Sport and Community Development: A Manual

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by

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FOREWORD

This manual was commissioned to assist those setting up and running sports-based projects in the community, particularly in areas of deprivation such as the Social Inclusion Partnership areas in Scotland. It advises on:

- setting aims and objectives;
- lessons learned from good practice; and
- monitoring and evaluating projects to determine their impact on sporting and community outcomes.

It is intended to be a practical manual that supports the principle of evidence-based policy – 'what works and why?' It should allow those running sports-based projects to demonstrate their impact.

sportscotland would welcome comments from users of the manual. As far as practicable we intend to develop the website copy to provide further information and weblinks as we learn of them and to incorporate appropriate feedback from users.

sportscotland**, 2002**

SECTION 1: INTRODUCTION

1.1 What is the Role of Sport?

Sports development programmes in areas of social and economic deprivation usually have two broad, interdependent, aims:

- The development of sport in communities.
- The development of communities through sport.

1.1.1 The Development of Sport in Communities

The main aim of such programmes is **sporting inclusion**. The desired sporting outcomes of such projects can include:

- Removal of barriers to sports participation in the community among the general population or target groups.
- Provision of opportunities to progress and to develop sporting skills and expertise.
- Provision of opportunities to move from recreational participation to competition or excellence.
- Training and support of leaders and coaches.
- Establishment of links between school, sports clubs and the wider community.

1.1.2 The Development of Communities Through Sport

The main aim of such programmes is **social inclusion**. Although they aim to reduce barriers and increase participation, they are also concerned to use sport as a means to an end. Whereas the traditional sports development approach might be regarded as product led and sports centred, such projects will be more 'needs based', using sport to address broader aspects of social inclusion and as a means to promote aspects of personal, social and community development. These projects aim to use sport to achieve social outcomes such as:

- Improving the fitness and health of specific social groups.
- Addressing issues of community safety and reducing levels of vandalism and crime.
- Contributing to improved school attendance/educational performance.
- Developing social and technical skills and increasing employability.
- Contributing to community development and regeneration.

The challenges faced by this approach are summed up in a report to the Sports Council for Wales:

> While sport can have a positive role to play in addressing social cohesion, this is unlikely to happen if it is organised or promoted along conventional lines. Engaging the most disaffected… can best be achieved through the deployment of a combination of community development and sports development resources.
> (Newport County Borough Council, Leisure and Environmental Protection Department, 1999, p4)

1.1.3 The Need to Understand What Works

The increasing importance of and increased funding allocated to both of the above approaches have been accompanied by an urgent need to address issues of best practice and the monitoring and evaluation of performance. Both in terms of accountability to funders and the broader need to answer the question 'what works and why?', it is essential that sports development programmes adopt a more systematic approach to the planning and management and the monitoring and evaluation of their performance.

This manual seeks to assist in addressing these issues.

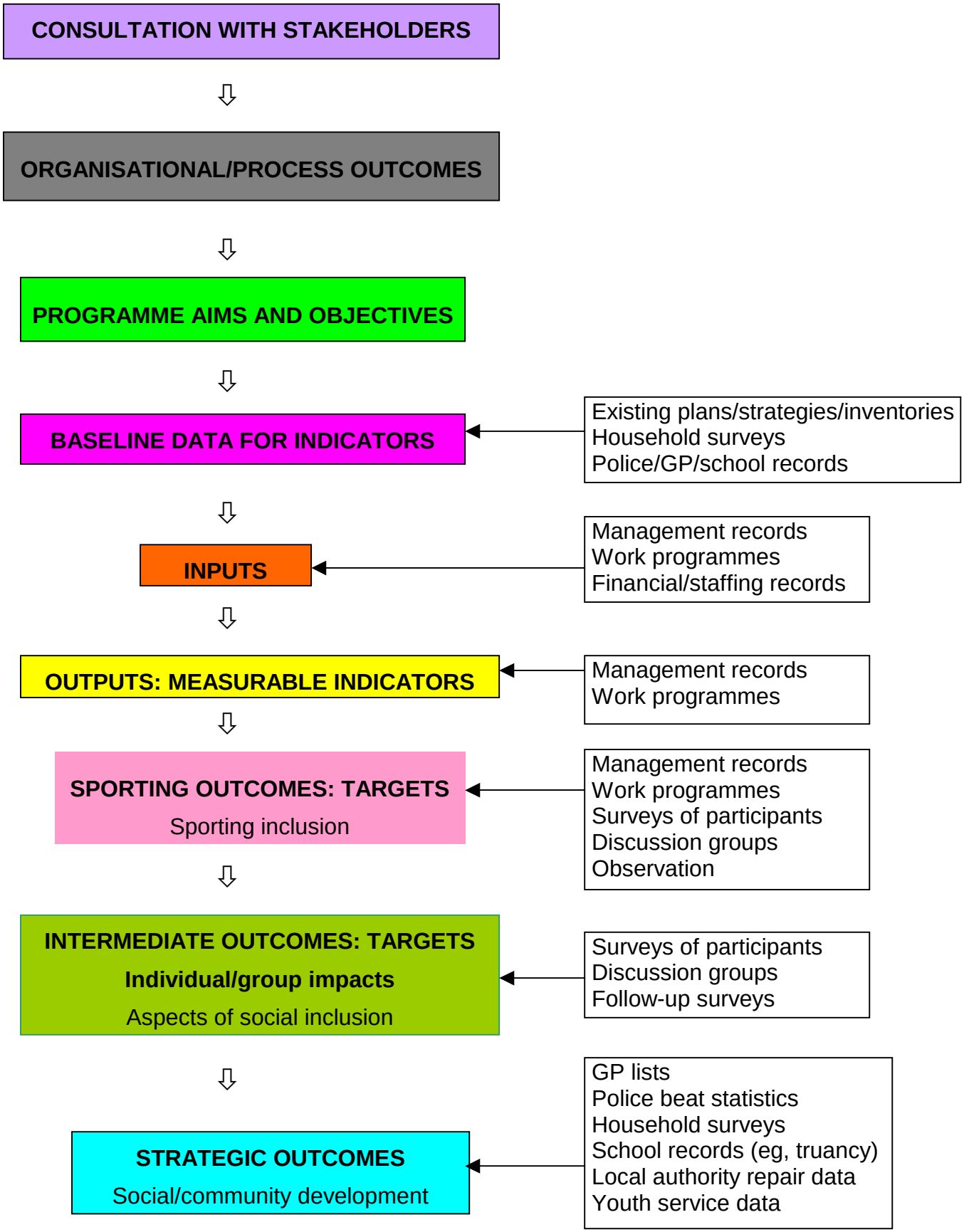
1.2 Purpose of the Manual

The manual has two broad purposes:

- To assist in the **establishment and management** of sports development programmes in areas of deprivation, particularly Social Inclusion Partnership (SIP) areas in Scotland. It does not provide detailed day-to-day guidance (as each programme will vary, reflecting local circumstances). Rather, it addresses broader issues by providing advice on:
    - Setting aims, objectives and targets – what should the programme try to achieve?
    - The relationship between inputs, outputs and different types of desired outcomes.
    - Elements of successful programmes – what should the programme include?
- To assist in establishing and implementing a framework for the **monitoring and evaluation** of the process and outcomes of programmes – how is the programme operating and is it achieving its various aims and objectives?

The various stages in these processes – from establishing the broad aims and specific objectives of the programme, through ongoing monitoring of progress to measuring impacts on both participants and the wider community – are outlined in Figure 1. This also indicates relevant sources of information that can be used to inform planning, monitoring and evaluation. Each stage in Figure 1 will be dealt with in detail in the manual.

Figure 1: The Programme Planning Process and Sources of Information



1.3 Structure of the Manual

The rest of the manual has five sections that address the stages outlined in Figure 1.

- Section 2: Setting aims and objectives and monitoring targets
- Section 3: Assumptions about sport and managing for outcomes
- Section 4: Elements of successful programmes
- Section 5: Collecting information
- Section 6: Reporting information

1.3.1 Setting Aims and Objectives and Monitoring Targets

Section 2 provides an introduction to issues relating to the setting of aims, objectives and targets. It also emphasises the need to take into account issues of monitoring and evaluation at the planning stage – targets need to be measurable and a relevant monitoring and evaluation system needs to be developed. It provides guidance on consultations with stakeholders to establish broad programme aims and objectives and the nature of desired organisational outcomes. It emphasises the importance of the development of a broad strategy which will provide the basis for the monitoring and evaluation of the programme's outputs and outcomes.

1.3.2 Assumptions about Sport and Managing for Outcomes

Section 3 discusses the aim of sports development programmes to bring about positive changes in individuals and communities. Such policies are based on, often unexamined, assumptions about the nature of sport and its impact on participants. In other words policies are based on implicit 'theories of change' – that participation in sport can improve health, change attitudes to crime, increase self-esteem, contribute to the quality of life and so on. This section explores such assumptions and emphasises that an understanding of them is central to the setting of realistic objectives and the management of the programme to maximise the possibility of achieving desired outcomes.

1.3.3 Elements of Successful Programmes

Section 4 reflects the fact that rigorous monitoring and evaluation of sports development programmes (especially those concerned with wider social issues) are rare. There is little systematic work that has identified the precise relationship between the work of sports development programmes and personal and social change. In fact, a major rationale for this manual is to encourage sports providers to undertake systematic and rigorous evaluations to allow 'best practice' to be identified.

However the relative absence of robust, outcome-based evaluations does not mean that we cannot identify various elements which need to be present in order to maximise the potential of sports development programmes to achieve a range of outcomes. In this section we provide examples from projects where there are **indications** that the use of sport has achieved various social inclusion objectives.

1.3.4 Collecting Information

Section 5 discusses the nature of indicators and targets and how they relate to sporting outcomes (such as increased participation), intermediate outcomes (the impact of participation on individuals) and, the much more difficult to measure, social/community outcomes. It provides guidance on existing information sources, data collection methods and the strengths and limitations of various approaches.

1.3.5 Reporting Information

Section 6 emphasises the importance of full and professional reporting (especially to partners and grant-aiding bodies) and provides guidance on the structure and content of an evaluation report.

1.3.6 Case Studies

Appendix 1. The systematic monitoring and evaluation of sports development programmes (especially those concerned with social inclusion) are in their infancy. Consequently, as part of the process of production of this manual, three case studies were undertaken of projects using sport to address broader issues of social inclusion. The purpose was to identify 'best practice' in terms of projects that had systematically undertaken monitoring and evaluation. Outline information on each case study is provided in Appendix 1 and illustrative examples are included throughout the text.

1.3.7 Questionnaire

Appendix 2. Reflecting the diversity of sports development programme aims and objectives, the manual identifies a wide range of information which may be collected from participants. To assist in this process an illustrative questionnaire is included in Appendix 2 (it covers a wide range of possible issues and users may select those of direct relevance to their programmes).

1.4 Limitations of the Manual

Areas dealt with by sports development programmes (especially those concerned with broader issues of social inclusion) are wide ranging and often raise difficult issues relating to measurement. Consequently, this manual cannot provide detailed and precise guidance on possible methods. Some guidance is provided and certain methods are dealt with in the text and the model questionnaire is in Appendix 2.

However, given the importance of accurate and robust information, it is recommended that if sports development teams do not have the necessary research expertise they seek assistance from (say) local education institutions (as did, for example, RecZones – see Appendix 1) or from relevant commercial companies (as did Include Through Sport, also in Appendix 1).

Further, there are step-by-step, do-it-yourself survey manuals and textbooks which provide guidance on the design and implementation of a range of research methodologies and these are included in the bibliography.

SECTION 2: SETTING AIMS AND OBJECTIVES AND MONITORING TARGETS

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

2.1 Monitoring and Evaluation

Monitoring and evaluation are essential components of the process of successful management and delivery of all sports development programmes and are central to ensuring accountability to funders and partners. They are also central to the ongoing process of monitoring and adjustment which is central to **managing for outcomes** – achieving the desired objectives of the programme. More generally, robust monitoring and evaluation can contribute to the accumulation of knowledge about 'best practice', leading to an increase in the effectiveness of sports development work.

Consequently, monitoring and evaluation should not be regarded as an 'add on', or an underfunded afterthought, but as an integral part of the project. Therefore, any bid for funding can legitimately include an element to enable such work to be undertaken to the highest professional standards.

2.1.1 Monitoring

Monitoring is an ongoing process to assess the extent to which the programme is performing as expected, meeting its targets and making progress towards the achievement of objectives. Regular monitoring enables the identification of the need for, and nature of, any adjustments and improvements to ensure maximum progress towards the programme's aims and objectives.

2.1.2 Evaluation

Evaluation is concerned with the extent to which the programme has achieved its overall aims:

- Did it reach the desired target groups?
- What is the 'net impact' of the programme – what changes have occurred that would not have happened without the programme?

Evaluation is also concerned with **process** and best practice:

- Why did such impacts occur (or not occur)? What lessons can be learned for this and other programmes?
- What could have been done differently to achieve a greater impact?

2.2 Economy, Efficiency and Effectiveness

In addition to the contribution which monitoring and evaluation make to managing for outcomes, they are also central to ensuring **accountability** to funding agencies and partners – accounting for the use of resources and demonstrating value for money and the achievement of economy and effectiveness.

2.2.1 Economy

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

2.2.2 Efficiency

Efficiency is concerned with the ratio of **outputs** of programmes (such as courses or classes; leaders or coaches trained; materials produced) to the **inputs** (resources such as staff and finance) used to produce them. This input/output relationship should ensure that attention is focused on the key products or services that the programme wishes to produce.

Examples of Efficiency Indicators (ratios)

- Cost per activity/opportunity
- Cost per visitor occasion
- Cost per participant
- Ratio of staff to participants

2.2.3 Effectiveness

This is the relationship between **outputs** and **outcomes** – the extent to which the desired outcomes of the programme have been achieved. Outcomes can be of several types:

- **Sporting Outcomes**. These include such things as general increases in participation among target groups, increased frequency of participation, the development of sporting skills and expertise.
- **Intermediate Outcomes**. These refer to the impact of participation on individuals and may include increased fitness and health, reduced drug use or improved self-esteem and confidence.

- **Strategic Outcomes**. These refer to the broader impacts of programmes and can include such things as reductions in crime and improved perceptions of quality of life.

Examples of Effectiveness Indicators

- Proportion of target population who participate.
- Proportion of participants who change behaviour (such as health or crime).
- Proportion of participants experiencing increases in self-esteem, self-confidence.
- Cost per participant who changes behaviour.
- Proportion of participants satisfied with programme.

It is possible for a programme to be:

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

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

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

2.3 Aims, Objectives and Targets

Sports-based programmes are intended to achieve positive changes in the communities in which they are working – to increase participation, contribute to the quality of life, or assist in individual and community development. To do this requires clear aims, objectives and targets.

2.3.1 Aims

These are the broad desired outcomes of the programme. For example, to expand opportunities for participation in sport; to address broad issues of social inclusion; to contribute to improved community fitness and health; or to use sport to contribute to community empowerment.

2.3.2 Objectives

These are the specific actions which will be taken to achieve the broad aims. For example, to provide specific opportunities for identified social groups; to work with schools and clubs to develop out-of-school opportunities; or to provide opportunities for coach education and volunteer development.

2.3.3 Targets

These are usually numerical and relate both to the **volume of activities** that the programme will provide and to its aims and objectives – to provide *x* number of courses, to include *n* number of people, to achieve specific improvements in fitness and health or certain reductions in criminal behaviour. It is important that all targets should be accompanied by realistic timescales for their achievement and appropriate resources.

Targets also require constant monitoring to assess the extent of progress and the possible need for adjustments to achieve the aims and objectives.

2.4 Involving Communities in Defining Programmes

The **processes** of monitoring and evaluation can also play a central role in the achievement of certain strategic aims of sports development programmes through the involvement of the community in planning and decision-making.

There are a number of positive outcomes associated with involving stakeholders (funders, collaborating organisations, managers, workers, members of the community and actual and potential participants) in the **processes** of defining the aims and objectives of a programme and its subsequent monitoring and evaluation. Such **process objectives** include:

- Local ownership and cooperation
- Personal development
- Agreement about outcomes
- Agreement about indicators and targets

2.4.1 Local Ownership and Cooperation

Involvement of members of the community in the definition of local issues (and related programmes) can reduce possible resentment associated with traditional 'top-down' approaches. The involvement of local communities in the identification of relevant opportunities can ensure appropriate provision, a sense of ownership, and cooperation – all of which can contribute to the success and sustainability of programmes.

RecZones

This project (full details in Appendix 1) adopted two approaches to consultation:

- **Household Survey**. A postal survey of 2,000 households collected information on perceptions of, and attitudes towards, the amount and type of young people's anti-social and criminal attitudes. It also explored householders' expectations of the Reczones and the level of satisfaction with local sports facilities.
- **Youth Forum**. The locations of the Reczones were identified via the local Youth Forum (approximately 90 young people).

Care needs to be taken to ensure that consultation is undertaken with as wide and representative a range of the community as possible – especially those whom the programme wishes to target. Consultation should go beyond the traditional sporting community, with all sections of the community involved in the processes of planning and delivery.

2.4.2 Personal Development

The development of social and organisational skills are important desired outcomes of both rationales for sports development. Involvement in the definition of aims, objectives, targets and approaches to monitoring can provide valuable opportunities for learning and development. Further, involvement in the collection of the data (for example, through surveys) can also provide opportunities for the development of technical and social skills (prior training is essential before such work is undertaken).

More formally, many sports development programmes operate within the 'intermediate labour market', providing work experience and development opportunities for unemployed people.

2.4.3 Agreement about Outcomes

In many projects the broad aims and desired outcomes are often rather vague. Therefore it is essential to ensure that the aims and objectives which are to be monitored are understood and **agreed** and that they include all aspects of the outputs, processes and outcomes of importance to stakeholders. For example, how does the project's overall objectives contribute to the strategic policies of the SIP?

2.4.4 Agreement about Indicators and Targets

It is also important that measurable indicators, related to desired outcomes, are agreed. These should also be accompanied by realistic targets and timescales for their achievement.

A sense of 'ownership' and agreement about indicators and targets are essential if the findings of the monitoring process – and any necessary adjustments to the programme – are to be regarded as credible and accepted by all, especially the local community.

2.5 Developing Objectives and Targets

2.5.1 Consultation with Stakeholders

Consultation should take place with all relevant stakeholders. These will vary depending on circumstances and the nature of the programme, but may include SIP boards and staff, programme partners, community representatives, schools, education authorities and other local authority departments, youth groups, target groups, managers, sports development teams and **sport**scotland. This is an essential first step for a variety of reasons:

- Identifying current provision and need
- Identifying current plans
- Securing stakeholders' agreement
- Assumptions about change and expectations about the impact of sport
- Identifying additional resources

Identifying Current Provision and Need

Consultation will provide essential 'local knowledge' and allow a range of information to be collected. For example:

- An inventory of existing provision and formal and informal sporting opportunities
- The identification of under-provision (by type and area)
- The identification of target groups
- The identification of broader local issues to which sport might contribute (poor health, vandalism, truancy, single-parent issues)

Identifying Current Plans

Sports development work is likely to be most successful when it can complement existing plans and strategies and assist in the achievement of their aims and objectives – for example, local authority sports strategies, SIP strategies, community learning plans, community plans.

Securing Stakeholders' Agreement

It is essential that the aims and objectives to be monitored are understood and agreed and include all aspects of the outputs, processes and outcomes of importance to stakeholders. This may be a rather delicate negotiation, as it is often important to avoid an overemphasis on the desired outcomes of any specific stakeholder.

Assumptions about Change and Expectations about the Impact of Sport

Such discussions will permit the exploration of the various assumptions about the possible impacts of sport held by those involved in the programme. For example, their understanding as to **why** and **how** sport may have positive impacts, the nature of the processes required to achieve these and the indicators that can be used to assess success or failure (see Section 3 for a fuller discussion of these issues).

Identifying Additional Resources

Last, but not least, through the identification of stakeholders' priorities and plans it may be possible to establish partnership working and obtain access to additional funding.

Desired Outcomes from the Consultation

The result of this consultation stage should be:

- A broadly agreed set of realistic aims and objectives for the programme
- An understanding of how they might be achieved
- Realistic targets and timescales for their achievement
- The nature and extent of resources to be committed by other stakeholders

2.5.2 Organisational/Process Outcomes

An important set of objectives – though not always recognised as such – relates to the need to influence partner organisations. Sports development programmes usually depend on partnerships and cooperation with other organisations. For example, in certain cases, development officers may act mainly as 'brokers', ensuring access to a range of existing programmes and facilities or persuading certain organisations to extend their provision.

In fact, the involvement of such organisations and the integration of sport into their policies may be a major objective of a programme. Consequently, the success of programmes in extending sporting inclusion and their longer-term sustainability often depends on achieving such organisational, or 'process', outcomes. The first months of a programme will often be concerned with contacting agencies and organisations to establish current levels of opportunities, the nature of relevant strategies and plans and the extent to which partnerships and cooperation are possible.

This process is likely to be ongoing – programmes will be 'organic', developing and identifying new issues, opportunities and potential partnerships. Nevertheless it is likely that the achievement of a number of short-term organisational outcomes will be necessary in order to establish the programme:

- The development of positive attitudes to sport among other organisations
- Partner organisations committing resources to sport
- Partner organisations including sport in their strategic thinking
- Proportion of partner funding for the programme
- Support of key community groups
- Establishment of an effective steering group of all partners

The outcomes of such negotiations can be regarded as part of the **inputs**, ie part of a process to achieve the broader objectives of the programme. Consequently they should be recorded in detail.

2.6 Indicators for Assessing Targets

Indicators allow an assessment to be made of whether, or to what extent, targets have been achieved. All aspects of monitoring and evaluation are based on indicators and the Audit Commission (2000) has identified a set of generic criteria to assist in the development of appropriate and measurable indicators:

- Relevant to the programme, partners and the people and organisations providing data
- Clearly defined to ensure consistency and fair comparisons
- Easy to understand and use (avoiding technical jargon)
- Comparable on a consistent basis between organisations and over time
- Verifiable: supported by evidence
- Cost-effective: the cost of collection balanced against usefulness
- Unambiguous: it is clear whether an increase in value represents an improvement or deterioration in service
- Attributable: to enable managers to influence the direction of the indicator
- Statistically valid and timely

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

- Directional targets
- Absolute changes
- Gap analysis

2.6.1 Directional Targets

These are concerned with simple increases in the indicator. For example, in the next twelve months to:

- Increase the number of young men (aged 16-19) taking part in the programme
- Increase the number of young women (16-19) undertaking leadership courses
- Provide a specific number of leadership training opportunities
- Increase the number of participants obtaining qualifications and/or employment as a result of taking part in the project
- Increase the level of fitness and health among participants
- Reduce the reported incidents of vandalism and anti-social behaviour

2.6.2 Absolute Changes

This relates to more specific targets. For example, in the next twelve months to achieve:

- A 20 per cent increase in the number of people participating at least twice a week
- A 10 per cent increase in the number of participants joining a sports club
- A 10 per cent decrease in the number of participants truanting from school

2.6.3 Gap Analysis

Such targets are based on comparisons with, for example, national or regional statistics: **sport**scotland's annual sports participation data; national health statistics; regional crime figures.

Examples might be that in five years the national participation figure for swimming among women aged 20-35 is achieved or surpassed, or that the incidence of particular illnesses is reduced to the national average.

2.7 Programme Aims and Objectives: A Strategy

The framework for any monitoring and evaluation of aims and objectives will be provided by a **sports development strategy**. For more detailed guidance on the development of such strategies see Eady's (1993) *Practical sports development.*

Programme descriptions and strategies provide the framework for all subsequent decisions concerning monitoring and evaluation. They should be sufficiently detailed to ensure that all stakeholders understand the aims and objectives of the programme. Such strategies will usually contain the following elements:

- **Audit.** An audit of current opportunities and the organisational and social environment.
- **Aims and Objectives.** An outline of the broad aims and objectives of the programme, including those for partner organisations. This should usually include a statement of 'need' (ie, the issues to be addressed) and the broader community context (such as health indicators, unemployment, crime) – especially if the programme is concerned to address broader issues of social inclusion.
- **Outputs and Outcomes.** The nature of the outputs and the outcomes (ie, impacts) that it wishes to achieve. Depending on the nature of the programme, the aims will include sporting outcomes, intermediate personal/social outcomes and strategic community outcomes. The strategy should also include short and long timescales for the achievement of various outcomes (for example, it is likely that social inclusion outcomes will take longer to achieve than sporting outcomes).
- **Action Plan.** A broad action plan outlining the methods and programmes through which the aims and objectives will be achieved. It is useful to include some statement of 'theory of change' (or 'logic model') which outlines assumptions about the conditions for programme effectiveness and describes the sequence (and timescale) of events for bringing about change. This is especially important for programmes tackling broader aspects of social inclusion, where a detailed model can strengthen claims of causality and provide some basis for estimating the programme's contribution to broader changes where this cannot be measured precisely, such as a reduction in the crime rate (see Section 3).

- **Measurable Targets and Associated Performance Criteria**. Such targets are much easier to establish and measure for **sporting outcomes** (for example, to increase the number of 10-16 year olds taking part in after-school sport by 10 per cent over 12 months) than they are for **intermediate outcomes** (improvement in participants' self-esteem; increases in their fitness and health; reductions in their drug use and/or criminality) and **strategic outcomes** (community empowerment; reduction in levels of crime; increased employment).

SECTION 3: ASSUMPTIONS ABOUT SPORT AND MANAGING FOR OUTCOMES

3.1 What Can Sport Do and How?

The discussion of aims and objectives is central to the development of an agreed framework for data collection, analysis and evaluation. However, when the key objectives shift from simple output approaches ('sport for sport's sake'; the provision of opportunities for participation) to concerns with **outcomes** (social impacts such as increased employability, reductions in anti-social behaviour, improved health), the measurement of sport's impact becomes much more difficult. To address such difficulties it is useful to consider the notion of 'theories of change' (Granger, 1998).

The notion of a 'theory of change' relates to such (often unexamined) questions as:

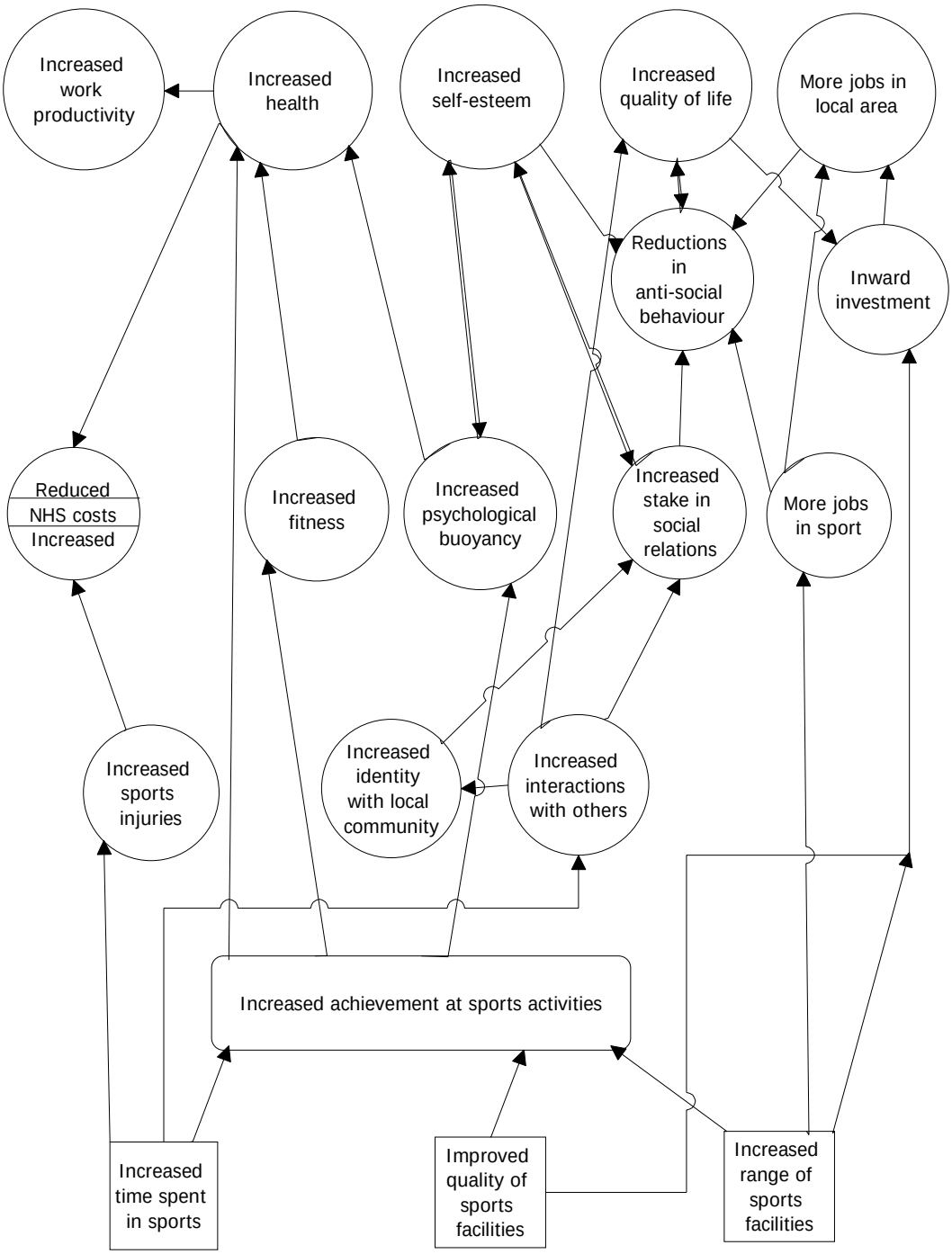
- Why do we assume that participation in sport can have certain impacts on participants and communities?
- What are the properties of sports participation that lead to such outcomes?
- Can we define clearly the theory of the relationship between participation in sport and a range of outcomes (improved health, changed attitudes to crime, increased self-esteem)?

One possible approach to a more systematic approach to such issues is proposed in the US Department of Health and Human Services' *Framework for program evaluations in public health*. This stresses the value of a 'logic model' to demonstrate the nature of hypothetical links between a programme and its final outcomes:

> A logic model reveals assumptions concerning conditions for program effectiveness and provides a frame of reference for one or more evaluations of the program. A detailed logic model can also strengthen claims for causality and be the basis for estimating the program's effect on endpoints that are not directly measured, but are in a causal chain supported by prior research.
>
> (US Dept of Health and Human Services, 1999)

A graphical example of such reasoning in relation to sport is provided in Figure 2 (Bovaird et al, 1997). This outlines a number of 'hypothetical chains' of indirect links in which participation in sport is presumed to lead to certain measurable 'intermediate outcomes'. These are presumed to be linked to higher level outcomes – on the basis of theoretical logic or existing research findings.

Figure 2: Logic Models of the Relationship Between Sport and Social and Economic Outcomes



Source: Bovaird et al, 1997

The strength of the explanation is related to the ability to measure a number of the intermediate outcomes. For example, one of the 'hypothetical chains' in Figure 2 is as follows:

- Increased time spent in sports leads to increased interaction with others, which will increase a sense of identity with the local community.
- Increased identity with the community will lead to a greater sense of having a stake in social relations (an increased sense of 'social inclusion').
- An increased sense of a stake in the community will lead to more socially responsible behaviour and a reduction in anti-social behaviour.

However, what Figure 2 also illustrates is the complexity of the interrelationships between the various factors and the problems of measuring all the various connections. Nevertheless, such thinking is essential if sports development teams are to be able to claim that they have made **some** contribution to broader outcomes (improved health, reduced anti-social behaviour, greater community cohesion).

An initial discussion of, possibly differing, implicit theories of change and associated processes can help to clarify programme aims and objectives. It can also help to explore how the programme expects to move from inputs/outputs to particular types of sporting and social outcomes.

Such issues must be addressed for three broad reasons:

- Such understanding is essential to the processes of selecting relevant forms of provision – certain sports and activities may be better than others at achieving certain outcomes.
- An understanding of such assumptions is central to the management of the programme to maximise the possibility of achieving desired outcomes.
- It is important that those arguing for the broader social role of sport are able to present convincing and coherent arguments to potential funding partners who are not involved in sport. How do you convince them to invest in sport, rather than other forms of provision?

The key theoretical assumptions about the potentially positive impact of sport relate to its presumed 'therapeutic potential' – its ability to treat or cure certain individual, or social, 'ills'.

3.1.1 The Therapeutic Potential of Sport

Sport is widely regarded as having the therapeutic potential to contribute positively to a number of areas closely related to factors associated with social exclusion (Coalter et al, 2000):

The Therapeutic Potential of Sport: Some Presumed Outcomes

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

However, in terms of achieving these outcomes, it is essential to distinguish between:

- **necessary conditions**, ie participation in sport; and
- **sufficient conditions**, such as the type of provision, style of management and experience which can ensure the desired outcomes.

Simple participation in sport may not guarantee specific outcomes – in fact it may lead to negative outcomes. The recognition of this is essential to the evaluation of the extent to which the programme has achieved its desired outcomes. For example:

- What are the presumed nature of 'constraints' to participation in sport? Do they vary between different social groups? How might these be overcome?
- Why might sport have positive impacts? For example, why is it assumed that participation in sport will lead to improved fitness and health, or an increase in self-esteem, or changed attitudes, or a reduction in anti-social behaviour?
- How can sport achieve this? What are the nature of the processes and experiences required to achieve the desired outcomes?
- As there is a wide range of sports, are some more suitable for certain purposes and more relevant to certain social groups than others?

For example, most sports can be characterised by varying combinations of at least five different elements. The variety of possibilities indicates that sports have the potential to cater for a broad range of needs, provide a variety of experiences and achieve a variety of outcomes:

- **Individual, Partner and Team.** For example, canoeing, running and weightlifting are individual sports; racquet sports such as table tennis, badminton and tennis are partner sports; and there is a wide range of team sports. Each of these categories is based on differing social processes and interactions, providing different experiences for participants.
- **Cognitive, Motor and Physical Skills.** Games such as football and hockey require an understanding of rules, strategy and spatial awareness (cognitive).

Other sports, such as aerobics, gymnastics and hi-tech fitness place a greater emphasis on the development of motor skills. A sport like weightlifting has a strong emphasis on physical skills.

- **Contact and Non-contact.** Martial arts and team sports such as rugby and football are contact sports.
- **Criterion-based or Norm-based.** This relates both to specific sports and, more generally, the way in which they are organised. Where sports are organised on a criterion basis, participants are able to establish their own standards of achievement and progress (such as canoeing, personal fitness). In norm-based activities and approaches, participants achieve standards of performance established by others. Research evidence suggests that for many vulnerable young people, criterion–based activities, in which they can determine and monitor their own goals, are more effective in developing self-esteem and confidence.
- **Competitive and Recreational.** Like issues of criterion and norm-based activities, this relates to the philosophy underlying provision. Nearly all sports can be undertaken as a recreational activity (in which winning and losing are deemed relatively unimportant) or competitively (where winning and losing are central to the experience).

Clearly, some consideration is required as to the combination that is most likely to achieve the desired outcomes for various individuals and groups.

3.2 Measuring Impacts

The wide range of characteristics of different types of sports is important in understanding the assumptions about their ability to contribute to wider social and economic issues – community development, community safety, quality of life, employment.

3.2.1 Parallel Influences

Proving direct 'cause and effect' relationships is very difficult, especially for community-wide outcomes and is usually beyond the resources of sports development programmes. Programmes and processes are multi-faceted and participants and the broader community will be subject to other influences outwith the programmes. The issue of **parallel influences** – other factors which may also contribute to any measured changes – presents sports development programmes with major problems in the precise measurement of the impact of their work.

Such general problems may be even greater in SIP areas, where a wide range of policy initiatives will be addressing similar problems, for example:

Reductions in Crime or Vandalism

- 'Diversionary' sports programmes
- Policing policies (eg, changed definitions, arrest policies, CCTV)
- Community activity (eg, neighbourhood watch)
- A reduction in the number of young people in the age groups most likely to commit acts of vandalism
- The maturation of a group of vandalism-prone young people

General Improvements in Community Health

- Increased sports participation
- Environmental improvements
- A change in the population via a combination of out- and in-migration
- Parallel programmes of preventative medicine and health promotion

3.2.2 Random Assignment

One possible solution to this problem is random assignment to 'treatment' and 'control' groups. This would require the monitoring over time of individuals/groups/communities who participated in programmes with similar ones who did not. Any differences could be attributed to the impact of the programme. However, this approach will usually be beyond the resources of sports development programmes.

3.2.3 Before and After Approaches

This involves collecting information about communities (eg, via existing information sources, household surveys – see Reczones, Appendix 1) or participants (via questionnaires) prior to commencement of the programme and after it has been running for some time (see Include Through Sport, Appendix 1). However, even here, other factors affecting individuals – criminal behaviour declining with age, involvement in job-seeking unconnected with the programme – may explain some of the measured changes.

3.2.4 Theory and Alternative Explanations

Of course, sports development programmes are not alone in facing these issues – any form of community intervention is faced with similar problems of measurement, especially in relation to wider community impacts. In this regard Granger (1998) outlines a general approach, suggesting that to ensure as objective and robust an evaluation as possible, the following should be addressed:

- A clear theory (or logic model)
- Documentation
- Consultation
- Alternative explanations

A Clear Theory

A clear theory (or logic model) is needed to explain why certain outcomes can be expected from certain types of provision. For example:

- **Sport and Coronary Health Care**. Habitual physical activity benefits the heart via a range of mechanisms – increased cardiovascular efficiency, raised levels of high-density lipoprotein cholesterol, reduction in blood pressure levels, prevention against thrombosis, management of obesity (an increasing problem) and reduction in stress levels.
- **Sport and Anti-social Behaviour**. Sport can contribute to the reduction in anti-social behaviour among certain groups of young people because it emphasises traits such as deferred gratification and hard work, which lead to increased self-discipline and self-control. Or, it may provide a solution to blocked identity formation and status achievement, usually resulting from educational failure and unemployment. (For a systematic review of these and other relevant theories, see Coalter et al, 2000.)

Documentation

To strengthen the argument for the contribution of sport to any measured changes there is a need for careful and systematic documentation of all inputs, activities and sporting and intermediate outcomes.

Consultation

Ongoing consultations between evaluators and all stakeholders ensures an understanding of, and commitment to, the aims of the programme.

Alternative Explanations

In assessing measured changes in communities or individuals associated with the programme, there is a need to consider possible explanations for such changes other than those resulting from the programme itself.

It is clear that most sports development programmes will not have the resources to address many of these complex methodological issues. However, we have outlined the nature of the issues because we believe that a common understanding of the limitations of measurement and explanation is essential if realistic outcomes (and timescales for their achievement) are to be agreed. It can also contribute to the adoption of appropriate approaches to **managing for outcomes** and defensible claims for the impact of programmes.

3.3 Managing for Outcomes

In addition to an understanding of the assumptions being made about the potential impact of sport, it is also necessary to consider the **processes** of provision, management and participation which might have significant implications for the success or failure of the programme. Two of the main factors that need to be managed in order to achieve outcomes are outlined below:

- The nature and quality of the experience
- Frequency, intensity and adherence

3.3.1 The Nature and Quality of the Experience

The opportunities provided by sport development programmes can be highly variable and it is possible that the nature and quality of the experience may have a significant influence on the success or failure of the programme. A range of factors may be important. For example:

- The nature and degree of involvement of participants in the planning and management of activities. This can have a significant impact on personal growth and the development of transferable skills.
- The nature and quality of the facilities. Evidence from the Include Through Sport programme (see Appendix 1) is that high quality facilities – to which they normally would not have had access – had a positive impact on participants.
- The attitude and approach of leaders/coaches. Research findings illustrate the central importance of such people and their leadership skills in successful programmes (see Coalter et al, 2000).
- The type of activity and its relevance to the personality and development needs of participants. Because sports participation is just one of many things which people do, its impact will depend on the relative significance of the experience and its associated values. Research indicates that sports are at their most effective when they engage people's enthusiasm and interests and match their learning styles – managing to negotiate a path between stress (by making too many demands) and boredom (making too few demands).

3.3.2 Frequency, Intensity and Adherence

It is widely understood that, in order to improve fitness and health, participation has to achieve a combination of the following:

- Occur with sufficient frequency
- Be undertaken with a sufficient amount of physical and emotional intensity
- Be done over an adequate period of time (ie, 'adherence' to programmes is important)

It seems reasonable to suggest that such conditions also apply to the obtaining of other benefits – for example, reduction in anxiety/stress, the development of self-confidence/self-esteem, the development of social skills and teamwork.

Whether the desired outcomes are improved fitness and health and/or other benefits, ongoing monitoring and evaluation of programmes are essential to ensure their successful achievement.

3.4 Conclusions

An understanding of the assumptions about the 'therapeutic' potential of sport is essential to the planning, management and evaluation of sports development programmes, especially those addressing issues of social exclusion.

A clear statement of the often implicit theories of change (possibly in the form of a 'logic model') can clarify programme aims and objectives, aid in the selection of particular sports and activities and inform the management of the programme to maximise the possibility of achieving desired outcomes.

It is important to recognise the wide variety of sports, the nature of the processes and experiences that they provide and the extent to which each has the potential to achieve particular outcomes for specific individuals and groups.

The potentially positive impacts associated with sport are not inevitable outcomes of participation. Programmes have to be managed in order to maximise the possibility that such outcomes are achieved.

SECTION 4: ELEMENTS OF SUCCESSFUL PROGRAMMES

One important outcome of systematic monitoring and evaluation is the identification of 'best practice' – what works, in what circumstances and why? However, such work is in its infancy, especially among more recent projects addressing wider issues of social inclusion. Nevertheless, the use of sport to address broader social issues (unemployment, community development) is not wholly new and there are several evaluations of projects which can provide broad guidance on the main features of programmes considered to be successful.

Of course, no two programmes will be exactly the same – they will vary in the volume and type of available resources, the skills and experience of staff, their precise aims and objectives and the nature of community and target groups. Also, it has to be acknowledged that no sporting or social outcomes are guaranteed – positive outcomes are the **potential** results of participation (see Section 3).

Nevertheless, there is some general evidence about the elements which need to be included in programmes to maximise the possibility of achieving desired outcomes. These are outlined below.

4.1 Redefining Sports Development?

In attempting to address issues of community regeneration and social inclusion some have suggested that the concept of 'sports development' needs to be redefined. For example, a publication summarising the key elements of successful sport and community development programmes concludes:

> There is a danger that aims and objectives may incorporate many of the values that traditional sports provision stood for… the widely-used term 'sports development' still has connotations of coaching and competition for some community development agencies.
>
> (McDonald and Tungatt, 1992, p33)

Further, some also suggest that consideration needs to be given to the type of workers required to deliver relevant opportunities. For example, a sports development officer for the West Midlands Police stated that:

> in my experience it is much easier for a youth worker or a community volunteer, to learn the sports skills side… than it is for the sports person to learn the coaching and leadership side.
>
> (quoted in Robins, 1990)

It is also worth noting that evidence for sports programmes in the USA concluded that:

> leadership is perhaps the most important element in determining the positive impact of a program, since it shapes what participants derive from their experience.
>
> (Witt and Crompton, 1996, p16)

Especially for those most at risk (often most likely to rebel against formal rules and structures), the evidence suggests that traditional approaches and forms of provision may not be effective.

It is within this general context that the following section provides a summary of the key elements that have been identified by a number of reviews of sports programmes aimed at contributing to community development.

4.2 Community Development and Sport: Best Practice

This section presents the conclusions from three key reviews of sports programmes with community development objectives – attracting non-participants and building the capacity for self-organisation and sustainability. Further information is available in the reviews (Glyptis et al, 1986; McDonald and Tungatt, 1992; Sports Council, 1993). The conclusions are divided into issues relating to planning, delivery and participants.

4.2.1 Planning

Partnerships and Agreed Aims

Mutually understanding partnerships between all stakeholders are vital. There is a need to create an environment where all (stakeholders, staff and participants) can work together.

Mutually agreed aims are vital to any successful partnership and sports development workers need to develop community sport to fit in with and be sympathetic towards partners' aims and objectives. The sports development officers should analyse the role that sport can play and illustrate this to partners.

Aims and Objectives

Clear and measurable aims, objectives and associated work programmes need to be agreed and planned strategies for developing community sport are a vital part of the consolidation process. Objectives and performance indicators must be set by people who understand local issues, together with realistic timescales.

Staffing

If possible, all staff should be in post before the start of the programme and contribute to the development of strategy.

Identity and Status

Community sports development needs to establish an appropriate identity and relevant professional development. The significance and importance of community sports development work needs to be acknowledged and its status raised within mainstream sports structures.

Long-term Commitment

There is a need for local agencies to make a core commitment to sports development. Rather than view it in terms of short-term projects they need to view it as an integral and long-term part of their service, combined with a commitment to the concepts of community development.

> New programmes should run for at least five years. Producing outcomes in people's lives and improved environments takes time; the Sports Council's excellent demonstration projects mostly had three-year lives but were only beginning to bring change. (Collins et al, 1999)

Innovation

Traditional sporting structures must be adapted – new ways must be found to attract traditionally low participating groups.

Empowerment and Ownership

It is important not to pay lip service to the concept of 'empowerment' and to take account of the widest possible range of opinion within communities. Participants should be enabled to influence the style, organisation and atmosphere of local sporting opportunities. It is essential at an early stage to develop positive action strategies to hand over power, build confidence, involve participants and monitor progress.

> Creating participatory structures that are transparent and flexible over the lifetime of the partnership is essential. To consult a wide spectrum of views including excluded groups and pursuing participation at different levels simultaneously is also critical. (Chapman et al, 2001, p1)

Sustainability

If the programme is time limited, early consideration must be given to sustainability (such as assisting in the establishment of independently-run clubs and encouraging clubs to enrol participants).

4.2.2 Delivery

Management

At an early stage it is essential to clarify channels of command and availability of support services. It is easy to underestimate the management skills and resources needed to run a complex scheme.

It is important to ensure that operational staff deal with day-to-day issues (equipment, bookings, maintenance), leaving management free to concentrate on strategic and developmental issues.

Staffing

Sports leadership with the socially excluded requires an unusual mixture of skills – sporting ability, communication skills and empathy with people who may be poorly motivated. Sports leadership can be a lonely occupation and staff need both a clear indication of what is expected of them and support and encouragement.

Much depends on the rapport between leaders and the local community and continuity is a vital ingredient. A lack of staff continuity can create problems and care needs to be given to the retention of trust and cooperation.

Efforts should be made to involve volunteers in sports leadership and the general running of the sessions.

Training

There may be a need to provide partners with training programmes in community development skills and to recognise their role in these processes.

Sports providers and local authorities should provide adequate and appropriate training opportunities for staff community leaders and volunteers.

Leaders whose jobs involve outreach and motivational work will require training in the appropriate community skills and the many formal and informal avenues for contacting target groups.

Continuing Support

While the community may increasingly control and organise activities there will remain a need for continuing support from professional sports leaders.

Sports Development

It is not enough to introduce participants to new activities, to open new venues and to encourage the formation of management groups and to foster independent control. New sporting communities deserve equal access to performance structures, quality coaches and competitive opportunities.

Facilities

Facilities must be local. Successful schemes tend to have highly localised catchments and where possible sessions should be taken to the community at neighbourhood level. Practical issues for consideration include:

- Act professionally with facility managers. Agree dates, times and procedures for obtaining entry, turn up on time and provide warnings of cancellations. Formalise booking procedures. This secures more status for your user group.
- Have a permanent office base. This provides a point of contact and a drop-in centre for information.
- Assist facility managers and staff to understand the needs of the target group and seek their cooperation in providing or helping with activities.

Equipment and Transport

Practical issues for consideration include:

- Ensure that all necessary equipment is available at sessions and that no one is denied an opportunity to take part.
- Provide transport if necessary.
- Encourage local clubs and organisations to work with your target groups by loaning them equipment, transport or leaders.

4.2.3 Participants

Identifying Potential Participants

Although the notion of 'target group' serves to focus attention and resources, care must be taken not to stereotype and ignore the range of individual needs of participants. Further, the local characteristics of target groups will vary.

The socially excluded may be hard to contact and are unlikely to give sport a high priority. Therefore much effort may need to be invested in contacting such people, sustaining an awareness campaign and motivating at neighbourhood level.

Attracting Participants

To be effective, publicity must not be a one-off or occasional event. No single means of publicity will appeal to all groups. Practical issues for consideration include:

- Use a range of suitable locations for publicity, including job centres, unemployment benefits offices, careers offices, drop-in centres and so on.
- Ensure publicity is accurate and explicit – times, venues, starting dates, activities, cost, beginners welcome, contact point.

Understanding Constraints

It is essential to understand the wide range of factors that may explain why people do not take part in sport. These will include such factors as lack of interest, lack of confidence, a perception that such provision is not for them, low disposable income, lack of transport, childcare issues, racism, sexism or a lack of understanding of the potential benefits to be derived from participation.

- Provide opportunities at low cost
- Provide a wide variety of activities and avoid preconceptions about 'suitability'
- Encourage beginners
- Provide opportunities at accessible facilities
- Provide transport if necessary
- Provide necessary equipment
- Run activities during the day, especially afternoons
- Be reliable – if an activity is programmed, ensure that it takes place
- Use the same leader for each session to establish rapport
- Do not provide 'second best' – quality is important
- Ask what activities are desired and their optimal timing and location
- Expect a slow start
- Be adaptable, especially as fluctuating numbers are inevitable

- Avoid temptation to fill week with activity sessions – leave time for community contact and development work
- Keep programme under constant review – monitor and evaluate
- Recognise that most users will be more interested in fun rather than attaining high levels of proficiency
- The main theme should be to enable individual **choice**, based on the recognition that different groups have different needs

4.3 Conclusions

All available evidence suggests that both developing sport in socially excluded communities and developing communities through sport requires providers to assess critically the relevance of traditional attitudes and approaches.

There is a need for collaborative approaches which involve all stakeholders (especially the so-called ‘target groups’) in the planning and delivery of programmes.

Both sport and community development workers need to develop a mutual understanding and trust and sports providers must develop an understanding of their target groups – not simply in terms of the nature of any constraints on participation, but also in terms of values, attitudes and priorities (which may not include sport). Such provision needs to be needs-based rather than product-led.

Detailed and systematic planning is essential if such programmes are to maximise their ability to achieve their broader social objectives.

Finally, the above guidelines serve to emphasise the central importance of monitoring and evaluation to enable ongoing flexibility – a key to the success of such programmes.

SECTION 5: COLLECTING INFORMATION

In Section 2 we emphasised the importance of establishing agreed objectives and related, measurable, targets for performance in order to provide the basis for allocating resources and managing the programme in order to achieve these objectives. In this section we provide step-by-step guidance to the various processes involved in collecting the information in order to monitor and evaluate performance. Information collection is discussed below for the following key areas (Fig 1 above):

- Baseline data
- Inputs
- Outputs: measurable indicators
- Sporting outcomes: sporting inclusion
- Intermediate outcomes
- Social outcomes: community

5.1 Baseline Data

As any sports-based development programme aims to make real changes to the quality of life of the communities within which they are operating, some measure of 'progress' is central to the evaluation of their impact – have they made a difference? One way of addressing such issues is to collect 'baseline' data to assess the current (pre-programme) state of the factors which you wish to change – levels of participation, levels of fitness and health, incidence of crime, levels of unemployment, attitudes to the community, levels of health and so on. Following a relevant period of time such data would be collected again to assess the extent to which changes had occurred in the key indicators (and to evaluate the extent to which the programme had contributed to such changes).

Of course, the need for, and nature of, baseline data will depend on the aims and objectives of the programme. In this sub-section we outline some of the issues.

5.1.1 Sporting Outcomes

'Traditional' sports development programmes may have a relatively straightforward set of desired sporting outcomes:

- General increases in participation and among target groups.
- Increased frequency of participation.
- Opportunities to develop sporting skills and expertise and to move from recreational participation to competition or excellence.
- The training and support of leaders and coaches.
- The establishment of links between school/sports clubs/wider community.

- Increased number of sporting teams/clubs.
- Increased club memberships.

Certain community-wide baseline data should be collected as part of the consultation processes that inform the development of a strategy – the range of facilities, sporting opportunities, number of sporting teams and clubs existing prior to the programme.

Increased participation is related directly to the **outputs** of the programme and can be assessed through:

- programme information, such as attendance registers (for information about the number of individual participants and not simply volume of use); and
- 'entry surveys' of participants (for example, to collect information about previous sporting participation) or discussion groups.

Such an approach may require limited, pre-project, baseline data.

5.1.2 Intermediate Outcomes

Intermediate outcomes relate to impacts on participants in programmes – changes in certain aspects of their attitudes and behaviours. For example:

- Increased fitness and health
- Reduced drug use
- Increased self-esteem and confidence
- Improved social skills
- Independent participation beyond the programme

It is important to recognise that these intermediate outcomes are of major importance to those working to improve conditions in areas of deprivation. At an individual and small group level, they can contribute to the broader social inclusion objectives – to improve the health of communities, develop increased employability, improve the quality of life and so on. Consequently efforts should be made to measure the impact of the programme in achieving these in as robust a way as possible.

Before-and-after Surveys of Individuals

The optimal approach to establishing baseline data would be to collect data from participants at the start of the programme, which would be compared with similar data later in the life of the programme. Such information might include the following (for examples of relevant questions see Appendix 2):

- Previous/current levels of sports participation
- Attitudes to sport
- Levels of felt competence, confidence and self-esteem
- Lifestyle and diet

- Health and illness record
- Drug abuse

In some cases where participants are referred to the programme from other agencies – such as young people at risk, GP referrals, drug rehabilitation – some relevant information will already exist. However, the collection of baseline data from participants may be difficult for several reasons:

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

Such factors mean that any collection of pre-programme information from participants will need to be considered very carefully and, if it is to be collected, will require sensitive handling. In certain cases it may only be possible to collect baseline information post-facto – by collecting information about participants' **self-assessed** changes since participating in the programme.

Include Through Sport

On entry to the programme all participants complete a questionnaire to obtain the following information:

- Sports and mode of participation (individual, team, club, competition).
- Where participate, time spent participating, desire to spend more/less time participating.
- Perceived benefits of sport.
- Reasons for participating/not participating in sport.
- Sports watched and how (TV, live).

HITS: Health Improvement Through Sport

A sample of primary schoolchildren underwent professionally-administered fitness tests prior to the start of the programme.

5.1.3 Social/Community Outcomes

Where the programme aims include **community-wide impacts** (such as reduction in overall levels of crime, improvement in levels of health, improved perceptions of quality of life, increased general levels of participation), it will be necessary to collect baseline data about the factors that the programme wishes to change. These will allow some evaluation to be made of the nature and extent of the programme's impact (bearing in mind the problems associated with proving cause and effect, outlined in Section 3).

Collecting Baseline Data: Communities

It will be beyond the resources of most sports development programmes to undertake an interviewer-based **household survey** to collect a range of data on current participation, attitudes to sport, club membership, awareness of opportunities, health, perceptions of quality of life, perceptions of community safety and so on.

RecZones

A postal survey of households collected information on the following:

- Community perceptions of and attitudes towards the amount and type of young people's anti-social and criminal behaviour.
- The community's attitude to and expectations of the Reczones.
- Level of residents' participation in sport.
- Level of residents' satisfaction with local sports facilities.

However, depending on the desired programme outcomes and the nature and location of the programme area, it may be possible to obtain relevant data from other agencies. For example, Social Inclusion Partnerships are required to collect core baseline data (either via household surveys or existing sources) and undertake follow-up 'impact measurement' surveys. These surveys may be a valuable source of data for the evaluation of the wider impact of sports development programmes and should include the following:

- Total population in relevant neighbourhoods/areas, with broad age and gender breakdowns.
- Size of potential target group(s).
- Satisfaction with the area.
- Movement in recorded crime – police beat statistics.
- Crimes against persons/property/drug-related.
- Fear of crime.
- Social/leisure participation.
- Percentage of adults attending social and leisure events/facilities in the local community.
- Social and leisure organisation.
- Percentage of adults acting as volunteers or organisers at events or facilities.

As household surveys are expensive, sports development programmes could persuade SIPs (or local authorities undertaking surveys) to include questions related to their programmes – for example, levels of awareness of the programme, levels of awareness of existing sporting opportunities, reasons for non-participation in sport.

Other sources of relevant data may include:

- Local area Census data, to assess the extent to which programme participants are representative of the local population (local data from the 2001 Census will be available from 2003).
- Local unemployment statistics.
- Police statistics on vandalism and crime.
- GPs' health data.
- Local authorities' records for repair and vandalism.

Where agencies do not currently collect relevant data, or do not collate it for the areas covered by the programmes, they may be persuaded to do so.

An early decision on the desired outcomes of the programme will allow such issues to be identified.

RecZones

Before the start of this project a meeting was held with the local beat constable. Although the problems of proving cause-and-effect relationships between the programme and recorded crime statistics were recognised, the agreement to record relevant statistics, combined with the constable's informed judgement, will enable some assessment of the impact of the project to be made.

Limitations of Secondary Data: Communities

Although existing sources can provide a useful understanding of the context within which the programme is operating, for at least three reasons care needs to be taken in the use of such data:

- **Relevance**. Most existing data are often not designed for the purposes of monitoring and evaluating the impact of sports development work and care needs to be taken in the evaluation of the nature and relevance of the definitions used. For example, police statistics will relate to recorded crime and not the total incidence of petty crime – and it is the latter that often influences perceptions of community safety (see Reczones, Appendix 1).
- **Quality**. Simply because data are collected by public agencies and organisations does not necessarily guarantee their quality.
- **Coverage**. The catchment area of sports development programmes may not coincide with the areas for which such data are collected. However, it might be possible to obtain relevant sub-area data (for example, some data are available by ward) or re-sort the data by postcode records.

5.2 Inputs

Any assessment of efficiency and effectiveness (including an understanding of how certain outcomes were achieved) will require the recording of relatively precise details of all programme inputs – the variety of financial, human, organisational and material resources used to create and run the programmes.

An understanding of inputs is also essential to the identification of ‘best practice’ and the resources required to achieve particular types of outputs and outcomes.

5.2.1 Direct Inputs

These are the quantifiable resources such as programme budget, programme staffing, equipment, facilities, number of volunteers, marketing and promotion. They should be recorded via normal accounting and record-keeping procedures.

5.2.2 Indirect Inputs

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

5.3 Outputs: Measurable Indicators

5.3.1 Measures

Sometimes referred to as 'deliverables', outputs are the various activities and actions undertaken in pursuit of the programme's aims and objectives. They will vary between projects, but may include:

- Courses/classes/clubs established
- Leaders and coaches trained and employed
- Teaching/promotional materials produced
- Income generated
- Schools/clubs involved in the programme

As illustrated in Section 2.2, the precise measurement of outputs (when related to inputs) is essential to enable judgements to be made about the **economy** and **efficiency** of the programme – what level (and quality) of outputs has been produced by a given level of inputs?

5.3.2 Sources of Information

Key sources of information for measuring outputs would include:

- Management records
- Time sheets
- Accounts
- Work programmes

Eady (1993) suggests that the monitoring and evaluation of work programmes should be based on regular reviews, that might take the form of:

- Monthly target reviews and meetings involving line managers or representatives of the agencies most closely involved.
- Twice-yearly assessments involving senior officers and other partners.
- Annual assessment linked to the production of an annual report to senior officers and relevant agencies.

Whatever approach is adopted, it is essential that it is agreed by all partners (many of whom may need to supply information).

Further, if a project contains a number of programmes and activities it is essential that a standard approach is adopted in order to permit comparisons and the identification of best practice.

5.4 Sporting Outcomes: Sporting Inclusion

5.4.1 Measures

Sporting outcomes are the core aims and objectives of any sports programme and are the direct result of the various outputs. Desired sporting outcomes will depend on the aims and objectives of each programme, although most will include indicators such as:

- New participants (especially among target groups).
- Number/type of people taking up a new sport.
- Increased frequency of participation.
- The number developing a more positive attitude to sport (and health).
- Number/type improving skill levels and performance.
- Number/type trained/achieving qualifications.
- Number/type who join a sports club.
- Continued, independent, participation.

As indicated in Section 2, to assess performance numerical targets should be set where possible for each of the desired outcomes and these can be of three types (see 2.6.1-2.6.3):

- Directional targets
- Absolute changes
- Gap analysis

5.4.2 Collecting Information

The information to be collected will vary depending on the aims and objectives of the programme, but will normally include such information as:

- Previous and current sporting participation.
- Age, sex, highest educational qualifications, employment status, socio-economic group. These data permit the assessment of the extent to which priority groups are being attracted and/or participants are representative of local communities (by comparing it with local area Census data). You should note that, if you want to compare your users with the Census data, then you should use the appropriate Census questions/categories (see Appendix 2).
- Postcode (to identify the catchment area for the programme and the extent of its influence).
- Levels of satisfaction with various aspects of the programme.

A range of methods can be used to collect this and other information, including:

- Enrolment forms
- Registers of attendance
- User surveys

Enrolment Forms

The basic information about individuals can be gathered during enrolment onto the project, although sensitivity will be needed when gathering some personal data.

Registers of Attendance

Registers can provide important information about frequency and adherence, although participants may find this intrusive. However, for relatively small groups it should be possible for organisers to record simple attendance information.

User Surveys

Probably the most accurate and reliable way to collect this type of information is via short self-completion, or interviewer-administered, questionnaires. An example of a relatively comprehensive user questionnaire is included in Appendix 2, which can be adapted according to the needs of each programme.

Data Protection Act

The Data Protection Act places restrictions on the storage and use of 'personal data' and provides rights to the individuals involved and may require their **explicit consent** for the storage of such information. The eight enforceable principles of good practice are that data must be:

- Fairly and lawfully processed
- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Not kept longer than necessary
- Processed in accordance with the data subject's rights
- Secure
- Not transferred to other countries without adequate protection

You are advised to seek advice on these issues or to consult the Information Commissioner's Office:

- website www.dataprotection.gov.uk
- email data@dataprotection.gov.uk
- phone 01625 545745

Edinburgh Youth Social Inclusion Partnership

EYSIP has developed a computerised 'monitoring action research system' based on Filemaker Pro. This acts as a database for a diverse range of projects catering for excluded young people and contains both quantitative and qualitative information (such as comments of field workers and descriptions of participants). The system provides a range of information for tracking attendance and participants' development. This includes:

- Participant profiles (age, gender and other criteria).
- Session-by-session recording (attendance, comments).
- Diagnostic records of young people's needs (eg, social services).
- Diagnostic records of 'progress' – working with others, articulating their needs, engaging in social interaction.
- Participant evaluation of the programme via a self-report questionnaire.
- Ability to group types of participants.

See www.youthinclusion.org or email edinburgh@youthinclusion.org for more details.

5.5 Intermediate Outcomes

5.5.1 The Nature of Intermediate Outcomes

Intermediate outcomes are the presumed impacts of sports participation on **individuals and groups who take part in the programme**. Such outcomes are of central importance to programmes addressing issues of social inclusion (personal, social and community development). For example, such projects may aim to use sport to achieve the following:

- Improve the fitness and health of individuals
- Contribute to improved school attendance and educational performance
- Develop social and technical skills and increase employability
- Improve human capital: increase social contact, develop new interests and increase self-confidence, sense of competence and self-esteem
- Reduce criminal behaviour among individual participants
- Reduce drug use among participants
- Increase involvement in voluntary activity

5.5.2 The Rationale for Measurement

The measurement of such intermediate outcomes is important for two reasons – both relating to assessing the programme's **effectiveness**:

- **Programme Outcomes – Effectiveness**. For many programmes the main aim will be to change the values, attitudes and behaviour of the participants. This may be a result of specific programmes – such as GP referral programmes, young people at risk, or targeted fitness and health classes – or may simply be a desired outcome of recreational programmes. Whatever the orientation, it is essential that sport's contribution to any changes is accurately measured and documented.
- **Broader Social Outcomes – the Need for Credible Arguments**. There are substantial difficulties in measuring the direct impact of sports participation on community-wide issues such as empowerment, increased social cohesion or reduced crime. However, the accurate measurement of intermediate outcomes, together with a credible 'hypothetical chain' (Section 3.1), can provide evidence to support the contention that some contribution is being made to broader social outcomes at an individual/group level.

5.5.3 Approaches to Information Collection

Section 3 outlined the methodological factors that need to be taken into account when assessing the impact of sport on participants. These must be borne in mind when collecting and interpreting data for the measurement of intermediate outcomes. There are three broad approaches to the collection of information about possible impacts of participation:

- Surveys of participants
- Small group discussions
- Observation

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

In this manual it is not possible to provide more than a broad introduction to such methods. Given the importance of accurate and robust information it is recommended that, if development teams do not have research experience, they seek assistance from, say, local education institutions (as was the case with RecZones) or from relevant commercial companies (used to evaluate Include Through Sport).

Alternatively there are some step-by-step, do-it-yourself survey manuals (such as Coalter et al, 1995; Edinburgh Youth Social Inclusion Partnership, 2001), or textbooks that provide guidance on the design and implementation of a range of research methodologies (such as Veal, 1997). Further relevant references are provided in the bibliography. A more comprehensive guide to issues of sports provision and impact measurement, especially fitness and health, is provided in Brodie et al (1991).

5.5.4 Surveys of Participants

Surveys of participants can provide important numerical information about the proportions of different types of participants obtaining particular outcomes. Such information is often vital for illustrating the effectiveness of programmes – it is what many funders will have paid for. Such evidence (if robust) is also important when lobbying for funding.

This can either be a before-and-after or a 'post-facto' approach, based on participants' self-assessment of the impact of participation (although the former is the preferable approach as it will ensure a greater element of objectivity). The collection of such information may not be easy and will require sensitive handling, with participants on freely-chosen recreational programmes possibly resenting such questions.

The nature of the information required and the methods of measurement will vary depending on the focus of the programme – fitness and health, anti-social behaviour, self-esteem/self-confidence. In many areas, specialist measurement instruments already exist and can be drawn on to develop relevant questions. Examples of such questions are included in Appendix 2.

There are two possible ways of conducting surveys of participants, discussed below:

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

Include Through Sport: The Rickter Scale **(see Appendix 1)**

The Rickter Scale Board (copyright of the Rickter Company Ltd) is a hands-on, non-paper based motivational assessment and evaluation package.

Participants place themselves on a number of attitudinal scales by moving counters, identifying their current and desired states. The process is repeated, after a relevant period of time, to examine the participant's evaluation of progress made in areas where a desire for change had been identified.

A sports-specific scale has been developed for Include Through Sport, which explores attitudes to:

- The importance of sport and physical activity.
- Their degree of happiness with their fitness level.
- Their willingness to participate in sport.
- Their confidence about their sporting abilities.
- Satisfaction with the amount of time available for sport.
- Money as a factor constraining participation.
- Satisfaction with current levels of facility provision.
- The significance of drug/alcohol use.
- Level of satisfaction with their health.
- How happy they are with their lives.

Self-completion Questionnaires

Advantages:

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

Disadvantages:

- A self-selecting sample, which may provide biased results (a significant problem if there is a diversity of attitude and opinion).
- Relies on literacy skills, which may be limited.
- Only a limited range and complexity of questions can be used.
- User-friendly design essential to encourage completion and accuracy (may even need a prize draw as an incentive).

Face-to-face Interviews

Advantages:

- High response rate, therefore reduction in bias.
- Does not depend on respondent's levels of literacy.
- A broader range and complexity of issues can be addressed.
- Possibility of skill development by using those on work placement schemes as interviewers.

Disadvantages:

- Use of interviewers means that it is more costly than self-completion.
- Interviewers require some training and, to ensure some objectivity, they should not be involved in the programme.

Analysing Survey Data

The main purpose of collecting information via surveys – whether self-completion or face-to-face – is to produce numerical and statistical data to evaluate the nature and extent of impacts among participants. This usually requires the questionnaire data to be entered into a computer analysis program to produce relevant tables.

Consequently, it is essential to have access to relevant computing facilities and data analysis expertise. Access should be ensured before undertaking such work, as those undertaking the data analysis need to be involved in the design of the questionnaires.

It is possible that your local authority or partner organisations may have such facilities. Alternatively a local education institution might be able to assist (for example, as part of a student project).

5.5.5 Small Group Discussions

Discussion groups, typically involving six to ten participants, can provide a valuable in-depth understanding of participants' perceptions and experiences that are not always possible through the largely quantitative survey data.

Advantages:

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

Disadvantages:

- The group may not be representative of either participants or the community.
- Need to ensure that the group is relatively homogeneous on key factors to avoid tension within the group.
- Without a strong facilitator certain individuals may dominate.
- To ensure as objective information as possible, probably best not to have a member of the programme team act as facilitator.
- A lot of qualitative data to interpret – resource intensive and time consuming.

Processing Qualitative Data

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

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

- **Recording**. It is best not to rely on your memory, so you need to record the conversations. Taking basic notes will be useful to identify important issues and themes as they arise. However, taking a complete record will not be possible, as it will disrupt interaction with the participants and the flow of the discussion. Consequently you may either have a note-taker present, or you may tape record the discussion (participants' consent will be required, but it is surprising how few people are constrained by discreetly positioned tape recorders).
- **Analysis**. Analysing qualitative information (conversation) is a form of 'content analysis' – you are attempting to identify issues and themes via the use of pre-defined topics, or seeking to understand better people's values, attitudes and motivations. If you have transcribed the tape recording (usually estimated at three hours typing for a one-hour tape) then you can cut up the transcript to assemble differing categories of responses, or use different-coloured highlighter pens. These can then be assembled to illustrate different types of participants' attitudes to a range of issues and activities. You can even use a numerical approach by stating how many (as well as what type of) people had particular attitudes to particular issues.

Use of Qualitative Data

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

- To describe the range of attitudes to important aspects of the programme, so it is important that the full range of opinion is represented. This should not be a long listing of quotations, but discursive and illustrative.
- To illustrate and develop quantitative survey data by using illustrative quotes.
- To present character pictures of certain types of 'typical' participants (for example, where there is a consistency of attitudes and opinions among particular groups of participants).
- To develop a broader understanding of the social relations and dynamics of the programme – what does/doesn't work and why?

5.5.6 Observation

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

Advantages:

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

Disadvantages:

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

5.5.7 Timing of Data Collection

Although observation can be ongoing, the judgement about the timing of the collection of information from participants will depend on the nature of the programme and the desired outcomes. For example, if the programme involves a set number of sessions (such as a referral scheme for young people at risk) then the timing of such surveys will be relatively easy. With broader, recreational schemes some judgement needs to be made, on the basis of a theory of change (see Section 3.1) and patterns of attendance, as to when the programme might be expected to have made an impact.

5.6 Social Outcomes: Community

5.6.1 Aims

Social outcomes at community level are the least tangible and present difficulties in measuring any cause-and-effect relationships, in part because the unit of analysis is not individuals but geographical areas or 'communities' (see Section 3.2). Projects may be aiming to use sport to achieve social outcomes such as:

- Improving the fitness and health of the broader community
- Addressing issues of community safety, reducing levels of vandalism and crime
- Contributing to improved school attendance and educational performance
- Developing social and technical skills and increasing employability
- Contributing to broad policies of community development and regeneration
- Improving perceptions of the local area and quality of life

5.6.2 Measuring Outcomes

In addition to the general methodological problems of measuring social outcomes for the community, there are two other issues for consideration:

- The definition of 'community'
- The importance of realistic timescales

The Definition of 'Community'

Although there is much debate about the nature and meaning of 'community', the practical issue for sports development programmes relates to a relatively precise definition of the geographical area in which expected impacts are to be measured. For example, it may simply be the catchment area related to particular facilities or programmes (identified via postcode data collected from participants). However, where recruitment is not from reasonably coherent and identifiable geographic areas, the measurement of community impacts will be extremely difficult. The precise definition of the 'area of impact' is important because it may be possible to use information collected by others (such as SIPs, area health boards, police beat statistics) to make some assessment of the impact of the programmes. In the absence of such statistics it may be necessary to undertake household surveys and, again, a precise delineation of the households to be included will be required.

The Importance of Realistic Timescales

The extent to which it may be possible to detect change (ie, impact) in various outcome measures and targets will depend on the outcomes and timescale for their achievement. It is very unlikely that short-term evaluations will detect what will probably be very small changes. For example, Collins et al (1999) recommend that new development programmes need to run for at least five years before legitimate evaluations can be undertaken.

Despite a long-term increase in aggregate levels of participation in sport and physical recreation, there are persistent and relatively stable socio-demographic differences (see Coalter, 1998, for an analysis of trends in sports participation in Scotland between 1987 and 1996). Further, there is evidence that the differences are explained as much by culture, attitudes and values as they are by the more traditional 'constraints' perspective such as cost of participation, lack of time, and lack of transport (Coalter, 1993; Roberts and Brodie, 1992). **In such circumstances realistic time and resources need to be committed to change such traditional patterns and achieve desired outcomes.**

5.6.3 Collecting Information

The Balance of Probabilities

As suggested in Section 3.1, it is extremely difficult to prove categorically that any changes in broader indicators are related directly to a sports development programme. Where positive changes are indicated, it may be possible to argue that 'on the balance of probabilities' the programme has made some contribution. However this claim will need to be supported by:

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

There are three broad approaches to the collection of information relating to possible social outcomes for the community:

- Secondary sources
- Household surveys
- Citizen's panels

Secondary Sources

Many of the desired outcomes are related to other policy areas, in which organisations collect a range of relevant time series data. For example:

- Health: GP records
- Crime: police beat statistics; data from the Children's Panel Reporter
- Truancy: school records
- Local authority repair data (indicating incidence of vandalism)
- Youth service data

Household Surveys

Some of the problems in relating sports development programmes to measured changes in broader social indices might be dealt with by exploring possible relationships between awareness of or participation in programmes and changed attitudes and behaviour. However, as such surveys are expensive (and the strength of any findings may be weak), consideration should be given to persuading SIPs or relevant local authorities to include some programme-specific questions in their periodic surveys.

Citizens' Panels

Citizens' Panels represent another possible, qualitative, approach to exploring the wider impact of sports development programmes. These could either be relevant local members of existing panels, or a panel specifically recruited for the purposes of evaluation.

SECTION 6: REPORTING INFORMATION

6.1 The Need for Reporting

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

6.2 Structure of the Report

There are a number of standard templates for reporting on programmes aimed at aspects of community regeneration. These include generic guidance commissioned by the Department of the Environment, Transport and the Regions and available on the web (Office of the Deputy Prime Minister, 1999). Two dealing with arts evaluation are Dean et al (2001) and Woolf (1999). The following is a relatively standard structure:

- **Title Page**. Title, author's name, publisher and date of publication. Contact details could go here or overleaf.
- **Acknowledgements**. It is important to acknowledge all contributions to the project, including funders and those who have supported it. All contributors to the evaluation should also be acknowledged.
- **Contents Pages**. The titles of chapters and main sections within chapters should be listed along with relevant page numbers. All tables and figures should also be listed in separate lists. These are essential to allow readers to identify and access the sections of the report of most interest to them.
- **Summary**. This should be a bullet point list of the key issues under the headings in the contents page. Although its length will reflect the length of the report, you should aim for no more than two pages.
- **Introduction**. This should present a brief outline of the rationale for and history of the project (including a clear statement of the agreed aims and objectives). It should also outline the nature of the report.
- **Research Approach**. Provide a brief outline of how the data were collected. For example, if a survey was used, was it interviewer-administered or self-completion? How were the respondents selected – all participants or a sample? Are you sure that the sample is representative and if not, what implications does this have for any conclusions? If interviews or discussion groups were used, how were the participants selected? How was the information recorded and analysed? In general, why did you decide to collect particular types of

information and how closely do they relate to the key aims and objectives of the programme? Without being overly technical – you can place technical detail in an appendix – you must provide sufficient information to permit an assessment of the accuracy of your data (which will inform your conclusions and recommendations).

- **Research Findings**. This is a key element of the report and care should be taken to present the information as professionally and as clearly as possible. Where numerical information is being presented, graphics (pie and bar charts) should be used selectively – they provide a non-technical audience with an easier understanding of numerical data, relationships and proportions. Where possible, (anonymous) quotes can be used to illustrate issues and add colour to what is often necessarily dry reportage. It is essential that information is presented as systematically and logically as possible, with each issue dealt with before moving on.
- **Evaluation**. The core element of the report – what do the data tell us about the success or failure of the programme in terms of achieving its aims and objectives? This section should contain a comparison of the programme's aims, objectives and associated targets with the data.
- **Conclusions**. Here you describe the nub of what has been learned from the evaluation and the implications that can be drawn. They should draw on what has already been discussed in body of the report and no new information should be introduced at this stage. They should also identity what lessons have been learned, what improvements (if any) could be made and recommendations for the way forward.
- **Appendices**. These should provide the information and detail needed to understand the technical aspects of the research process, including a copy of each questionnaire used, interview schedules and technical details about research methods. They can also include other materials which act as a record of the work of the programme, such as press clippings, advertising and so on.
- **References**. If there are references to any other sources in the report they must be listed. The Harvard system used in this manual is the mostly widely used approach to referencing and can be checked in any academic book or journal – the author's surname and publication date '(Coalter, 2002)' are given in the text and full details in the list of references.

6.3 Proof-reading and Editing

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

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

APPENDIX 1: THE CASE STUDIES

As part of the process of production of this manual**,** three case studies were undertaken of projects using sport to address broader issues of social inclusion. The purpose was to identify 'best practice' in terms of projects that had systematically addressed issues of monitoring and evaluation.

Illustrative examples of best practice have been included at various point in the manual. In this Appendix detailed descriptions of each case study are provided. The information provided may further assist those developing sports development programmes to address wider issues of social inclusion.

Relevant contact information is also provided to enable more detailed discussions if required. Details are provided below of:

- Reczones
- Include through Sport
- HITS

Reczones: Tackling Youth Crime on a Neighbourhood Basis

Background

This project in Bolton is based in a multi-cultural area of high levels of social, economic and physical deprivation in receipt of a Single Regeneration Bid (SRB). The three wards (known as the '3Ds') have a population of approximately 19,500. As part of the general approach to area regeneration, and in an attempt to address issues of youth crime, funding was obtained from the Lottery Sports Fund for the development of four 'Reczones' – existing under-used play areas that would be developed into modern recreation zones, catering for formal and informal sports.

The principal rationale for the project was set out in the SRB Challenge Fund Appraisal Form:

> Boredom, caused by a lack of physical leisure provision in the area, is a recognised cause or excuse for young people to take part in negative and often criminal activity. The provision of new or improved leisure facilities as part of a phased Recreation Zones programme is another key element of the project [to address these issues]…

Involvement of the community was central to the project, with the location of the Reczones to be identified via the local Youth Forum (with a membership of approximately 90 young people). The physical developments concentrated on providing Bitmac and synthetic surfaces, multi-use games areas and agrospaces with appropriate landscaping. All areas are floodlit, enabling late night and year-round use and a sports development programme was provided in collaboration with the Sports Development Team of Bolton Metropolitan Leisure Services.

Monitoring and Evaluation

Prior to the start of the project there was a commitment to a longitudinal study of the effectiveness of the Reczones in alleviating the social problems caused by young people's delinquent behaviour. An important element of this was that the research was to be undertaken in close collaboration with the Centre for Sport and Leisure Management at Bolton Institute – by academics with a knowledge and understanding of both sports development and research methodology. The commitment of these academics and their close collaboration with Bolton Metropolitan Leisure Services provides an example of 'best practice' to be commended to other similar programmes.

The research represents a classic 'before-during-and-after' approach, collecting original survey data, using existing secondary sources and using both quantitative and qualitative approaches. The proposed schedule was as follows:

- Baseline data collection prior to the start of the project.
- Similar data collected immediately after the Reczones came into use.
- Further data collected 12-18 months into their use (planned for 2002/03).

Baseline Data

The prior commitment to monitoring and evaluation allowed important baseline data to be collected. This was done through the collation of relevant police crime statistics and a postal survey of 2,000 households (and follow-up interviews).

Police Crime Statistics

The local beat constables were visited and the project was explained to them and police beat statistics for the relevant area were made available:

- Risk of burglary in the area compared to the rest of Bolton.
- Number of break-ins in the previous twelve months.
- Number of thefts from cars.
- Juvenile nuisance incidents.

However, the limitations of these data were acknowledged from the start:

- Much petty crime (of the type which concerned residents) goes unreported and unrecorded.
- The difficulties of establishing convincing causal links between general diversionary provision and any changes in recorded crime data.

Consequently, although crime statistics (and the qualitative evaluations of the beat constables) were regarded as providing useful indicative background data, it was decided that the perceptions of the community concerning youth crime and anti-social behaviour were potentially a better indicator of the impact of the Reczones.

Household Surveys

The postal surveys of households collected a wide range of information on the following:

- Community perceptions of and attitudes towards the amount and type of young people's anti-social and criminal behaviour.
- The community's attitude towards and expectations of the Reczones.
- Level of residents' participation in sport.
- Level of residents' satisfaction with local sports facilities.

A relatively low response rate of 19 per cent was achieved. Anyone undertaking such a survey will need to ensure as high a response rate as possible (eg, using incentives such as entry into a prize draw) and be satisfied that the response is not skewed (certain groups are not under- or over-represented).

Follow-up Interviews

In order to explore the issues raised in the postal survey in more depth approximately 50 follow-up interviews and three focus groups were conducted. These provided a more in-depth understanding of residents' attitudes and concerns about issues which the Reczones aimed to address.

All this material was analysed and an interim report was produced to provide a systematic analysis of current issues and to provide baseline data. The intention is that this data collection exercise will be repeated and informed judgements will be made on the extent to which the Reczones have led to a change in residents' attitudes and quality of life and, more problematically, a reduction in recorded crime (supported by the evaluations of the beat constables).

Further Details

Reczones website: www.reczones.co.uk

Sport v Youth Crime website: www.bolton.ac.uk/studentguidance/cslm/youthcrime

The initial report can be purchased from Dan Morgan:

tel 01204 903615
email dm1@bolton.ac.uk

Include Through Sport: Sport and Inclusion

Background

Include is a national charity which works with pupils excluded from the formal education system. Its aims are to:

- end permanent exclusions from school;
- ensure full-time, mainstream education and training for all young people in and leaving the care system; and
- ensure full-time, mainstream education and training for persistent or serious young offenders.

In partnership with Sport England (and its Active Communities programme) Include Norwich aims to provide increased opportunities for sport and physical activity and to use sport to address its core objectives.

The overall aims of Include Through Sport (which is only one of a number of Include programmes) are to achieve the following outcomes over a three-year period:

- Increased regular participation and appreciation of sport by disaffected young people.
- Improved self-confidence, self-esteem, motivation and enthusiasm for sport.
- Improved access to local community leisure facilities and organised sport through increased ability of young people to integrate socially.
- A number of young people achieving recognised sporting accreditation, such as the Community Sports Leader Awards.
- A fully evaluated alternative curriculum utilising sport, which can be used with disaffected young people.
- A reduction in anti-social behaviour through the development of alternative sporting interests and associated reduction in youth offending.

Approach

Include provides Bridge Courses designed for small groups (about 10) of 14-16 year olds who have suffered an irretrievable breakdown of education and are unlikely to progress into youth training, further education or employment. The courses (which require a minimum 75% attendance) seek to:

- improve literacy, numeracy, life skills and develop constructive leisure-time activities;
- prepare young people for independence; and
- help them to complete broad-based training leading to approved qualifications (although this is optional – activity is regarded as more important than accreditation).

Over the equivalent of an academic year this involves the following:

- Two days at college (or classes taught at the Include base).
- Two days of related work experience.
- One day of personal tutorials and structured leisure, social or sporting activities. Sports are built into the personal development programme, using local community facilities.

However, given the nature of many of the young people (low motivation, statements of special educational needs, difficulty working in groups) care is taken to ensure that the activities offered are suitable to their emotional and psychological needs. Team games, for example, are often not suitable.

Sport is regarded as performing several important functions:

- **Catharsis**. Physical activity serves to provide a relatively institutionalised opportunity to expend pent-up energy and to develop perceptions of efficacy, competence, control, freedom and independence. For example, anger management is often a problem for participants and sport is regarded as offering a positive environment in which to address this issue.
- **Health**. Activity can improve fitness and be used to address issues of drugs, healthy eating, smoking.
- **Constructive Use of Leisure Time**. Introduction to a range of activities can assist in the development of personal discipline and more constructive uses of leisure time.

The aim is to develop the curriculum to address the general learning goals through sport (such as project work based around the organisation of sporting events). One practical example is provided by the Fitout-Fitin initiative:

Fitout-Fitin

Following suggestions from the young people, sponsorship was obtained to enable the conversion of a disused garage at Include's Norwich base. This will permit them to assist in its conversion and fitting, as well as providing a keep-fit facility for course members – keep-fit being a very popular activity.

Monitoring and Evaluation

Because the Include programmes are small, education-orientated and usually deal with young people referred by other agencies, a variety of systematic diagnostic, monitoring and evaluation techniques are used (each Project Manager is provided with an Evaluation Handbook which contains sample forms used throughout the programme). For example, a wide range of personal profile information is compiled from a range of sources (pupils, local education authority, school, social services, police) and each tutor has an in-depth knowledge of each participant's background. With an attendance requirement of 75 per cent, attendance records are kept (with the

sports sessions recording some of the highest attendance rates) and there is an emphasis on the need for personal discipline and responsibility.

Here we only refer to the monitoring and evaluation of direct relevance to the Include Through Sport programme.

Sports-related Information

On Entry. On entry to the programme all pupils are assisted to complete a questionnaire to obtain information about attitudes to and involvement in sport:

- Sports and mode of participation (individual, team, club, competition).
- Where participate, time spent participating, desire to spend more/less time participating.
- Perceptions of benefits of sport.
- Reasons for participating/not participating in sport.
- Sports watched and how (TV, live).

Exit Questionnaire. At the end of the course participants complete a questionnaire that explores the sporting impact of the course:

- The extent to which the sports programme helped them to develop existing and new sporting skills.
- The extent to which it helped them to understand the concept of fair play, the role of officials, the needs of other participants and the importance of team work (where applicable).
- The degree of enjoyment and challenge they experienced and how participation made them feel.
- Their preferred mode of participation – individual, informally with friends, part of a team, competition.
- Their self-assessment as to 'how good' they were at each of the activities in which they participated.

Assessment of Personal and Emotional Development

An important element of the diagnostic and monitoring and evaluation processes is the use of the Rickter Scale Board (copyright of the Rickter Company Ltd) – a hands-on, non-paper based motivational assessment and evaluation package, that looks like an abacus with counters that are moved along scales.

The theory underpinning the Board is derived variously from motivational interviewing, neuro-linguistic programming and theories of constraints and systems thinking. Participants are asked to place themselves on a number of attitudinal scales (0 to 10) by moving counters – their current and then their 'desired' states are identified. This enables a holistic identification of personal attitudes, perceptions, goals, need and readiness to change and the formulation of action plans.

The same process is repeated after a relevant period of time to examine the participant's evaluation of the 'distance travelled' – progress made in areas where the desire for change had been identified. This approach is regarded as having significant potential because of its hands-on, physical approach. The experience has been that this reduces its potentially threatening nature (it is often regarded as fun) and provides participants with a greater sense of control and ownership than a traditional questionnaire approach.

Although the Rickter Scale offers the possibility of dealing with a wide range of social and psychological issues, a sports-specific scale has been developed for Include Through Sport which explores attitudes to:

- The importance of sport and physical activity in participants' lives
- Their degree of happiness with their fitness levels
- Their willingness to participate in sport
- Their confidence about their sporting abilities
- How happy they are with the amount of time available to take part in sport
- The extent to which money is a factor constraining participation
- Their degree of satisfaction with current levels of facility provision
- The significance of drug/alcohol use
- Level of satisfaction with their health
- How happy they are with their lives

In addition to the above, the intention is to develop measures of self-esteem to increase the ability to measure direct sporting effects on participants' development (an example of one approach is included in the questionnaire in Appendix 2). It is admitted that it may be difficult to isolate the precise impact of the sports component. However, the ability to do so is increased greatly by such a systematic approach to the collection of sports-related information and the ability to relate this to the other, education-related, measures.

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HITS: Health Improvement Through Sport

Background

This project, sponsored by the Paisley Partnership and a health promotion initiative, Have a Heart Paisley, uses sport to promote health-related attitudes and behaviour in 16 primary schools (most of which are in the SIP area). Pupils in P5 are provided with one curricular sports session of approximately one hour per week for 16 weeks. The first year was based on football, but there are plans to include basketball and golf.

Curricular Provision

Qualified coaches with experience of working with young people are used to deliver the classes. Within a philosophy of fun and enjoyment, the emphasis is on providing access to sport for all young people and developing teamwork, skills and confidence. Within this emphasis on inclusiveness the aim is to use sport to address two broader issues: health and education.

Health. Early in the programme a health professional talks to the children about the importance of exercise and healthy eating and 'fruit-tasting' sessions (Fruit Faces/Healthy Living) are organised. These messages are reinforced throughout the remaining activity-based sessions.

Education. The educational components are both direct and indirect:

- **Direct**. Each school is allocated the name of a European football club and, in other classes, the children research information about the club and the country and city in which it is located. The results of some of this work are presented in displays at the 'Fun Finale' held at the end of the programme and form the basis for a quiz (see below).
- **Indirect**. The indirect educational effects refer to the presumed improvements in concentration and behaviour which result from participation in the sports programme. It is hoped that these will result in general improvements in the classroom.

HITS Fun Finale

At the end of the 16-week sessions a fun day for approximately 600 children from the participating schools is held on the pitch of the local professional football team, St Mirren. The day combines and reinforces the elements of the programme.

Inclusion Through Sport. Each school sends a team of ten for the morning session of games. The school selects these teams on general criteria (some did it randomly) rather than simply the best players. For an afternoon mass coaching session all participants arrive to take part.

Education. The children work in groups to match a series of information cards (flags, capitals, currency) with the country in which their team is located.

Coaching and Fitness. A mass coaching session is held in which all children take part. This is followed by a round-robin football game.

Monitoring and Evaluation

Both formal and informal methods are adopted in the monitoring and evaluation process.

Fitness Impacts

In order to assess the impact of the programme, 12 randomly selected children took part in before-and-after fitness tests carried out by a local commercial gym. The children were tested for:

- Strength
- Flexibility
- Body fat
- VO_2 max aerobic test
- Resting heart rate
- Blood pressure

Educational Impacts

Although this was undertaken on a more informal basis, the P5 class teachers were requested to monitor the children's attitudes and behaviour for any changes which might be attributable to their participation in the HITS programme. Although it is difficult to be precise, in a survey of a sample of teachers most claimed to notice improvements which they attributed to the sporting sessions. This was more likely to be detected following the early morning sessions (when children then attended other classes) than following the session in late afternoon.

APPENDIX 2: MONITORING SPORTS DEVELOPMENT PROGRAMMES – STANDARDISED QUESTIONNAIRE

As part of a programme of monitoring and evaluation, all sports development programmes should collect data about their participants. At the very least, descriptive information is required on the type of participant (age, sex, social class, disabilities, ethnic group, postcode), whether they are new to sport, motivations for taking part and level of satisfaction with aspects of the programme.

Programmes which attempt to address aspects of social exclusion will need to collect information about the nature of the impacts on participants (intermediate outcomes) to evaluate the effectiveness of the programme. This may include such information as impact on levels of stress, anxiety and self-confidence or self-assessed fitness and health.

Use of the Questionnaire

Because of the wide number of possible issues that sports development programmes may seek to address, the questionnaire is deliberately wide ranging. It is probable that not all issues addressed in the questionnaire will be of relevance to all programmes. Consequently those using the questionnaire should select the questions of direct relevance to them and edit it accordingly. If the questionnaire is edited please remember to amend the various skips (go to Q…) in order not to confuse the respondents.

Interviewer-administered

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

- A self-completion questionnaire can discriminate against those with poor literacy skills, which is likely to be an issue in social exclusion programmes.
- An interviewer-administered questionnaire is able to collect information on a wider range of more complex issues than is possible through self-completion.

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

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

Certain questions (such as lists or scales) are best asked by the interviewer presenting them to interviewees on a 'show card'. Where this is advisable it is indicated on the relevant question.

MONITORING SPORTS DEVELOPMENT PROGRAMMES

PARTICIPANT SURVEY

Code no. *(leave blank)* ☐

INTERVIEWER: ..... Interview no. ☐

DATE: ..... Time *(24 hour clock)* ☐☐

LOCATION/EXIT: .....

INTRODUCTION

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

Q1 **This information is necessary to identify the range of activities undertaken by different groups of people. You may simply ask a respondent "What activity did you take part in?" and write in the response. However, the use of this pre-coded list will reduce greatly the amount of coding required. You can reduce the list to reflect the sports actually offered in your programme.**

1 What activities did you take part in **today**?

Circle all responses.

INDOOR

Archery	1	Hi-tech fitness	10	Sauna/Sunbed	19
Badminton	2	Indoor cricket	11	Snooker/Pool	20
Basketball	3	Indoor 5-a-side football	12	Squash	21
Bowls: carpet/mat/short	4	Indoor golf	13	Table tennis	22
Boxing	5	Indoor hockey	14	Tennis/Short tennis	23
Climbing wall	6	Keep fit/A'bics/Step/Yoga	15	Trampolining	24
Dance	7	Martial arts	16	Volleyball	25
Fencing	8	Multi-sports session	17	Weightlifting/training	26
Gymnastics	9	Netball	18		
Other: _____	☐	Other: _____	☐	Other: _____	☐

POOL

Aquafit	31	Used flumes	33		
Swimming	32	Water polo	34	Other: _____	☐

OUTDOOR

Archery	41	Football - other	42	Running/Jogging	43
Athletics - track/field	44	Golf	45	Tennis	46
Cricket	47	Hockey	48		
Football - 5-a-side	49	Rugby	50	Other: _____	☐

If more than one response was circled for Q1, ask Q2. Otherwise go to Q3.

Q2 **It is necessary to identify participants' main activity in order to examine the extent to which age, gender, frequency of attendance and attitudes vary by activity.**

2 Which was your **main** activity? _____ ☐

Write activity number from Q1 in box or write activity on line if no code number in Q1.

Q3/4 **This identifies the proportion of first-time users for any activity in the programme (an important performance indicator) and how long people have been attending (an indication of commitment).**

3 Is this the first time that you have taken part in *[main activity]* at Goodsport?
Yes 1 *Go to Q6*
No 2

4 If NO, how long have you been taking part in *[main activity]* at Goodsport?

_____

Q5 **This identifies participants' degree of commitment to an activity and allows you to assess if they are participating frequently enough to obtain certain fitness and health, or perhaps social, benefits.**

5 On average, how many times do you attend the sessions for *[main activity]*?

Less than once a week 1
Once a week 2
Twice or more per week 3
Other *(write in)* _____

Q6/7 **These identify the range of activities undertaken by participants and, again, permit you to assess if they are participating frequently enough to obtain certain fitness and health benefits.**

6 Do you go to any other activity sessions at Goodsport?
Yes 1
No 2 *Go to Q8*

7 If YES, which activities and how often?

	Less than once a week	Once a week	Twice or more a week
_____	1	2	3
_____	1	2	3
_____	1	2	3

Q8/9 **This information identifies the extent to which particular participants would like to take part more often and the factors that prevent them from doing so. This may have implications for policy and programming to assist in increased frequency of participation.**

8 Would you like to take part in sport more often than you currently do?
Yes 1
No 2 *Go to Q10*

9 If YES, what are the main things that stop you from doing so?
(Do not prompt. Rank all main factors mentioned, 1 being the most important)

Cost of entrance	☐
Cost of equipment	☐
Cost of clothes/shoes	☐
Cost of travel	☐
Lack of personal transport	☐
Family commitments	☐
Work commitments	☐
Lack of time to take part	☐
Activity not available at convenient times	☐
Lack of/cost of child care	☐
No friends to take part with	☐
Other *(write in)*	☐ _____

Q10/11 As the main aim of programmes is to encourage people to take part in sport, it is essential to know if they have any unmet demands which you may be able to meet.

10 Are there any activities which you would like to do but are not provided by Goodsport?
Yes 1
No 2 *Go to Q12*

11 If YES, which activities? *(write in)* _____

Q12 This provides information about participants' motivations, the nature of the attraction of your programme and the extent to which some of their aspirations have been met. It also provides an understanding of how to promote the programme to non-participants.

12 What were the **main** reasons why you started taking part in this programme?
(Do not prompt. Rank all main factors mentioned, 1 being the most important)

My friends come here	
Unemployed and have time	
My children come here	
It is local/accessible	
Could not get this activity anywhere else	
It is cheaper that elsewhere	
I wanted to get fit	
Concerned about my health	
I wanted to meet people	
To lose weight	

Other *(write in)*_____

		Yes	No	DK
13	Do you feel fitter since you started taking part in this programme?	1	2	3
14	Do you feel that your health has improved since taking part in the programme?	1	2	3
15	Have you made friends as a result of taking part in the programme?	1	2	3
16	Have you lost weight since taking part in the programme?	1	2	3

A major aim of sports development programmes in socially deprived areas may often be to contribute to the quality of life of participants by reducing levels of stress and improving aspects of their mental health. There is a set of 12 simple questions – not reproduced here for copyright reasons – that can be used either in a before-and-after approach or simply to obtain participants' assessment of how their feelings about self-worth and stress have changed since starting on the programme. Of course, you need to be aware that other, non-programme, factors may also be affecting these issues.

The 'General Health Questionnaire 12' has been used in national health surveys in Scotland and England to determine the psychosocial health of respondents. Respondents are scored one point each time they report having experienced a particular negative feeling or type of behaviour rather or much more than usual, or a positive feeling less or much less than usual. "An overall GHQ12 score of between zero and twelve can then be calculated. A threshold score of four or more (referred to as a 'high' GHQ12 score) has been used to identify informants with a potential psychiatric disorder." (Joint Health Surveys Unit *The Scottish health survey 1998*, vol 1, p394. Edinburgh: Scottish Executive Health Dept, 2000)

The GHQ12 questionnaire used in the Scottish Health Survey can be found at: www.show.scot.nhs.uk/scottishhealthsurvey The questionnaire is in vol 2, pp169-170.

Go to www.nfer-nelson.co.uk/ghq/ghq12 for further information on using the GHQ12.

Q17 **As one of the main aims of programmes is to attract new participants it is necessary to know if this is being achieved, or whether you are simply catering for those who were already participating (although they may have been doing different sports).**

17 Before you started attending the Goodsport programme were you taking part in any sport/physical activities?

Yes 1
No 2 *Go to Q19*

18 If YES, which sports/activities and how often? *(Write in sport/activity below)*

	Less than once a week	Once a week	Twice or more a week
_____	1	2	3
_____	1	2	3
_____	1	2	3

Q19/20 **These enable you to identify the extent to which you have been successful in attracting a range of 'non-participants'. You might judge your success on the basis of attracting those who have not taken part in sport for some time.**

19 Before taking part in this programme, when was the last time you took part in sport/physical activity on a regular basis (at least once a month)?

Not since I left school	1
6-12 months before I started	2
1-2 years before I started	3
More than 2 years before I started	4

20 What was/were this/these activity/ies?

_____

Q21 **As with Q9, this provides information about participants' motivations, the nature of the attraction of your programme and, potentially, an understanding of how to promote the programme to non-participants.**

21 What was the one main reason why you stopped taking part?

Lost interest	1
No one to take part with	2
Did not know where to take part	3
Family/childcare obligations	4
Too expensive	5
Job commitments	6
Lack of time	7
Moved away from my school area	8

Other *(write in)* _____

Q22 Evidence suggests that participants' perceptions of the quality of facilities and their experience are important aspects of their decision to continue to participate. This question seeks to be as comprehensive as possible, but you may wish to add or delete categories depending on the nature of your programme and policy priorities. The issues are grouped into three broad categories, which help the respondents to focus on groups of issues. If you add questions you should allocate them to one of these categories. By cross-tabulating responses with age, sex and activity you can get a detailed understanding of any differences in evaluation of various aspects of your programme – who is most/least satisfied?

22 I would now like to ask your opinion on various aspects of the programme. Using the scale on this card, how would you rate the following aspects? Please tell me if you don't use any particular aspect or if it is not relevant to you. *(Use showcard and read out if necessary)*

		Excellent	Good	All Right	Poor	Very Poor	Not Used/ Not Relevant
Facility/Staffing							
(a)	Quality of sports facility used (hall/court/pool)	1	2	3	4	5	9
(b)	Helpfulness of Goodsport staff	1	2	3	4	5	9
(c)	Helpfulness of sports/pool attendants	1	2	3	4	5	9
(d)	General cleanliness of reception area	1	2	3	4	5	9
(e)	General cleanliness of changing facilities	1	2	3	4	5	9
Activities							
(f)	Range of activities on offer	1	2	3	4	5	9
(g)	Availability of coaching/tuition	1	2	3	4	5	9
(h)	Standard of coaching/tuition	1	2	3	4	5	9
Accessibility							
(i)	The charge for your activity	1	2	3	4	5	9
(j)	Availability of activity at convenient times	1	2	3	4	5	9
(k)	Advance booking system	1	2	3	4	5	9

Q23 In addition to obtaining information about participants' views on various aspects of the programme, it is useful to understand their attitudes to sport and their motivations for participating (and the extent to which these vary by factors such as age, sex, ethnicity and activity). The question below offers some suggestions to assist in this process, but you can add other relevant issues. Just remember that anything added must be in the form of a statement with which respondents are able to agree or disagree.

23 Here are some things which people have said about sport and exercise. We would like to know what you think.

Tick one box on each line

		Agree strongly	Agree slightly	Disagree slightly	Disagree strongly	Don't know
(a)	I enjoy doing sport and exercise in my leisure time	❒	❒	❒	❒	❒
(b)	I am good at sport and exercise	❒	❒	❒	❒	❒
(c)	I only enjoy sport and exercise if I do it well	❒	❒	❒	❒	❒
(d)	I think it's important to keep fit	❒	❒	❒	❒	❒
(e)	I want to be successful at sport	❒	❒	❒	❒	❒
(f)	I do sport and exercise to be with my friends	❒	❒	❒	❒	❒
(g)	I get embarrassed when I have to do sport and exercise	❒	❒	❒	❒	❒
(h)	My family encourage me to do sport and exercise	❒	❒	❒	❒	❒
(i)	I feel fit and healthy when I do sport and exercise	❒	❒	❒	❒	❒
(j)	I prefer to do other things than sport and exercise in my free time	❒	❒	❒	❒	❒

Personal Profile Data

The remainder of the questionnaire contains a series of 'personal profile' questions that have two broad purposes:

- **To provide a description of the various social groups which take part in the programme and to enable you to monitor the extent to which you are achieving aspects of your social inclusion policies.**
- **To enable cross-tabulation with such information as activities, frequency of attendance, evaluation of programme quality and attitudes.**

I would now like to ask you a few questions about yourself to help us to understand our customers and their needs.

Q24 **This provides information about the various methods of transport used to get to the facility and is useful in addressing issues of accessibility (in combination with Q29) and for promotional, planning and programming considerations.**

24 What was the **main** method of transport you used to get here today?

('Main' means longest time rather than distance)

Car/van (driver)	1	Walked	6
Car/van (passenger)	2	Bicycle	7
Motorcycle (driver)	3	Train	8
Motorcycle (passenger)	4	Underground	9
Public bus	5	Coach	10

Q25 **As with Q24 this provides important information about accessibility and also establishes the broad catchment area for the programme/facility. If cross-tabulated with activity it can indicate possible differing 'attractiveness factors' for activities and facilities. For example, it is possible to identify those activities (and times) for which people are most willing to travel longer distances. Also distance travelled may be related to the frequency of participation.**

25 How long did this journey take today?

0 - 15 minutes	1
16 - 30 minutes	2
31 - 45 minutes	3
Over 45 minutes	4

Qs26/27 **Information about the sex and age of participants is valuable in itself. However, such information may also relate to performance indicators – eg, where particular age groups have been targeted.**

26 Is interviewee… Male 1
Female 2

27 What age are you? ____ yrs *If under 16 go to Q30*

IF AGED 16 OR OVER ASK Qs 28 and 29

Q28 **This is a measure of personal mobility – in areas of social deprivation it is likely that car ownership will be much lower than the national average and the extent of this will have important implications for policy (for example, you may decide to provide transport) and the timing and location of activities.**

28 Do you personally own or have regular access (you can use it when you want) to a car/van/motorcycle?

Yes 1
No 2

Q29 Research indicates that the age at which people finish full-time education is a major influence on their participation in sport – those who stay on after the minimum school-leaving age are likely to have the highest participation rates. A major aim of sports programmes in areas of social deprivation will be to work to attract those who have left school at the minimum age – something which traditional forms of participation often fail to do. Note that a school-leaving age of under 16 will be strongly age-related as the Scottish school-leaving age was raised from 14 to 15 in 1947 and to 16 in 1972/73.

29 At what age did you finish your full-time education?

Still in full-time education	1
14 years and under	2
15 years	3
16 years but under 19 years	4
19 years and over	5

ASK ALL RESPONDENTS

Q30 This question, which is based on the 2001 Census, not only provides essential equity monitoring information but also, via cross-tabulations, an understanding of the attitudes and behaviour of different cultural groups.

30 In order to monitor our equal opportunities policy and help us to improve the way we target our resources, could you tell me to which of these ethnic groups do you consider you belong?

White
Scottish 1 Other British 2 Irish 3
Any other White background *(write in)* _____

Mixed
Any Mixed background (*write in*) _____

Asian, Asian Scottish or Asian British
Indian 1 Bangladeshi 3
Pakistani 2 Chinese 4
Any other Asian background (*write in)* _____

Black, Black Scottish or Black British
Caribbean 1 African 2
Any other Black background *(write in*) _____

Other Ethnic Background
Any other background *(write in)* _____

Qs31-33 **A major aim of sports projects in areas of social deprivation is to attract participants with poor health and assist them to improve their health. This information will show the extent to which the programme is attracting this target group. Qs 31 and 32 are based on the 2001 Census.**

31 Over the last twelve months would you say your health has on the whole been:

Good?	1
Fairly good?	2
Not good?	3

32 Do you have any long-term illness, health problem or disability which limits your daily activities or the work you can do?

Yes	1
No	2

33 Are you a registered disabled person?

Yes	1
No	2

Q34 **This provides a profile of the employment status of programme participants and, depending on the target groups, enables an evaluation of the relative success of the programme in meeting its targets – for example, sports programmes in areas of social deprivation will seek to provide for the unemployed, retired and people with disabilities.**

34 Can you tell me something about your work? *(Prompt)*

Are you:	Working full time (30+ hrs)	1
	Working part time (less than 30hrs)	2
	On government work training programme	3
	Retired: state pension only	4
	Retired: company/private pension	5
	Housewife/husband/full time in the home	6
	In full-time education (school)	7
	Full-time student (college/university)	8
	Unemployed	9
	Temporarily unable to work (for example, ill)	10
	Permanently unable to work (due to illness/disability)	11
	Never worked	12
	None of these	13
	Refused to say	14

Qs 35/36	**These questions permit the identification of the social class of participants. All available evidence indicates that participation in sport and physical recreation is related closely to social class. The most commonly accepted way to allocate individuals to social class categories is to do so via the chief wage earner in their household.** **Question 36 is based on 'self-allocation' – respondents assess their own/chief wage earner's broad occupational type. Such an approach is economical as it does not require any additional coding. However, this approach is prone to inaccuracy and error.**
Qs 37-42	**An alternative (and more accurate) approach is provided in Qs 37-42. Although these require the additional cost of coding they are the questions used in the 2001 Census. This permits a more accurate comparison between participants and the class structure of the target community. However, the coding of such information, which is based on the Registrar General's classification of occupations, needs to be undertaken by reasonably skilled coders.**

35 Who is (or was) the chief wage earner in your household?

Self	1	*Ask Q36 about self*
Self and other/s	2	*Ask Q36 about self*
Other person/s	3	*Ask Q36 about other*
No income earner in household	4	*Go to Q43*
Don't know	5	*Go to Q43*
Refused to say	6	*Go to Q43*

36 Is (was) this person's job mainly non-manual, mainly manual or in the armed forces? *(Use showcards for non-manual and manual categories)*

Mainly non-manual	
Higher professional and senior management	1
Manager or technical and intermediate professional	2
Other non-manual	3
Don't know, but non-manual	4
Mainly manual	
Skilled manual	5
Partly-skilled manual	6
Unskilled manual	7
Don't know, but manual	8
Armed forces	9
Don't know	10
Refused to say	11

The 2001 Census Questions: Socio-economic Group

DO NOT ask Qs 37-42 if the answer to Q34 is 7, 8, 12, 13, or 14.

*In these questions, the main job is that for which the most hours are/were usually worked. For those currently housewife/husband/full time in the home (Q34), it is the **last main job** outside the home.*

37 In your main job/last main job, do/did you work as:

An employee	1
Self-employed with employees	2
Self-employed/freelance without employees	3

38 Do/did you supervise any other employees?

Yes	1
No	2

39 How many people work/worked for your employer at the place where you work/worked or, if you are/were self-employed, how many people do/did you employ including yourself?

1 - 9	1
10 - 24	2
25 - 499	3
500 or more	4

40 What is/was the full title of your main/last main job?
(*For example, primary school teacher, state registered nurse, car mechanic, television service engineer, benefits assistant. Civil servants and local government officers should give job title not grade or pay band.)*

_____

41 Describe what you do/did you do in your main/last main job:

_____

_____

42 What is/was the business of your employer at the place where you work/worked? OR *(if the interviewee is/was self-employed/freelance):* What is/was the nature of your business? *(For example, making shoes, repairing cars, secondary education, food wholesale, clothing retail; civil servants and local government officers should give the Department.)*

_____

_____

Q43 This is a very important 'catchment area' question. Used in association with a Post Office Postcode Directory (held in database form by most local authorities) you can allocate individuals to particular geographical areas (such as electoral wards). This will enable you to identify:

- **the wards where the majority of your users come from (you may have targeted specific wards); and**
- **the proportion of the ward population which your programme has attracted.**

43 What is your postcode? | | | *END INTERVIEW*

Don't know postcode/refused to give postcode 99 *Go to Q44*

ONLY ASK Q44 IF POSTCODE UNKNOWN

44 Could you please tell me your address?

Address: _____

THANK YOU FOR TAKING THE TIME TO HELP US WITH THIS SURVEY

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