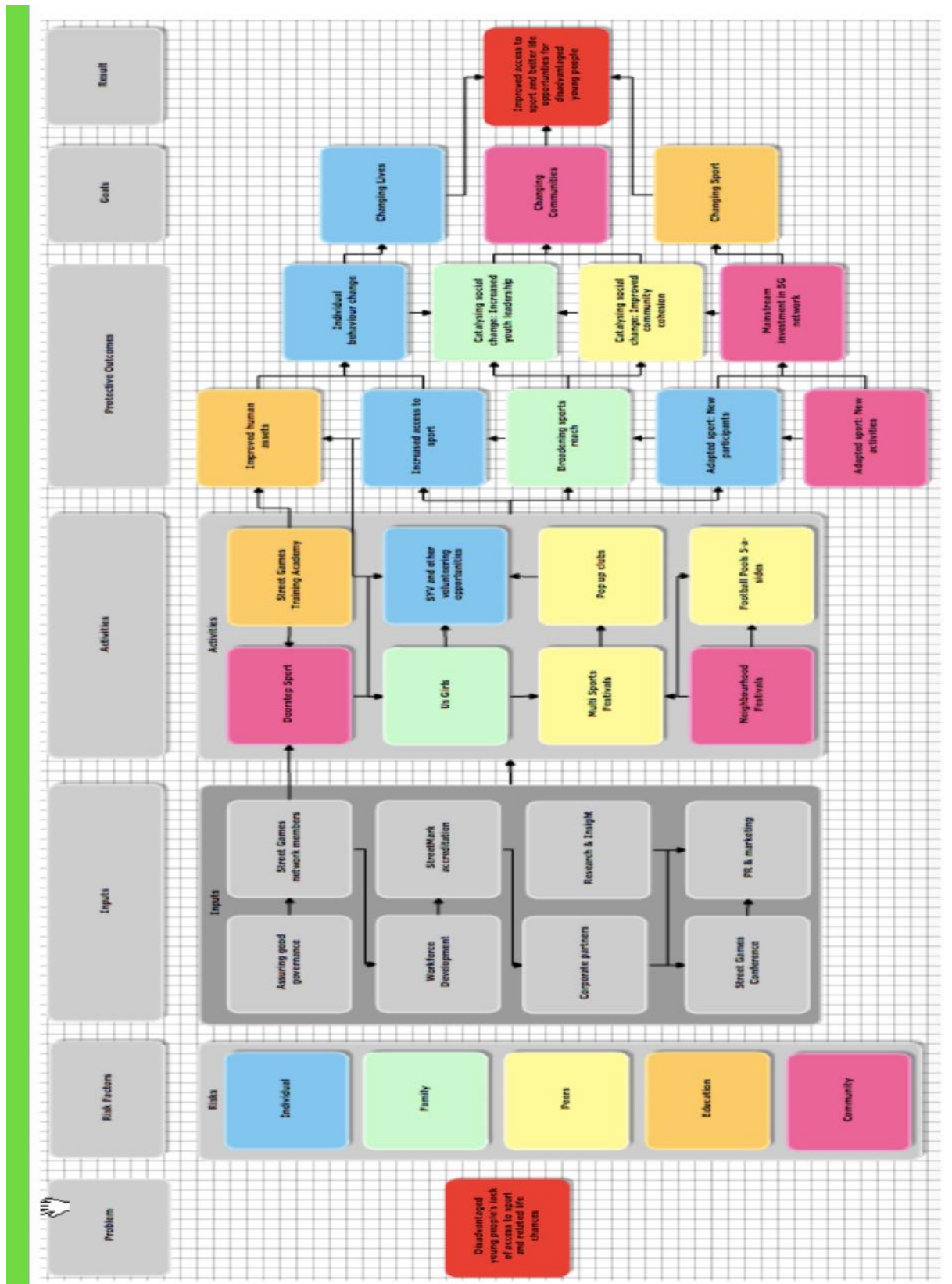
# APPENDICES

## Sported - sporteducate Theory of Change

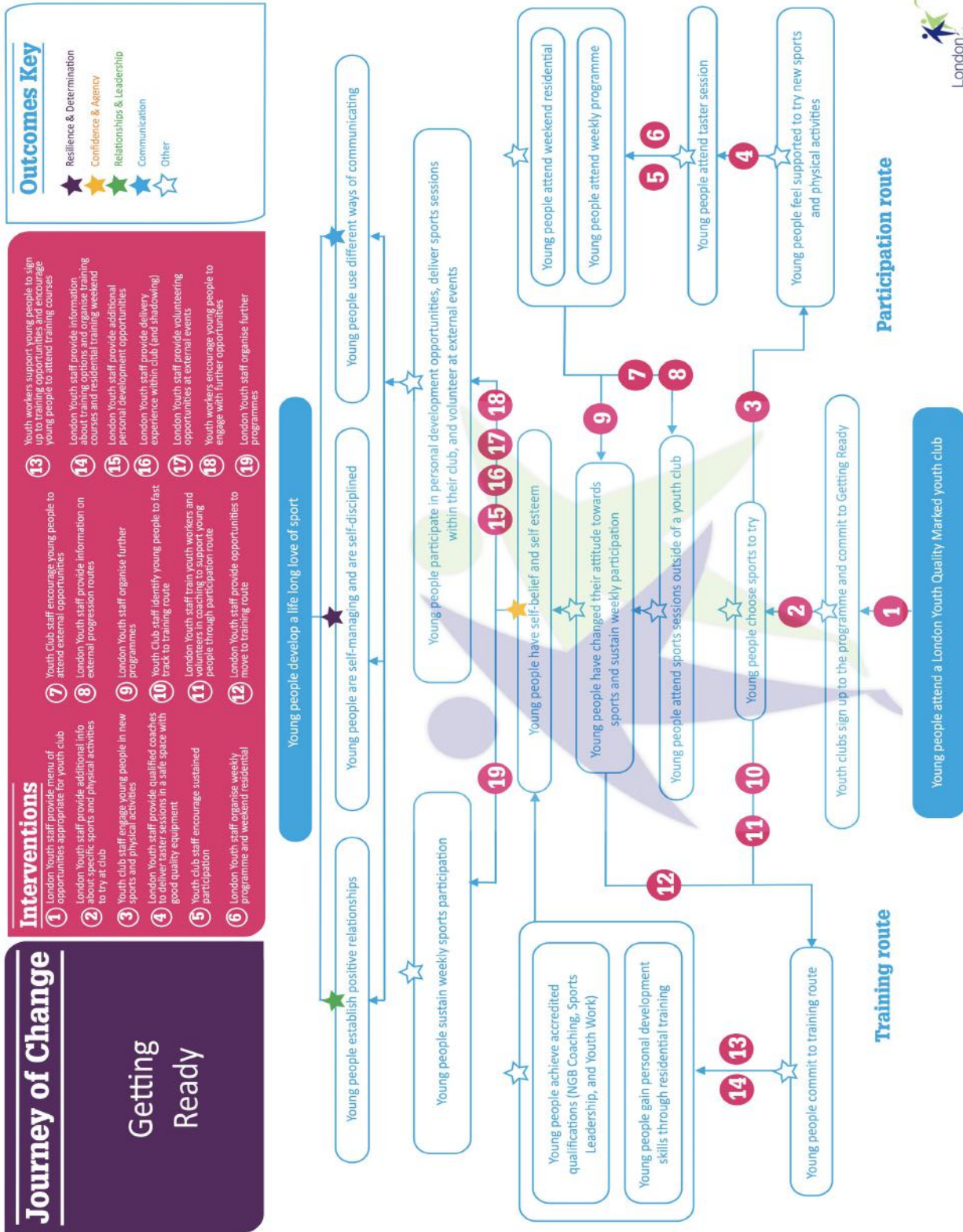


The *sporteducate* programme is a partnership between Sported and Deutsche Bank as part of the Bank's *Born to Be*, youth engagement programme.

# StreetGames - Theory of Change

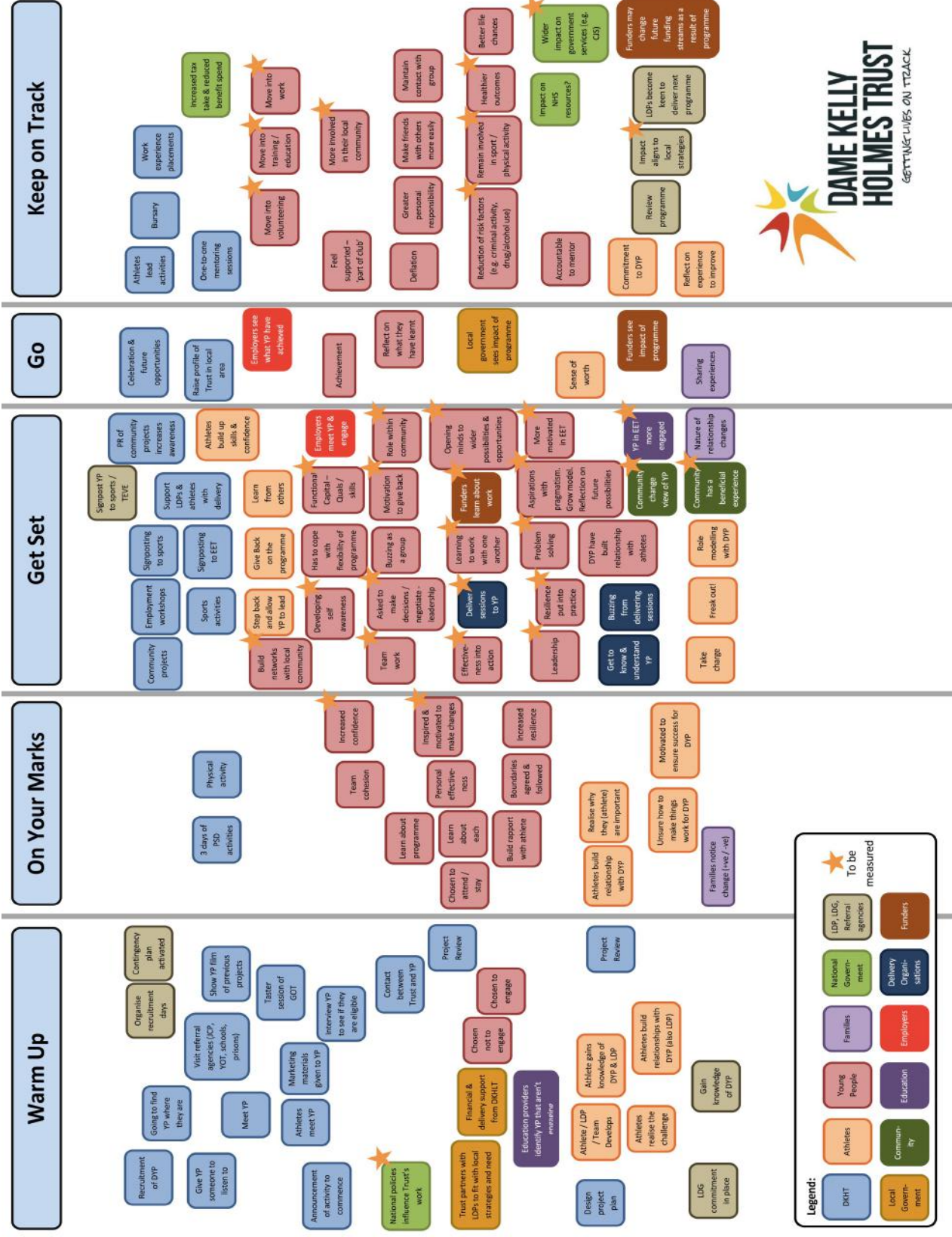


# London Youth - Getting Ready Theory of Change



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# Dame Kelly Holmes Trust - Get on Track Theory of Change





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## DETAILED PRESENTATION OF TOOLS

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