



**Donegal**  
Sports  
Partnership

An Irish Sports Council Initiative

**ESTABLISHING  
SPORTING  
COMMUNITIES**



*A Resource*

# Introduction

## HOW AND WHY USE THIS TOOLKIT

The sport-for-development 'movement' has been identified as an increasingly popular and diverse method of addressing international development objectives through sport. Sport is now widely recognised for its contribution toward improving post-conflict reconciliation and peace-building, health awareness, gender equality, poverty reduction and physical/ mental health welfare. **Donegal Sports Partnership** is committed to contribution that sport can make in supporting community development. Sport can break down many barriers at grass roots level neutralising the many community based issues that currently exist.

As a result, this toolkit aims to support clubs and communities to embrace this concept and provides a step by step guide on how to use sport to engage and develop communities.

### How to use this toolkit . . .

The toolkit follows a linear pattern and covers the following key themes:



This resource booklet is intended to be used in a practical way, and that clubs and community organisations can apply concepts and theories locally. For those organisations that are well established, they may find certain aspects of the toolkit more useful than others. For new organisations, this booklet should offer a step by step guide to good practice in sport and community sport development. . The concepts and theories are enhanced by practical examples of good practice from across Donegal and Northern Ireland.

# Your Community

## Understanding **your community**: mapping and engagement

Understanding and engaging your local community are the foundation upon which sports development and community sports development initiatives are built. In the context of sport and community sports development, when we say understanding your local community, we are talking specifically about the following:

1. Define the geographic catchment area within which you operate
2. What services exist in this area (this includes everything from sports clubs to churches, schools and statutory services)
3. Statistically speaking, what challenges does your local community face?
4. How do the people you represent feel about all of the above?

We will explore each of these points within this section.

## Define the geographic catchment area of your organisation

A seemingly straightforward step, but one that is often overlooked, we encourage an organisation, particularly those operating at a local level to establish their exact catchment area, specifically referencing the Electoral divisions represented by your organisation (this will prove useful in section 3). There are 3,440 legally defined EDs in Ireland and 149 ED's in Donegal. Defining this area provides funders, potential users, politicians or statutory agencies with an immediate concept of where the organisation is located.

The following link provides a map of all electoral divisions in Ireland, and is a useful resource for local organisations: <http://airomaps.nuim.ie>

## What services exist in the area?

Crucial to the establishment of new, or advancement of existing sport and community sports development initiatives is understanding what is currently out there.

### Example

Is there a child protection workshop being delivered by a local sports club that may enable your coaches to access personal development opportunities?

### Example

Knowing about a physical activity programme being delivered by a local council may enable you to engage parents who might ultimately become volunteers

In addition, knowledge about existing services will enable you and others to avoid duplicating existing events and activities, for example fundraising events.



A table which can be populated to provide a comprehensive overview of existing services in your area is available on the resource disc with this toolkit pack.

## How will I find out about the different groups and services?

Much of the information that you populate will depend on local knowledge and will be based on your own experience and that of your organisations volunteers/management committee. There are however a range of resources that you can access and use to generate a full profile of your target area. Here are a number of key examples:

- **Local councillors:** elected members should have a vast understanding of their own community and will likely have a directory of services or database of contacts that they should be willing to share
- **Donegal County Development Board:** community and voluntary directory by sectoral remit March 2010
- **Donegal County Council:** Community, Culture and Enterprise Department
- **Donegal Sports Partnership:** database of sports clubs for County Donegal



Use a physical map to create a visual description of an area. This can be very worthwhile as these maps can be populated with information about existing services and facilities, for example.

## Statistically speaking, what challenges does your local community face?

Understanding the context within which you operate will enable you to design and adapt your services and your 'offer' to meet the needs of your local community.

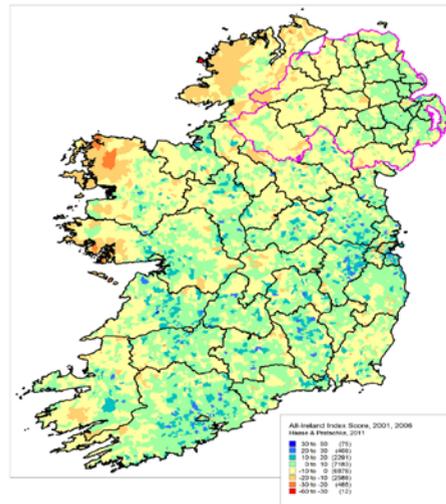
### Example

If you are a sports club and you know that your area has a high % of 18-25 year olds that are unemployed, you may decide to deliver a coach education programme to help young people gain qualifications.

### Example

A community with a high population of single parents may inspire a local sports club to run a mums and toddlers physical activity programme.

All-Ireland Deprivation Index Score, NI 2001, ROI 2006



In order to develop a greater understanding of some of the key challenges facing your community, it is worthwhile reviewing government statistics and data.

### Pobal HP Deprivation Index

The Pobal HP Deprivation Index scores are based on the analysis carried out at the level of Small Areas (SA), the new census geography developed jointly by the Ordnance Survey of Ireland (OSI) and the Central Statistics Office (CSO). The following websites have a range of publications relating to each County in Ireland, as well as Interactive maps that are easy to navigate and present key information about local communities.

These resources are also useful in section 3 of this toolkit.

<http://trutzhaase.eu/>  
<http://airomaps.nuim.ie>

## Involving the community

Consultation should be at the heart of all sport and particularly community sports development initiatives. Feedback and advice from proposed beneficiaries or participants should underpin all programmes and initiatives delivered by clubs and community organisations. Community participation is not just about welcoming the handful of citizens who present themselves on the doorstep to offer their comments. It is not just about holding periodic open days and issuing leaflets to inform residents about the exciting new developments in their neighbourhood.

Through structured meaningful consultation and engagement, it will support you in harnessing the civic energy that is so important for sport and community sports development programmes.

## 3 STEP approach to community consultation

**Know** exactly what you plan to consult with people about

**Establish** what you would like to achieve from the consultation

**Agree** a clear purpose to help you identify engagement objectives and anticipated outcomes

Listed below are a number of suggestions taken from the community planning toolkit (Community Places 2012) about how you consult with members and potential beneficiaries.

**Public meetings** provide an opportunity to consult large numbers of people at once. Meetings can be organised to allow for small group discussions with oral feedback. There are often opportunities for participants to set or influence the agenda and to ask questions. From our experience small groups are an essential element of public meeting to engage people effectively.

**Workshops and focus groups** allow people to discuss their ideas in an open and relaxed atmosphere. Workshops can take a variety of formats. They can be designed to exchange information; to discuss the strengths, weaknesses, opportunities and threats of an idea or project; to obtain ideas and innovative thinking for a way forward for a project.

## Community Consultation

**A forum** is a regular meeting of people who represent a group or organisation and may be issue or area based. Those involved typically comprise members of civic, political, professional, economic or social groups from a local area.

**Web Based engagement** is a useful tool to consult people. There are a wide variety of processes to choose from such as online discussion forums and blogs, Facebook, online surveys, social networking, ratings and voting and digital interactive TV. Web based activities enable people to choose where, when and for how long they want to participate.

**Questionnaire surveys** can be undertaken to identify the needs and views of a large number of people in a standard format. The main stages involved are:

1. Defining the sample size and the type of information required;
2. Deciding on the type of survey to be used (postal, drop and collect, telephone or interview);
3. Survey design;
4. Piloting the survey;
5. Undertaking the survey and post-completion analysis of the results.

It is often best to use a short and concise questionnaire where people's views on an issue are being sought. Increasingly email and SMS (text) are being used to provide a variety of ways for people to engage.

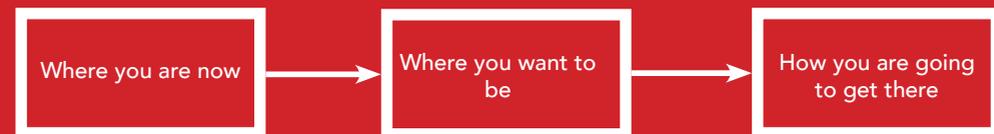
## Conclusion

This section has sought to articulate the importance of 'understanding your community' when trying to develop and enhance sport or address community issues through sport. It is this understanding and local knowledge that is the cornerstone of **positive participation, improved community relations** and **increased engagement** in structured sport and community sports initiatives.

# Organisational Planning

## Club/Organisation planning: what, why and how!

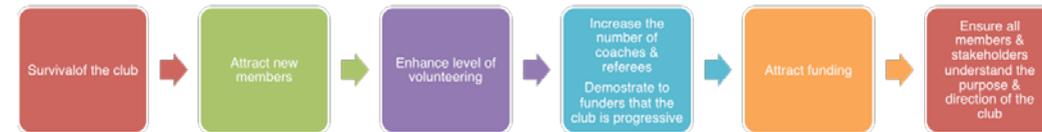
Club/Organisation development planning is something that is often overlooked or disregarded. We believe that short, medium and long term planning is crucial in shaping the direction of your club or organisation, particularly for those with an interest in sport and/or community sports development. The basic concept of a development plan is to articulate:



A development plan should be a short document that lays down your club's vision for the future, its aims and the way in which the club will achieve them, over a specific period of time. It is a working document that should be easy to read and therefore should be kept clear, concise and simple. Embracing the key concepts from section 1 of this toolkit, the plan should be informed by those that will deliver it, and those that will be impacted most i.e. the coaches, volunteers, staff, members, participants and stakeholders. This section provides an overview of what you should include in your club or organisational development plan.



## Why should we produce a development plan?



The production of a development plan will enable the club to:

- Demonstrate to NGB's/Government departments/Local authorities that your proposals and planned growth align with local regional and national strategy and therefore help to attract funding.
- Increase confidence in the success of the organisations aims and objectives
- Establish very specific goals for various sections of the organisation, identify responsibilities and accountability to ensure that goals are achieved
- Monitor the performance of the organisation against specific objectives
- Delegate actions, spreading the responsibility for, and ownership of, agreed organisational objectives
- Assist with the recruitment of new members, developing new links or growing a specific section of the organisation
- Communicate the organisational aims and achievements, to potential members, partners, funders and other stakeholders

The following pages present a section by section guide to a strong organisational development plan; each section is explained in detail with some top tips for administrators and volunteers that are tasked with producing the club development plan.

### SECTION 1: Introduction and background

This section should provide a comprehensive overview of the baseline situation for the organisation, it should include the following:

- History of the organisation
- Vision, aims & objectives and values
- Current situation (facilities, members etc.)
- Governance and Legal Status
- List and biography of committee members
- Details of experience managing public funding
- A broad overview of the key aims and objectives for the organisation over the next 3-5 years

### SECTION 2: Context and area profile

This section is similar to section 1 of this toolkit in that it presents and articulates an understand of the context within which your club operates, this includes for example:

- Location of the club (images and maps)
- Definition of catchment area
- Population statistics
- Poverty and Deprivation statistics
- Existing services in your area
- Information on any local research or consultation that support your aims and objectives

**PURPOSE** - articulate to funders, to local councils or to partners that your aims and objectives over the next 3-5 years can make a positive contribution to their overarching ambitions.

**Example** The Sail Training Ireland Strategic Plan for 2012-2014 states that a key aim is to promote the development and education of young people in the sail training experience.

In the development plan, you should firstly introduce the strategy i.e. the Sail Train Ireland Strategy for 2012 – 2014 states that.....

Followed by a succinct paragraph explaining how your organisation will contribute i.e. we plan to deliver training to 100 young people during the year 2013, therefore making a positive contribution to Sail Train Ireland objectives.



*If you have ambitions to attract funding for a specific project, ensure that your aims and objectives align with a key agency or funder and emphasise this in your development plan.*

Action planning is crucial and should be developed through consultation with key stakeholders within the organisation and informed by consultation with members, participants and partners. Actions should be

**SMART:**

**Specific, Measurable, Attainable, Realistic,  
Timed**

Actions are considered against a range of themes that make up all club/organisational activity, these are noted below:

Facilities -- Memberships -- Coach Education and Training -- Financial Systems -- Management, Governance and Staffing -- Sports Development Programming -- PR and Marketing -- Policies and Procedures

The action plan will include key baseline data, following by proposed growth as well as a range of key actions to enable the organisation to achieve this. The action plan also enables you to identify who is



A template action plan is available on the enclosed resource disc.

The inclusion of these sections is dependent on each organisation. It is recommended that organisations consider how they plan to market the development plan, this may include: a launch event, leaflet drop, newspaper adds, website updates and social media updates.

Section 6 should provide a brief summary of the organisational development plan including key headline information such as key actions, total cost to deliver and a statement from organisational representative such as chairperson.

### SECTION 3: Strategic alignment

### SECTION 4: Action planning

### SECTION 5: Marketing

### SECTION 6: Summary

# Volunteers

## Volunteers: recruitment and retention

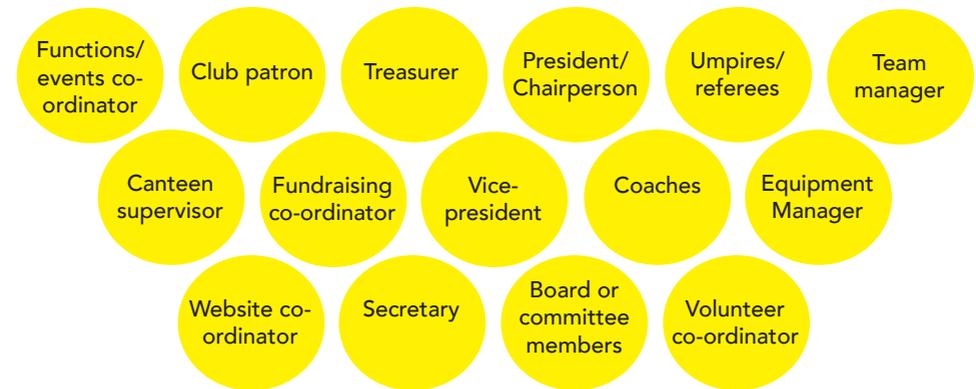
Volunteers carry out almost 80 per cent of the administration functions within the sport and community sports development sector, making them an integral part of its success.

## Volunteers

Initial consultation for the [Innovative Programme for Sport](#) suggests that clubs on average operate with between **12-20 committed volunteers**. It is estimated that volunteers provide a minimum of **8 hours per week** of service to their club. We can safely estimate therefore that volunteers, at a minimum, contribute on average **5000 hours per annum** at local sports clubs. Without the efforts of volunteers, many of the opportunities the community currently has to participate and be active in sport and recreation would disappear. Volunteers offer:

- A **fresh perspective** and new ideas on how clubs operate and function
- **New skills and abilities**
- **Energy and enthusiasm**
- A **different perspective** from a variety of age groups
- **Assistance with sustaining** clubs into the future

Volunteers fulfil some of the following roles within a club or organisation:



Volunteers participate within clubs or communities for a variety of reasons, these include:

- To gain skills - job skills, communication skills, personal and professional development
- To gain experience - to add to their CV or to gain a written/verbal reference
- To have fun
- To meet new people
- To pass on skill to others
- To experience new challenges
- To gain satisfaction from doing something to make a difference
- To contribute to the local community
- To support family members in sport

**Donegal Sports Partnership** therefore believes that the **recruitment** and **retention** of volunteers should be a primary focus for those involved in sports development and community sports development. This section provides some top tips and advice about how to best recruit and retain volunteers.

### Recruiting Volunteers

- List 'what's in it for them'. It may be a reference, something to add to their CV, training, meeting new people, personal satisfaction, helping a cause they believe in or learning new skills.
- Tell them if you have **benefits** particular to your club/association that provide added value e.g. reimbursements for travel expenses, social opportunities etc.
- Think creatively about your volunteer roles. Divide tasks into 'projects' and think about which tasks could be done by which volunteers.
- Make sure the volunteer job description sounds interesting.
- Be **flexible** about the timing of involvement.
- Look for shorter periods of commitment – more project-based tasks.
- Invite the volunteer to meet with you or your club's volunteer coordinator so that you can tell them more about the position.
- Involve the volunteer in evaluating the program to improve and develop it.

### Retaining volunteers

- **Train** – help them learn new skills/ information etc. to enhance their role.
- **Communicate** – talk to them.
- **Consult** – ask for feedback, suggestions etc. Value their experience.
- **Supervise** – adequate supervision is a must to ensure tasks are completed correctly and to support the volunteers in their role.
- **Encourage** – ensure a good job is done through positive reinforcement.
- **Conflict resolution** – notify them of grievance resolution procedures just in case.
- Don't make their job too big.
- Thank them, **express gratitude**.
- **Recognise** them in speeches and reports.
- Call, write a letter or provide a formal certificate to say **thank you**.
- **Build team spirit** – people give their best when they see themselves amongst friends.
- **Social gatherings** a few times a year are a great way for volunteers to get to know their colleagues.

# Partnerships & Collaboration

## Partnerships & Collaboration: Advice and benefits

Partnerships and Collaboration are terms often used now by government departments, funders and local authorities, but what do they actually mean and why would they be of benefit to you and your organisation?

## Conclusion

Volunteers are the lifeblood of local community and voluntary organisations, and particularly sports clubs. The input and dedication of volunteers cannot be understated and we encourage organisations to ensure that volunteer recruitment, management and retention remains a key priority in any organisational/club development plan.

The biggest piece of advice when it comes to recruitment and retention is **'to ask'**! Only a small number of people will make themselves available to volunteer, but if you ask individuals, you are more likely to generate additional support.

TopTip

## Introduction

Partnership working can mean a number of things but for the purposes of the [Innovative Programme for Sport](#) and for many sports and community sports development initiatives, Partnership working is best described as when two or more people, or organisations come together to undertake a project or programme of work.

The key characteristic is that the partners involved aim to realise something they could not do alone. To achieve this they need a shared vision, together with a constructive working relationship. This can involve an informal working relationship or a more formal structure. Either situation will provide benefits and opportunities, but conversely there may also be barriers and challenges to be faced.

### BENEFITS to partnership working

- More effective service delivery
- An integrated approach
- Increased resources and services
- More negotiating power
- Reduction in duplication
- Learning from each other
- Ensure greater accountability
- More funding opportunities
- Opportunities for future joint working
- Development of progression pathways
- Reach more people with programmes and activities

### BARRIERS to partnership working

- Previous failed attempts
- Suspicion of others involved, and lack of trust
- Fear of losing a separate identity
- Unacceptable inequalities of power and control
- Failure to recognise different personality types and communication styles
- Lack of clarity on roles, responsibilities and leadership
- Confusion around the nature and style of involvement
- Time necessary to develop relationships and feasible plans

The [Innovative Programme for Sport](#) in phase 1 and phase 2 has been built on the concept that partnership working between sports clubs and community organisations would enable those most marginalised in society to access sport and physical activity, bring people together from diverse backgrounds, attract funding and create progression pathways for lasting participation.

The [Donegal Sports Partnership](#) does however recognise the challenges and barriers associated with partnership working, so we have produced the following step by step guide to developing a successful partnership.

This guide has been developed in the context of the [Innovative Programme for Sport](#) but it is intended that some of the theory and concepts can be lifted and adopted in other programmes and initiatives. We have tried to use practical examples for ease of reference.

## Step 1

Define the nature of the problem

It is important to identify what it is that you are trying to achieve or which problem you would like to solve.

### Example

You are a basketball club that is committed to the role that you can play within the wider community. You know that there is currently a high population of yet no opportunities for people with disabilities to participate in sport and physical activity. You wish to address this problem by setting up a wheelchair basketball club but realise you cannot do this alone.

You need to establish what existing services are available for people with disabilities, and which organisations currently provide services for this underrepresented group.

You find that there are two schools for people with disabilities and one organisation that provide support with housing and education. You identify these organisations as potential project partners.

## Step 2

Review existing services & identify your partners

## Step 3

Host a planning meeting with potential partners

It is important to have an open and honest discussion with project partners, outline your ambition and motivation for the proposed project and what it is that you hope to achieve. You should also be able to clearly articulate what you can contribute or bring to the table. The other potential partners should do likewise, this is the foundation upon which the partnership approach should be based

Top Tip

*If at this stage there is conflicting objectives or uncertainty, it is better to walk away and leave the door open for future partnership opportunities. The delivery of quality programmes and services should be central to the formation of the partnership, particularly for sport and community sport programmes.*



A Partnership Agreement table which can be populated is available on the resource disc with this toolkit pack.

# Funding

## Top tips to secure funding

Writing a good funding application has been identified as a key challenge for sports clubs and community organisations in County Donegal. Over 80% of those consulted across phase 1 and 2 of the Innovative programme for Sport have identified 'access to funding' as a key concern.

## Introduction

**When trying to attract funding, the key element is in matching your project and its needs to the aims and objectives of a specific funder.**

Grant providers have very specific interests and goals that are usually spelt out very clearly in their guidance notes or in their mission or vision statements. They have an idea of what they would like to fund, and if a programme does not match this, no matter how unique, wonderful and worthy the project is, it will not get funded.

In a way, it is difficult to provide a generic overview of how to write a funding application, each funder is different. However, Donegal Sports Partnership has reviewed a range of applications and has identified common traits across each application; we have then lifted the key questions and provided a framework response to each. This framework is presented below. Please note, following this framework does not guarantee success, but it should help you present your project in the most positive light.



If you have completed the development planning exercise above, you will find some of this repetitive. **Development plans** are a great way of gathering the information you need for funding applications, when you run out of space in an application, attach your development plan as an appendix and refer to it throughout

### Question 1: About your organisation

This is an important question, and an early opportunity to align the work of your organisation to that of the potential funder. At this point you should provide enough information to attract a funders interest, but not too much to make it burdensome to read. Many of the applications will be quite specific and have a word limit, but as a general rule of thumb we would advise that you include the following:

- Very brief history of the organisation
- Legal status and note its location
- Vision, aims & objectives and values
- Current situation (facilities, members etc.)
- A broad overview of the key aims and objectives for the organisation over the next 3-5 years

## Question 2: Tell us about your project

Many organisations make the mistake of providing long winded, complicated responses to what is quite often a very simple question. We recommend that for questions like this, you are as succinct and direct as possible, using small, short sentences and even use bullet points where appropriate. Answers can typically be structured as follows:

### Example

This project targets 60 girls aged 11-13 from the Killea and Newtowncunningham areas of Donegal. The project will involve 5 sports, gymnastics, football, Gaelic, athletics and netball, delivered by qualified sports coaches. The project will take place twice weekly for a period of 24 weeks, from 6-9pm on Tuesday and Thursday evenings. The project will be delivered in the local high school etc.



Avoid making open ended sweeping statements such as: "this project will drastically enhance and improve the ability of young females". Be very specific about what it is you plan to deliver, you will have an opportunity to present outcomes later in the application. It is much easier to present outcomes when the reader understands exactly how you plan to achieve them.

## Question 3: Tell us about the need for your project

This is probably the most important question of any application. A funder will need to justify why they should invest money in your project, they need to be convinced that the proposal is worthy and that it addresses a clearly identified and EVIDENCED project. There are a number of ways to identify the 'need' for a project, but crucially, the 'need' should always be directly aligned to your aims and objectives.

For example: there isn't much point in referencing high levels of unemployment in the 18-25 age group for a project that aims to tackle childhood obesity in 60 young females aged 11-13.



A table indicating how best to articulate the need for a project is available on the enclosed resource disc

This model and guidance can be applied to small applications for projects, or to larger applications linked to facilities or core funding. It is important to remain focused on your project and use small, short sentences that are direct and to the point. Statistics and quotes should be referenced.

Top Tip

Use small, short sentences that are direct and to the point

## Question 4: What outputs and outcomes will your project have?

Another key consideration for funders is the potential impacts or the outcomes that any investment may create. In our experience, organisations often get confused as to what funders are asking for when they talk about **OUTPUTS**, **OUTCOMES** and **IMPACTS**. Each one is different, and is described in more detail below (for clarity and ease of reference we will continue to use the example of a physical activity programme for young females as our example):

**Outputs** are the tangible products, services or facilities created by your work, and are usually quantifiable. They are what you 'put out' as a result of your activity.

The people you help may use these outputs to achieve changes for themselves. Outputs are not the benefits or changes you achieve for your users; they are the interventions you make to bring about those achievements (*Community Matters 2010*). In the case of our physical activity programme noted above, the key outputs may be:

### Example

1. We will provide 24 weeks of structured sport and physical activity for 60 girls aged 11-13
2. We will provide 1440 opportunities (60 girls x 24 sessions) of sport and physical activity for 60 girls aged 11-13
3. We will provide 72 hours of part time employment for 10 coaches over a period of 24 weeks

These statements are very specific, easy to understand but reflect the outputs that the programme will deliver.

**Outcomes** are the changes, benefits, learning or other effects that happen as a result of your work. They can be wanted or unwanted, expected or unexpected. They are often hard to count or prove, and normally rely on an understanding of the initial situation or problem for comparison (*Community Matters 2010*).

### Example

Some potential outcomes may include:

1. Improved levels of physical fitness amongst 60 girls aged 11-13
2. Increased awareness amongst 60 girls as to the importance of having an active lifestyle
3. 60 girls aged 11-13 are more likely to continue to participate in sport and physical activity with a local club as a result of the programme



Where outcomes can be aligned to local statistics, this can create a strong application.

## Conclusions

This section has provided guidance on advice on the 4 key questions that make up any funding application. Each application or proposal will differ slightly, and attention should be paid to the guidance notes at all times.



# Monitoring & Evaluation

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## What, why and how to make it easy!

Monitoring and Evaluation are words that most community and voluntary organisations would prefer to avoid, but they are part and parcel of public funding and a key requirement of any grant award. We believe that monitoring and evaluation should be viewed therefore as an opportunity rather than a burden or a threat and that there are ways to make this process easier and less resource intensive than historically perceived.

## Introduction

Although the term “monitoring and evaluation” tends to get run together as if it is only one thing, monitoring and evaluation are, in fact, two distinct sets of organisational activities, related but not identical.

- **Monitoring** is about collection and analysis of information as a project progresses to enable you to make changes and ensure you achieve what you set out to
- **Evaluation** is the comparison of actual project outcomes against the intended project outcomes

Monitoring and evaluation can:

- Help you identify problems and their causes
  - Suggest possible solutions to problems
  - Push you to reflect on where you are going and how you are getting there
  - Provide you with information and insight
  - Encourage you to act on the information and insight
- Increase the likelihood that you will make a positive development difference
  - Help you to leverage additional funding and support
  - Raise confidence and self-esteem amongst staff and volunteers
  - Build and enhance the organisations reputation

Every project is different and therefore there is no generic approach to monitoring and evaluation. Each organisation will need to tailor their approach based on the outputs and intended outcomes of a project. The toolkit focuses on key *qualitative* and *quantitative* data, as well as recommending some key data collection techniques to help you monitor and evaluate your programme.

## Step 1 Establishing your baseline

Any monitoring and evaluation process needs a starting point or ‘a baseline’. In many cases, this is achieved during the initial application process and will include much of the information that you gather during consultation or research about your project.

### Example

In the case of the girls physical activity programme, your baseline might include information such as, “of the 60 girls aged 11-13 that we spoke to, 40% currently participate in 1 hour of physical activity per week”. At the end of the programme, you will be able to ask participants do they think they will participate in more than 1 hour per week; this will help you measure an intended outcome.

### Example

Midnight street soccer initiatives across Northern Ireland use PSNI statistics about the number of anti-social behaviour incidents in a specific area involving young people. They record the number at the start of the programme, and monitor this throughout enabling them to identify any change.



Your baseline data should be linked directly to your project outcomes. We advise that you create a table with your list of intended outcomes in one column, and in the column opposite, ask yourself what information you think you would need in order to make a judgement on this outcome. Now work backwards and collect this information at the start of your project.

There are different levels of baseline data according to **Civics World Alliance Monitoring and Evaluation Guide:**

- **General information** about the situation, often available in official statistics e.g. school enrolment by gender, unemployment rates, and literacy rates and so on. If you are working in a particular geographical area, then you need information for that area.

How to ... **Surveys / visiting schools / hospitals**

- If you have decided to measure outcomes through a sample of people or families with whom you are working, you will need **specific information** about those people or families. So, for example, for families (or business enterprises or schools or whatever units you are working with) you may want specific information about income, history, number of people employed, number of children per classroom and so on. You will probably get this information from a combination of interviewing and filling in of basic questionnaires.

How to ... **Interviews / questionnaires**

- If you are working with individuals, then you need **"intake" information** – documented information about their situation at the time you began working with them. For example, you might want to know, in addition to age, gender, name and so on, current income, employment status, current levels of education, amount of money spent on leisure activities, amount of time spent on leisure activities, ambitions and so on, for each individual participant.

How to ... **Interviews / questionnaires**

## Step 2 Monitoring and evaluation framework

We advise that monitoring and evaluation should be embedded as part of a project, that it becomes an ongoing component of a sport or community sports development initiative, rather than a mad rush to find and manufacture information at the end. Clubs and organisations should seek to collect qualitative and quantitative data. Quantitative measurement tells you "how much or how many". Qualitative measurement tells you how people feel about a situation or about how things are done or how people behave.

The following table presents a list of suggested quantitative and qualitative data that underpin most sport and community sports development initiatives:

QUANTITATIVE DATA	DATA COLLECTION
<ul style="list-style-type: none"> <li>• Number of people attending</li> <li>• Number of sessions</li> <li>• Range and Type of sessions</li> <li>• Profile of participants (age/gender/ Nationality/religion)</li> <li>• Hours of coaching delivered</li> <li>• Money spent on activities</li> <li>• Number of venues used</li> <li>• Profile of venues</li> <li>• Number of partner organisations involved</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative</li> <li>• Interviews</li> <li>• Focus Groups</li> <li>• Questionnaires</li> <li>• Surveys</li> <li>• Telephone calls</li> <li>• Independent consultation</li> </ul>

## Creative Techniques

In light of the peculiarities of sport and play focusing on the recreational approaches towards learning, building relationships, developing understanding etc., creative techniques to M&E can offer a useful additional means of engaging with quality control and programme improvement that is especially in line with the playful nature of sport and play activities. Furthermore, innovative M&E tools could be motivating for the staff as well as cost-effective and less burdensome for participants, particularly young people.

Examples of a creative M&E approach currently being used in Sport & Development programmes or projects include:

- photo monitoring;
- storytelling;
- participatory video
- problem tree



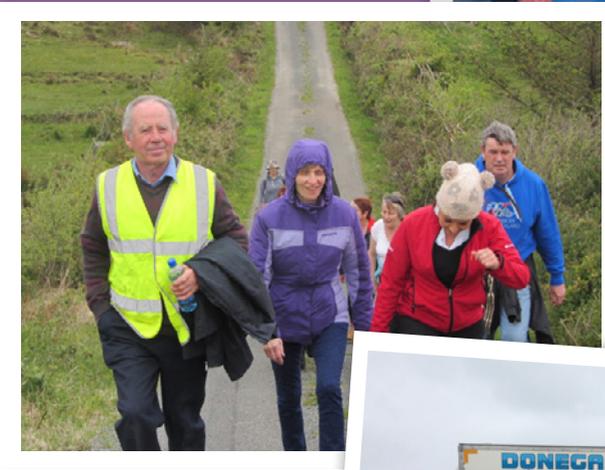
Why not adapt some of your normal 'play' or coaching activities to incorporate monitoring and evaluation. For example, in the girl's physical; activity programme we could finish a session with a relay race, but at each leg, a participant must run with a marker and write one thing they liked and one disliked about the programme.

In the context of the Innovative Programme for Sport, and any Peace III initiative delivered in Northern Ireland and the border region, the recommended monitoring and evaluation framework is called 'Aid for Peace'



## Conclusion

This section has identified Monitoring and Evaluation as a key component of any funded programme or initiative, particularly in relation to sport and community sport development programmes. Monitoring and Evaluation will differ depending on funders, but the process of gathering information remains consistent. We recommend that organisations create an internal monitoring and evaluation framework for each funded project, take some time at the start to create a baseline and make a very clear plan in terms of what information is required and how you are going to gather it.





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