SDP TOOLKIT MODULE:

MONITORNG AND EVALUATION (M&E)

Contents

Overview

Module Objectives

This module provides monitoring and evaluation (M&E) guidelines that link to different thematic areas within the sport for development field. M&E is an essential process underpinning SDP policies and programs aligned to selected Sustainable Development Goals (SDGs). The UN, IOC, IPC and various other multi-lateral organizations have embraced evidence-based practices for program and policy development and implementation. The understanding and application of monitoring and evaluation (M&E) for organizations and entities operating at different levels may have different requirements for what they want to evaluate.

Within the broad M&E framework, Results-Based Management (RBM) and Results-Based Monitoring and Evaluation (RBME) are key processes in establishing to what extent a policy or program has delivered on planned outcomes and to determine what worked for whom under what circumstances. The content provided is in line with the basic M&E methodologies and understandings of the Sport for Development and Peace (SDP) sector, in which sport is used to deliver on wider societal outcomes.

Who is this module for?

This module is relevant to everyone who has an interest in SDP. M&E, in fact will support and inform the management of projects and maximize policy and program's outcomes and sustainable impact. M&E has for many years contributed to the existing body of knowledge of SDP as a social movement, sector and field of development, and as such it has substantiated the value of SDP achievements within and across thematic areas. In SDP, M&E processes follow a participative and developmental approach with the understanding that people and organizations learn as much from mistakes as they do from successes.

M&E forms the foundation of all learnings in SDP. Many diverse stakeholders, including academia, policymakers, government officials from different ministries, sport organizations, educational institutions, development agencies, the private sector, non-governmental organizations (NGOs) and members from civil society may be interested to engage in M&E activities. This is because agencies need to gather knowledge on how their initiatives (e.g., SDP programs and policies) work and the associated impact.

What is this module about?

This module:
- Defines Monitoring, Evaluation and Learning within the SDP field.
- Defines Results-Based Management (RBM) and Results-Based Evaluation (RBE), the phases of M&E, as well as different practices and connects them to SDP.
- Identifies key links between SDP and the Sustainable Development Goals (SDGs) as evident in theories of change (ToC) to guide M&E practices.
- Identifies key steps to implement a M&E relevant policies and programs.

Learning Objectives

On completion of this module, participants will have:

• Explored the ideas, concepts and principles of SDP associated with M&E that are related to the generation of meaningful insights and evidence regarding the effects and impact of programs and policies in and across thematic areas within SDP.

• Identified key concepts regarding indicator selection, methodologies and alignment with Sustainable Development Goals (SDGs) appropriate for different thematic areas.

• Considered the M & E as a process whereby organizations obtain evidence through participatory methodologies to inform strategic decision-making, review program design, determine the effectiveness of a delivery model and learn from the uptake and impact - from conception, throughout implementation, assessment and dissemination of findings that will close the loop.

MODULE MAP: MONITORING & EVALUATION

1. How does SDP connect to monitoring, evaluation and learning?	**2. What is the current policy context?**	**3. How can relevant M&E methdologies and systems be developed?**
4. The different phases of development related to this thematic area	**5. Summary and key learning points**	**6. References and further Reading**

Technical content

Background

Using ideas and methods from the SDP sector, many governments and organizations have designed and implemented policies and programs to meet non-sport goals. The present module focuses on goals related to diverse topics and themes where sport, physical activity and/or physical education have played a role in SDP work. These goals are linked to selected SDGs at different levels. To meet these goals, government and other stakeholders can and should:

► **Review** the policy context that links to a diverse set of topics such as employability, advocacy, education, health and wellbeing and equity as it relates to sport and SDP, while positioning M&E within the sector.

► **Raise awareness** of the importance and possibilities of connecting sport to a variety of societal issues such as skills training, advocacy, education, health, and human rights (including inclusion and safeguarding) through the monitoring and evaluation of policies and programs. This awareness should be aimed at the government sectors (as policy maker, service provider, facilitator and/or employer), educational institutions (as service provider), the corporate sector, foundations (as funder/investor and employer), civil society organizations (as implementing agencies/network and employers) and the public.

► **Mobilize** support of various stakeholders, networking, and partnerships within sectors such as the sport/SDP sector with reference to relevant ecosystems inclusive of civil society organizations, youth groups, development organizations and others.

► **Promote** linkages, coordination, and networking with other national programs, particularly in the areas of M&E processes, systems, products and knowledge exchange.

► **Create or adapt and apply a program theory** that outlines the process by which M&E will be used to support effective RBM, the development and implementation of theories of change (ToC) and generate information for policy and program renewal that align with selected SDGs and current norms and standards for communities of practice.

► **Set achievable targets for** M&E systems and practices through SDP mechanisms in ways that align with selected SDGs and that are consistent with international standards.

► **Determine the necessary resources and advocate** for funding for the development and implementation of M&E for sport policies and programs that can support and guide development initiatives in achieving set outcomes across a range of thematic areas.

► **Implement M&E** for all programs, policies and practices to guide, inform and substantiate SDP work along developmental pathways, and to inform stakeholders about the delivery on planned outcomes and how to adjust these approaches where necessary.

Principles and Definitions

1. Defining M&E and results-based management (RBM) in relation to SDP

   M&E is important for organizational efficiency and directing action to the achievement of concrete development results that may show the contribution and alignment of delivering on selected targets associated with national goals and that of selected UN Sustainable Goals.[1]

   The processes are inter-linked as evaluation depends on adequate planning, clear and a well-defined results framework and an implementation plan. Monitoring thus support and informs evaluation. Evaluation in turn would need additional data for analysis.

   a. *Monitoring* is 'the regular, systematic, collection and analysis of information related to a planned and agreed program or action (most organisations already do some of this via staff meetings and the use of work plans, attendance sheets, individual learning plans and various feedback mechanisms). This provides evidence of the extent to which the program is being delivered as intended, meeting its targets, achieving its immediate outcomes and making progress towards the achievement of its final outcomes.'[2]

   Monitoring focuses on tracking progress (if any) as delivered on intended results and meeting pathway objectives (sign posting) to provide timely feedback. The monitoring information (data) serves as bases for planned (internal and external) evaluations or impact assessments and informs real-time learnings for decision-making. Therefore a monitoring system needs to serve as a reliable information base for the ongoing recording and interpretation of information regularly collected to identify what changes or adaptations are needed to reach the immediate and intermediate planned outcomes (including targets) through measurable indicators.[3]

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   [1] See UN RMB Handbook, page iv. The RBM Handbook was developed under the UN Development Group (UNDG) Working Group on Programming Issues (WGPI) to facilitate consistency and harmonization through applicable results-based program management concepts and approaches in the UN system. It aims to assist program design, implementation and managing for development results, including monitoring, evaluation and reporting at country level. Available: https://unsdg.un.org/sites/default/files/UNDG-RBM-Handbook-2012.pdf

   [2] Coalter, F., Theeboom, M., Taylor, J., Commers, T. & Derom, I. (2021). Monitoring and Evaluation Manual for Sport-for-Employability Programmes (MONITOR), p.13. Brussels: Erasmus+ and European Union. Available: https://www.sportemployability.eu/manual

   [3] Adapted from Bridging the Divide in Sport and Sustainable Development, p. 10 https://www.iir.jpnsport.go.jp/en/sdgs/#page=1, p. 10.

b. **_Evaluation_** is a systematic assessment with a high level of impartiality (avoiding conflict of interest and biases) of an activity, project, program, theme, strategy, policy, theme, operational area of institutional performance, amongst others.

   It examines the results chain processes and factors of cause-effect relationships to gain insight on achievements or the lack thereof. It must provide information that is credible, reliable and useful to guide decisions regarding the effectiveness, impact and sustainability of interventions. It provides important knowledge for organizational learning, policy making and improving organizational capacity by applying evaluative knowledge. The aim of evaluation is thus to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact, and sustainability.[4]

c. **_Learning_** entails a process of processing information, making sense of findings and reflect on them for strategic decision-making throughout the phases of planning, implementation and review.

d. **_Results-based Management (RBM)_** in monitoring involves regular and systematic assessment based on participation, data collection, analysis of performance (traced by indicators) and feedback (regular communication and reporting). It is a management strategy by which all actors, contributing directly or indirectly to achieving a set of results, are supported by processes where they use information and evidence.

   The four pillars of M & E are linked to results-based management and include: planning, monitoring, evaluation, and learning (see Figure 1).

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[4] United Nations Development Group (UNDG). (2011), Results-based Management Handbook: Harmonizing RBM concepts and approaches for improved developmental results at country level, p. 42. Available: https://unsdg.un.org/sites/default/files/UNDG-RBM-Handbook-2012.pdf
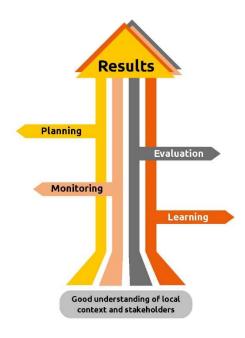
Figure 1. Four pillars to results-based management

Results-based monitoring and evaluation includes benchmarking and concerns comparing of indicators of a real situation with the norms of a desired situation set for evaluation purposes. A target specifies a particular value tracked by what an indicator should reach over a specific period. Target setting considers a benchmark (reference point or standard determined at the onset) and how long it will take to reach a target.

A M&E plan features elements of a results matrix such as indicators (to be determined at what level), baselines, means of verification, methods for data collection, the frequency, assigned roles and responsibilities along the process. The methodology for data collection (baseline and post-implementation or impact assessment) depends on the requirements of the program owner or entity, the availability of resources, capacity, timeframe, and the depth of change or transformation.

2. Defining results, indicators and theory of change (ToC) in relation to SDP

a. **Results** refer to changes in a condition that derives from a cause-effect relationship which can be intended or unintended, positive, or negative or in some instances, there may be no change. The types of changes refer to effects relevant to the scope (reach and depth) that occurs over time.

b. **An Indicator** represents a concrete and measurable unit to help identify and determine change. Indicators answer specific questions on contributions of a program, policy or intervention towards delivering on an overarching goal. In the development context, they are used to answer questions in the process of M&E aligned to SDP outcomes and selected SDGs targets. A *lead indicator* provides a predictive measurement, and such indicators aim to predict an aspect of future performance, whereas a *lag indicator* is an output/outcome measurement conducted as an after-the-event measurement used for charting progress.

The Commonwealth Secretariat developed a SDG Model Indicator Bank and Toolkit (v4.0) for the global, regional, national, sub-national and locally-focused indicators to be adapted at program level for optimal alignment. These are:

- Global indicators (Category 1) which are collected consistently across countries.
- Context-SDG-specific indicators (Category 2) that guide measurement for multiple stakeholder types relevant to the local context and regional or national development priorities.
- Programmatic indicators (Category 3) which guide project-level interventions that prioritise local outcomes linked to local needs that may be linked to prioritized SDGs and targets.[5]

TABLE 1: Criteria for developing indicators

Criteria	Questions to ask when developing indicators
Valid	Does the indicator measure what we want it to?
Consistent	Does it measure the same thing, accurately over time?
Precise	How accurate is it?
Reliable	Is it consistent over time? When the results change will it be sensitive to those changes?
Practical	Is the data available at a reasonable human and financial cost?
Useful	Will the data be used? Will it help decision-making, accountability and learning?
Owned	Is someone accountable for the data? Do all stakeholders agree that it is a useful indicator?

Source: Sport and SDG Toolkit, Version 4.0 Commonwealth Secretariat

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[5] Commonwealth Secretariat Indicator Bank and Toolkit Available: https://production-new-commonwealth-files.s3.eu-west-2.amazonaws.com/migrated/inline/Strengthening%20Sport%20Related%20Policy%20Coherence.pdf

A Theory of Change (ToC) "is a comprehensive description, illustration and explanation of how and why a desired change is expected to happen in a particular context."[6]

A ToC is thus a tool that explains a relationship between the 'problem' being addressed and the strategies on how to bring about change through a chain of results that represent a flow of logic as the one lead to the other. It serves as a program theory where the result chain begins with inputs (e.g., resources), the implementation of activities leading to outputs relevant to the individual (micro-level) and/or community (meso-level). They may directly or indirectly lead to a broad scope of effect and depth of change as more permanent and recognized as impact. The 'results chain' is specific for guiding results-based program monitoring and evaluation.

Inputs refer to different resources used for development interventions such as financial, human, material, technological or information. **Impact** may include changes in knowledge, skill, behavior, health or living conditions. Such changes are positive or negative and can be intended or unintended, and related to economic, socio-cultural, institutional, environmental, technological related results which may overlap.

Outputs are changes in skills, abilities or capacities of individuals, target populations and/or insitutions. It may include the production of new products, services or tangible deliverables as a direct or indirect result of the completion of activities. They are measured to demonstrate the level of achievement related to the provision of resources and within a specific time-frame.

Outcomes refer to changes occurring at an institutional level and behavioural capacities associated with change or development that takes place between the completion of outputs and achievement of goals.

A **goal** refers to a specific end-result desired to occur as a consequence (or at least partly) of an activity or intervention and is of a higher order objective.

A ToC and indicators state what information is needed, which in turn have bearing on the choice of methodologies, approaches and methods related to M&E. In the first instance, it should be decided on what type of data is needed in terms of quantitative and/or qualitative data sets as directed by an indicator. That in turn will determine the methods (single, multi- or mixed methods) and approach. For quantitative data, an online or door-to-door survey may be appropriate. For qualitative data and indicators requiring personal opinions or perceptions, a participatory approach and interviews and/or focus groups may be preferred.

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[6] Centre for Theory of Change (2021) as referenced by Coalter, F., Theeboom, M., Taylor, J., Commers, T. & Derom, I. (2021). Monitoring and Evaluation Manual for Sport-for-Employability Programmes (MONITOR). Brussels: Erasmus+ and European Union, p. 27. Available: https://www.sport4employability.eu/manual

Different methods of data collection need to be considered based on the program or policy implementation that should be evaluated. Figure 2 shows a categorization based on different levels of formality with the more open-ended qualitative methods on the left and the more quantitative ones on the right of the continuum.
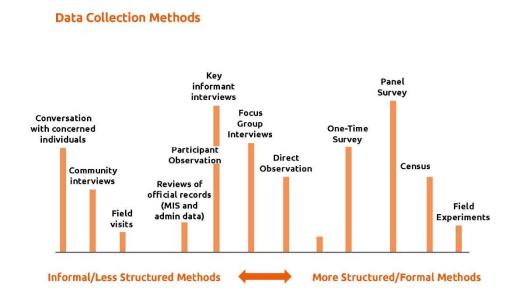
Data Collection Methods

Figure 2. A continuum of data collection methods ranging from informal to formal

Approaches may differ according to the topic or thematic area. For instance, the inclusion of refugees in host communities would necessitate an understanding of context and specific evaluation expertise. Qualitative methods for gathering such data include planned observations, participant-observation, (thematic or critical) and document analysis amongst others. It may also use popular quantitative methods such as questionnaires (conducted in person or online), different types of surveys, census data or experimental work.

Although the more advanced statistical data are deemed to be 'more robust', the explanatory value of mixed methods (quantitative and qualitative) provide a rigor in approach, interpretation, and the co-creation of knowledge. A team-approach conducting transdisciplinary assessments will benefit from multiple insights, especially when complex issues of development work are to be evaluated.

Time and cost considerations will influence the methods and approach. Interviews are time consuming, but decision-makers and managers that may influence policy and resource-provision, should be recruited for personal (structured, structured or open-ended) interviews.

Focus group discussions may be suitable to get consensus information on shared viewpoints or experiences from a certain target population segmented according to age, gender, positions,

and ability (e.g., leaders versus participants or elite versus non-elite players), or other 'break' characteristics that would divide research participants into relatively homogeneous groups.

The process of verification may include '**triangulatio**n' that can assist in the validation of information by using (or triangulating) different sources to provide information (individuals or groups of people selected for interviews or completing a survey), more than one researcher (of different ages, ethnicities and genders) gathering data and/or by using different methods (interview, focus groups, questionnaires or more innovative approaches like photo voice, drawings and even 'stone voting' in rural areas).[7]

3. Theoretical approaches and principles of M&E in relation to SDP

There are different standardized approaches to evaluations. Firstly, there is a 'black box' evaluation that does not explain what happens during the process of program implementation or what mechanisms caused what type of change (if any). It merely reports on what was delivered (input) and effects (output) in a vague an unqualified way (see Figure 3). Other theoretical approaches are also illustrated.
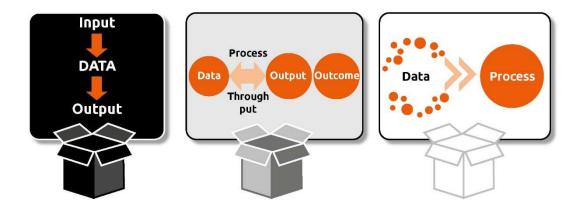

Figure 3. Theoretical approaches to evaluation

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[7] Stone voting is used in some southern African countries to indicate a level of agreement with a statement. For instance if community members report on 'problems' like the lack of water, opportunities to earn an income, shortage of sport facilities, lack of access to electricity and other needs, pictures depicting these themes may be drawn on a piece of paper and research participants given each 10 stones with the number of stones placed on the picture representing the 'degree to which they see a problem from most to least serious.

Managing for development results (MfDR) applies the same basic principles (planning, monitoring, evaluating and learning) but the focus is on the development or external results achieved rather than on the agency's internal performance. The process is guided by three key principles, namely accountability, ownership, and inclusiveness.

- **Mutual accountability** refers to taking responsibility and working together toward achieving shared outcomes. However, accountability rests with a main 'stake-owner' that carries the responsibility to ensure that all others play their part. Public accountability for SDP policy implementation and goal-attainments predominantly are the responsibility of government agencies mandated, through their parliaments to deliver on national development priorities and goals.
- Accountability lies with the recognized **ownership** – it being a government entity, a corporate or development entity or organization. For instance, at the local level where NGOs may implement a program to achieve certain outcomes, the organization may be held legally accountable as per a signed agreement with a funding agency that in turn will be accountable.
- **Inclusive** stakeholder engagement may entail collective engagement among funding agencies, government entities at national, sub-national and local levels, civil society organizations and community members as recipients. All actors should be included throughout the policy and program processes to ensure that all agencies meet their legal obligations and (moral) commitments.

Relevance and Connections to SDP

Performance monitoring is a continuous process of collecting and analyzing data according to performance indicators to measure how well a development intervention, partnership or policy delivers against expected results towards reaching a goal. Frequent measurements usually report on the progress towards the achievement of a target (e.g., 80% of participants being 'very satisfied') and recorded through an Indicator Monitoring Score (IMS) that may be 40% reach in month seven, and 60% in month ten. This will give an indication of to what extent a program is on track on delivering on a set target. If the IMS shows that there is no or little progress, monitoring and reporting on that provide feedback on what changes or adaptations are required.

Performance indicators are quantitative (stating a number, percentage, or ratio) or qualitative (stating the quality, perceptions, or experiences). In combination, it could report for instance on the number of sport competitions offered per school term which met the expectations (and satisfaction) which may be different for boys and girls, age groups and participants from different socio-economic statuses. Reporting on perceived or observed changes in what is considered pro-social behaviors, may also differ between populations or groups and are context specific.

For optimal reflection and learning, it is important to use 'development language' and be realistic about expectations and achievable outcomes. For instance, it is not possible to 'transform society' through a single small-scale intervention (e.g., HIV/AIDS awareness campaign) without considering the external environment and multiple other influences that play a role. Systemic barriers are not easy to overcome and therefore targets should be reachable and mapped out through progressive steps towards change. It is for this purpose that a ToC features out a chain of reachable results over time.

Figure 4 demonstrates a ToC based on a common understanding of change among different stakeholders working in the field of social cohesion and crime prevention relevant to SDP work.
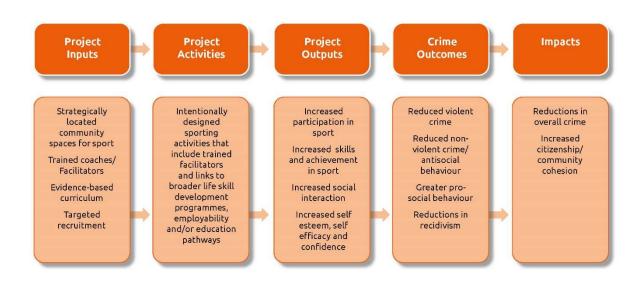

Figure 4. Example results chain – social cohesion and crime reduction policy rationale for increasing participation in sport

Source: Commonwealth Secretary Toolkit (v4.0) Figure 1.7, p. 32 – adapted from Taylor et al., (2015)

The identification and mapping of causal relationships presented by a range from simple to complex when aligned with different SDGs. In the following example a complex system relates to alignment of physical education (PE), physical activity (PA) and sport (PEPAS) by linking the SDGs to an ecosystem. Firstly, there should be an understanding of the ecosystem to see what alignments can be made between the SDG targets, policy areas of the Kazan Action Plan (KAP) and meaningful indicators (see Figure 5).

Figure 5. The linking of the Physical Education, Physical Activity and Sport (PEPAS) ecosystem with SDGs and MINEPS's results areas

Source: Hatton, D., Spacey, G. Grawshaw, K. Costache, I. (2023). *Fit for Life Scoping Study.* UNESCO, Paris

A ToC relies on well-informed, realistic, time sensitive and measurable indicators set for different levels and related to different thematic areas. Table one presents the criteria for the development of such indicators.

RMB reporting needs to tell the story of the effects of interventions which is more than merely reporting positive results aligned with standards set by international or national agencies. The story needs to have strategic information and represent a comprehensive view (completeness), provide challenges and good practices – what worked and why or what did not work and why not (in developmental language), ensure consistency between the sections reported, be clear and ensure that findings and conclusions are substantiated and contain valid and reliable information. The complete and 'true' story would:

- Highlight any unforeseen challenges and opportunities for different approaches to design, delivery and measurement.
- Explain how the results were achieved and identify the potential for knowledge sharing and wider learnings.

- Ensure that there is sufficient data and meaningful interpretations to explain the effects and guide future actions.

Figure 6 shows the five key elements of an effective results-based report.

Figure 6: Elements of an effective results-based report

Source: United Nations Development Group (UNDG). (2011), Results-based Management Handbook: Harmonizing RBM concepts and approaches for improved developmental results at country level, p. 41. Available: https://unsdg.un.org/sites/default/files/UNDG-RBM-Handbook-2012.pdf

KEY POINT: M&E can meaningfully contribute to peace and development by providing valuable and on-going information (monitoring) and insights on programs and projects implemented by different agencies at different levels (evaluation). It is an essential part of performance-based management that will render crucial data on questions asked around stakeholder collaboration, the state and status of affairs across different thematic areas within and across fields linked to the SDGs. All entities should invest in an effective MEL system and ensure that the right information is gathered timely to direct and inform decision-making and practices in their quest to become sustainable. In SDP work, the learnings and contextual understandings are of key importance because it should include indigenous knowledge and collaborative approaches and consultation with all stakeholders throughout the life cycle of a program or policy. Context matters and learnings from the field are key in understanding what works or not and why.

Policy Context

MEL is directly connected to the Sustainable Development Goals, the UN's development agenda for 2030. Several SDGs promote a human justice dispensation, economic growth, and health-related agendas across the globe. Depending on the type and planned outcomes of programs and policies, SDG targets could be chosen based on different thematic interventions. At country level, national priorities should determine policy coherence (vertical and horizontal alignment) to influence program design, implementation and what and how MEL will take place. Each thematic area may require different approaches, but for SDP outcomes, some generic principles and approaches exist.

Policy and Practical Guidelines

This section offers <u>seven</u> guidelines for developing policies and programs to design, develop and apply sound and effective M&E systems and practices.

1. <u>Inclusion of Key Stakeholders</u>

M&E systems should be designed and developed by involving multiple actors that have a legitimate stake in policy and/or program implementation and will be directly or indirectly affected by the outcomes. A wide range of stakeholders that have an invested interest or engagement with SDP includes the following:

- Government Officials (National) –particularly those from ministries or divisions of youth, labour, economic development, education, health, safety and security, social welfare and the ministries dealing with the built environment. They can share important information around MEL strategies, issues and practices that would aid collaboration between different ministries in developing MEL systems and reporting guidelines within and across different ecosystems to guide collective action and delivering on SDP related outcomes.
- Government Officials (Provincial, Regional, Local) can help to set compliancy requirements, identify and address the issues related to M&L issues in their constituencies.
- Elected Officials can lend important credibility when establishing awareness and creating platforms for knowledge sharing around issues of MEL related to SDP. They may support any necessary legislative requirements and compliancy matters, while using M&E findings to public debates and hold government to account.
- Sports Federations understand the national, regional and/or local sports context and delivery system. They can support the design and implementation of M&E systems for themselves in alignment with other entities across a range of thematic areas. They may

provide access and ensure participation in data gathering activities, while utilizing such opportunities to strengthen their own knowledge base. Developing a culture for information to flow is an integral part of sound M&E practices and of PBM. In this regard, Sport Ministries, National Olympic Committees (NOCs), National Sport Commissions and other national bodies should invest in well integrated and operational M&E systems, whilst using different mechanisms to develop M&E capacity and opportunities for shared learnings. They can build awareness and support amongst sport-based stakeholders.

- Grassroots Sports Organizations and NGOs already operate in most regions of the globe. Most possess strong working knowledge and institutional memories of the use of sport to deliver on broader social outcomes and peacebuilding. Most are dependent on external funding and should build M&E into all contractual agreements. A sound and operational MEL system and capacity (including dedicated staff) are important to substantiate their claims of achievements and use findings for building a case for their organizational effectiveness and impact. Such a system that optimally draws on local knowledge and collaboration can provide valuable input for the design of policies and programs and can contribute to policy coherence and networking. Established networks at this level have much to offer in co-designing, sharing and implementing MEL tools. A sound MEL system and reporting are important for successful grant applications.

- Non-sport NGOs mostly focus on supporting a variety of SDP thematic areas and practices, and may share valuable expertise in MEL matters. Their knowledge and experiences of these fields are valuable to the development of robust MEL activities. They should be included in the design and implementation of MEL methodologies and processes.

- International Organizations such as the United Nations, UNESCO, Commonwealth Secretariat and European Union engage in the broader policy context of sustainable development and have developed important material and toolkits to guide and inform MEL work. Publications and trainings by the Commonwealth Secretariat on SDP indicator development and alignment with the SDGs are highly informative.

- Global and national Sport for All movements such as TAFISA (http://tafisa.org/) have adopted a developmental approach to bring about "a better world" and strategically align with selected SDGs. Their strategic agenda related to good practices should be consulted.

- Funders, SDP-supportive charities, foundations and influential networks such as Comic Relief, Laureus Sport for Good, Common Goal (earlier known as streetfootballworld) and the Sport for Social Change Network Africa (SSNA) implemented rigorous MEL systems and invested in scientifically designed M&E practices to verify and substantiate claims about delivering impactful programs. They may offer validated and well-designed tools, approaches and learnings around reporting and the dissemination of results for learnings across different stakeholders and the public. Many already play an important

role to build the case for SDP among different stakeholder types and in the public sphere.

2. Accessibility of the process

The design and development of a robust M&E system applicable to policies and programs using sport as tool or catalyst for SDP, require open approaches to the multi-stakeholder consultation and collaboration for sharing of information and joint implementation of programs supported by MEL that aligns with an adopted ToC. It is critical that such communications are in user-friendly formats and that accessibility for meetings, workshops, fora, or other opportunities for engagement is assured. Inter-active learning and knowledge sharing about RPM, MEL systems, tools and related issues are key at grassroots level within and between organisations.

Previous SDP research has called for a *communitarian approach*, where the free exchange between different cultural groups is supported, and groups are encouraged to learn from one another through a collaborative approach to the monitoring and evaluation of SDP initiatives.

3. Sustainability

Policies and programs using sport to support SDP outcomes related to benefits that extend beyond the lifespan of the policy or program itself. Therefore, MEL systems and methodologies should ensure that it applies a strategic approach to investigate and report on recommendations for sustainability relating to organisations, programs, and activities. Organizations such as SDP NGOs are often dependent on short-term funding that negatively effects the capacity of an organization, especially during economic downturns such as was the case during the Covid-19 pandemic. For sustainable MEL system and PPM practices of organisations, programs and practices, key SDP principles should be applied. This means that a policy or program itself should also:
- be based on a realistic assessment of existing and potential human and material capacity;
- consider, in all its elements, how capacity (including M&E) can be developed to meet short- and long-term needs; and
- dedicate time and resources to the development of national and local capacities.

4. Coherence

To ensure policy and coherence among communities of practice, the creation process should take account of other relevant policies, programs, and processes. This means that any sport-focused and sport-related programs, policies and M&E methodologies should link with current policies, programs, methodologies (e.g., digital monitoring) and expertise within and across different SDP thematic areas and align with SDGs.

5. Flexibility

M&E systems and methodologies designed to use sport to support different SDG program and policy outcomes need to be responsive to changing circumstances and include mechanisms for

on-going (internal) monitoring and periodic (external) review. Being open to new ideas and approaches within and across thematic areas and organizational types, while remaining responsive to changing circumstances is critical for success.

6. Language and Approach

MEL methodologies and the dissemination of results should take care to use inclusive language that emphasizes strengths more than weaknesses or deficiencies. However, it should offer information on key learnings related to the sharing of good practices (e.g., case studies) and come up with recommendations for different stakeholders on how they can address challenges affecting them according to their designated roles, responsibilities and constituencies. Language based on improvement and empowerment is likely to be more effective.

7. Program Theorizing

To be both successful and sustainable, programs and policies must be based on a clear and well-defined program theory (ToC), which outlines the processes and/or mechanisms by which sport can contribute to planned outcomes and impact within and across thematic areas.

Phases of Development

The development and implementation of SDP policies and programs designed to support different social, health, education and economic outcomes, amongst others, should proceed through the following four phases:

1. An **implementation phase**, during which relevant agencies implement the policy or program, supported and guided by an applicable MEL system that would track implementation and change in accordance with a ToC.
2. A **monitoring & evaluation phase**, which overlaps with other phases (as indicated) and involves a process of adjustment of policy or programs objectives and activities in consideration of new data or shifting circumstances, followed by assessment and review to lay the foundation for a successor policy or program.

1. **Preparatory Phase**

The goal in the Preparatory Phase is to establish the leadership, clear ownership and support necessary to develop and implement a successful policy or program. Inputs from multiple stakeholders should be sought. This is also the phase during which to situate and connect the policy or program to the broader policy context.

The Preparatory Phase should by monitored and evaluation throughout the following steps should be persued:

- **Soliciting support or endorsement** – When key stakeholders or decision makers commit to the policy or program, the buy-in process accelerates and a Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA) may be signed by all relevant parties. When led by national governments, for instance, heads of state can be key stakeholders for building support and follow a top-down delivery approach with cascading mandates to provincial or local bodies within a particular ministry. Public-Private Partnerships (PPP) are particularly relevant for employability training and job creation in different sectors, inclusive of the SDP field. These partnership dynamics and deliverables on agreed roles and responsibilities should be monitored and evaluated according to agreed-upon success indicators.

- **Designating leadership and coordination** – Depending on the policy or program to be developed, establishing leadership should involve stakeholders from sports organizations, government agencies, NGOs, the corporate sector, foundations and/or funders. Depending on the scope of the policy, sub regional coordinating committees can also be put in place to support. A coordination structure is required to provide strategic leadership, dissemination, and the implementation of the policy, ensuring effective communication among stakeholders. M&E systems and processes should be well coordinated and ensure shared learnings for program or policy adaptation as required.

  Sport organizations and practitioners should strive to build meaningful relationships with participants and effective partnerships within their respective communities by linking to local stakeholders such as schools, community leaders (particularly traditional leaders in remote rural communities where they exert power) and youth leadership groups or forums. All may benefit from shared M&E activities and learnings.

- **Participation and consultations** – Since the Development Phase requires identifying priorities and barriers, it is necessary to engage in consultation with all stakeholders about the specific challenges related to the particular program and/or policy in their contexts. This should be done in an open, transparent, and participative manner to ensure accurate and targeted data collection, interpretation, the sharing of findings and follow-up action.

- **Establishing Indicators –** Indicators are necessary for the eventual monitoring & evaluation of the policy or program as already explained. It is also important to consider who is to be responsible for developing and revising indicators.

2. **Development Phase**

During this phase, agencies and organizations elaborate a policy or program within a specific country context, intensify the consultation process, and draft the policy or program supported

by a sound MEL system and methodologies. This phase is overseen by the coordinating mechanism and should include the following steps:

- **Determining Priorities –** Relevant programs and policies from different thematic areas present a range of possible priorities for policy makers and programmers. These can range from encouraging youth to stay in school, to teaching STEM to girls and women, or helping youth not in education, employment, or developing programs for including persons with disabilities. It is therefore necessary to prioritize goals and identify gaps where action will be necessary to advance the policy development or program implementation.

- **Identifying barriers –** Identifying the barriers to be overcome is crucial**.** A barriers model is a useful approach for programming and policy makers on how to implement policies by demonstrating a commitment to the removal of barriers for targeted populations such as girls or people with disabilities.   MEL methodology should be developed to identify and offer recommendations on how to address them effectively.

- **Developing a Program Theory –** milestone targets will guide progress and assist in identifying mechanisms or set of conditions that will explain the findings and understanding of why a program works or not.

- **Establishing Indicators –** As previously discussed, indicators will focus on the M&E process and guide data collection and interpretation.

- **Preparing a draft action plan –** A core group should be identified to lead the drafting of the policy or program, set strategies, and develop a M&E plan supported by a system.

- **Conducting Consultations –** Consultations are critical to the success of a policy or program. Once a first draft of the policy has been prepared, a series of consultations should be organized to review it. All relevant stakeholders should be included. The goal is to ensure that the program or policy:

  - ✓ Reflects appropriate priorities and addresses barriers,
  - ✓ Is based on an appropriate program theory supported by an appropriate MEL system; and
  - ✓ Enjoys buy-in and support before implementation.

- **Finalize Policy or Program** After consultations and stakeholders' participation, the policy or program can be finalized, in accordance with the broader policy context and Sports for Development and Peace principles, inclusive of appropriate monitoring and evaluation methodologies and processes.

3. Implementation Phase

The implementation phase, during which the policy or program is put into use, should include the following steps:

• **Designate a coordinating group – Implementation** requires the designation of a coordinating group who should:
   ✓ Promote coordination, information sharing, and relationship management between stakeholders involved in the implementation process.
   ✓ Communicate information on the policy or program's implementation, including to the public and through reporting to stakeholders.
   ✓ Ensure adequate financial management, and
   ✓ Lead the monitoring and evaluation processes.

• **Profile and public awareness** – The implementation phase should also include activities to raise awareness about the program or policy. These should be aligned with the envisaged outcomes and potential substantiation thereof.

4. Monitoring & Evaluation Phase

Monitoring and Evaluation (M&E) is an essential element of successful policies and programs that use sport, including those that aim to support different thematic areas related to SDP outcomes.

Source: Commonwealth Secretariat. (2020). Measuring the contribution of sport, physical education and physical activity to the Sustainable Development Goals. Sport & SDG Indicator Toolkit (V4.0), p. 35. London: Commonwealth Secretariat.

1. **Planning** -Most of the activities under the 'planning' pillar of M&E should be conducted in the Preparatory and Development phases. This includes establishing a relevant program theory, development of indicators and setting up a reliable and effective M&E system.

2. **Monitoring** – The program theory and indicators developed in the Preparatory and Development phases are essential for guiding the monitoring process and ensuring that policies and programs remain focused on indicator-led targets. The assumed chain of results does not follow a linear path and there should be necessary (e.g., taking part in a

program) and sufficient conditions (creating an enabling environment) in place for change to happen.

3. **Evaluation** – As previously discussed, evaluations should be focused and inform decision-making at different levels of engagement – from program design to strategic planning as programs evolve.

4. **Learning** – As previously discussed, learning takes place when findings are shared, discussed and reflected upon to guide future actions. Overall, learning should embrace positive outcomes and insights from less successful initiatives.

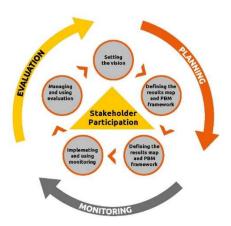Closing the loop from planning to evaluation to again feed into planning is captured in Figure 7.

Figure 7. The RMB life-cycle approach to projects and policies

Source: UNDP. Handbook on Planning, Monitoring and Evaluation for Development Results (2000) as referenced by United Nations Development Group (UNDG) (2011). Results-based Management Handbook: Harmonizing RBM concepts and approaches for improved developmental results at country level, p. 2. Available: https://unsdg.un.org/sites/default/files/UNDG-RBM-Handbook-2012.pdf

Case Studies

The following case studies are examples of programs' evaluation phase relevant to different policy or thematic areas.

Example from the Evaluation Phase – Inclusion, Human Rights and Social Media

Program: Skateistan

Location: Various countries around the world

Skateistan is an SDP NGO that aims to empower young people through education and the sport of skateboarding. They focus their efforts on youth that are traditionally excluded from sport and education, especially girls, children with disabilities, and children living on low income.

Notable for this module and the Evaluation Phase, Skateistan has used social media tools (Facebook, Instagram, Twitter, and their organizational website and blog) as ways to promote and communicate the positive impacts of their efforts, particularly during their work in Afghanistan.

According to researchers Holly Thorpe, Lyndsay Hayhurst, and Megan Chawansky, Skateistan's use of social media to promote and communicate its efforts are notable in two specific ways:

One is their use of *positive imagery* in social media and communicating skateboarding by participants as acts of strength. This challenges traditional images of girls and women as helpless victims.

Two is the use of images of girls and women skateboarding to attract global audiences and media attention. While Skateistan is cautious about 'using' participants to market the program, images of women skateboarding in Afghanistan can positively challenge sexist stereotypes when distributed around the world.

Link: https://skateistan.org/

Source: Thorpe, H., Hayhurst, L., & Chawansky, M. (2018). The girl effect and "positive" representations of sporting girls of the Global South: Social media portrayals of Afghan girls on skateboards. In *New Sporting Femininities* (pp. 299-323). Palgrave Macmillan.

Example from the Evaluation Phase - Health

Program: Red Dust

Location: Australia

Aim: The mission of Red Dust is to deliver innovative health promotion programs and community development projects, in partnership with remote Australian communities, and to enrich the lives and improve the health of indigenous youth and families.

According to Red Dust: *"We encourage youth to learn more about health and make healthy lifestyle choices through the mentoring and influence of positive role models in sport, art, music and dance."*

Evaluation: In 2018, Red Dust measured the impact of their work by measuring the following:

- Number of communities partnered with in Australia's Northern Territory = 7

- People engaged: more than 4500

- Health promotion resources viewed: 171, 461 times

Red Dust also collects and publishes narratives and participant experiences that document the outcomes and impacts of their programs. The following is exemplary of this approach to evaluation:

"Kieren Karritpul was the first feature artist in Red Dust's Nauiyu Local Drug Action Team (LDAT) community project for 2022. The LDAT program will deliver 3 community art murals painted on public spaces in Nauiyu, chosen by a working group of service providers and community members in Nauiyu.

'The mermaid dreaming' is iconic of Kieren's work and this first community location was the right place to begin telling the story of the Nauiyu community through the imagery of its people. Proper Creative artist Jordon Conrad worked with Kieren to bring the dreaming to life

When we used to drive around in Darwin seeing the big murals we used to think how did they do it, we can't do it cos we're from community and we don't know how to do it. Now working with Jordan we know if he can do it, we can do it.

*As a result of his participation in the LDAT mural project Kieren has successfully submitted an application to create a large public art piece in the Darwin CBD as part of the nationally renowned Darwin Street Art Festival." (*Kieran Karritpul)

Red Dust illustrates that the collection and dissemination of both quantitative and qualitative data is important in the monitoring and evaluation of SDP programs.

Link: https://www.reddust.org.au/

Example from the Evaluation Phase – Skills Training & Employment

Program: A Ganar

Location: Latin America (Ecuador, Uruguay, Brazil) and the Caribbean (Dominica, Dominican Republic, Haiti, Jamaica, St. Kitts & Nevis, St. Vincent & the Grenadines, Suriname)

Background: *A Ganar* (meaning 'to win' or 'to earn' in Spanish) operates in the Caribbean and Latin America, training youth 16-24 to develop employment and technical skills. The aim is to support 'high risk youth' (i.e. socially marginalized, secondary school dropouts, about-to-be gang members and other vulnerable groups), in obtaining formal employment, establishing their own business, or returning to formal education or training.

Stakeholders: *A Ganar* is carried out by Partners in the Americas and funded by United States Agency for International Development (USAID), the Multilateral Investment Fund (MIF) of the Inter-American Development Bank (IDB) and the Nike Foundation.

Approach: From the beginning, participants are assigned a mentor and engage in a service-learning project. The program's methodology focuses on essential employability skills through sport-based activities combined with reflection on how to transfer sports-based lessons to skills in the workplace.

Implementation: The first phase includes modified sports games connected to core employability skills and classroom learning through sport-themed mathematics, language, and computer technology lessons. Following this, participants advance into a second training phase, and eventually graduate with an internship or skill-related activities learned in a local business setting.

M & E: With respect to Monitoring and Evaluation, *A Ganar* expects that within eight to ten months, youth participants will obtain the skills and confidence needed to integrate or reintegrate within some aspect of the formal economy or education system.

A Ganar is evaluated on three levels: improvement in core skills, graduation rates, and positive engagement. Core skills are measured using tracking sheets at each phase, completed together by participants and facilitators. Graduation occurs after completing all phases of the program; facilitators stay in touch with participants for at least nine months after graduation. Positive engagement is defined as finding a job, continuing education, or starting a business within nine months of graduation.

Indicators: *A Ganar* has clear, measurable indicators that form the basis of its M&E. These include:

- The number of youths trained and graduated (1920, and 400, respectively, as of 2019).

- Percentage of youth participants placed in quality jobs, either with employers or in their own start-ups.

- Percentage of youth participants that go on to further their education.

- Percentage of employers that report satisfaction with the employees that come to them from the program.

At the conclusion of evaluation, regional and national coordinators of the program analyze the data to identify challenges and make improvements for the next program cycle.

https://partners.net/aganar;

https://olympics.com/ioc/sport-and-active-society/case-studies/a-ganar

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Example from the Evaluation Phase – Human Rights & Safeguarding

Program: AMANDLA

Location: South Africa

Background: AMANDLA is a non-profit organization, founded in 2007 and based in South Africa, that aspires to establish safe spaces where adolescents may engage in holistic development using football.

Aim: The organization's Safe-Hub model utilizes its principal curriculum, the EduFootball program, to provide age-appropriate structured play and sport activities for kids aged 5 to 16. For young people aged 17 and above, the model also promotes employability, education, and training. Sport is the basis for establishing relationships between vulnerable children and teens and adults they can trust in each Safe-Hub.

Implementation: Safe activities include team training sessions, football leagues, and tournaments. Night programming targets both victims and perpetrators by providing secure activities during the hours of peak crime, which are 8 p.m. and midnight. Coaches are trained in first aid and child protection, as well as working with children and teenagers. On-site social workers are available to offer counselling and trusted referrals. Neighbourhood Watch initiatives and local community leadership ensure facilities are safe and secure. And for each Safe-Hub, young people are involved in all decision-making.

With respect to the evaluation phase, to manage and enhance the Safe-Hub model, and ensure accountability, a monitoring, evaluation, and learning system (MEL) is employed. To collect data that can show if the Safe-Hub effort is accomplishing its goals, the system uses indicators that are aligned with the model's conceptual framework.

Data collection includes regular collection of biometric attendance and attendance trends. Evaluation includes analysis of program outcomes through youth friendly tools to analyse changes resulting from program activities. This data is then used as the basis for reporting, reflection and learning and improving, including revisions of the Theory of Change and program activities.

Outcomes: To date, the data demonstrate that contact crime has decreased in the areas surrounding the Safe-Hub; 88 percent of participants are more resilient to negative peer pressure; and 96 percent have established personal and career objectives and displayed motivation to attain them.

Link: https://www.amandla.net/en/about-us-en/about/

Figure 8 provides the methodology for Monitoring, Evaluation and Learning (MEL) in safeguarding in sport as developed by AMANDLA. It refers to:

(i) Matching preparation or conceptual framework stating what should change because of taking part in the program or activities. It entails a theory of change (A), indicators (B) and alignment (C).

(ii) Match day entails the data collection (D) and evaluation (E).

(iii) Post-match analysis includes reporting (F), critical reflection on the findings (G) and learning to improve aspects such as program design, delivery model and challenges whilst building on good practices (what works for whom under what circumstances and why).

METHODOLOGY

3. Match preparations

Building a conceptual framework that communicates how we change young people's lives through the daily programme activities

3. Post-match analysis

Maintaining account ability, learning and improving through critical reflection

3. Match day

Administrating monitoring and evaluation activities

Figure 8. Methodology for monitoring, evaluation and learning in safeguarding in sport
Source: AMANDLA Safe-Hub. Available: http://www.safe-hub.org/en/impact/methodology

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Example from the Evaluation Phase - PEPAS

Program: Laureus Sport for Good – Empowering abilities through sport
Location: Ethiopia (Bahir Dar), Thailand and Jamaica (Kingston)

Background: A program evaluation was conducted in 2020 by InsightShare in partnership with Laureus Sport for Good and 3 grantees: Cheshire Foundation (Ethiopia), Right to Play (Thailand) and Jamaican Association for the Deaf and Deafkidz International (Jamaica).

Program aims:

(i) Signing safe futures program implemented by Deafkidz International (DKI) and Jamaican Association for the Deaf (JAD). It is a targeted intervention at D/deaf girls and young women to address the challenge of gender-based violence (GBV) which is endemic in Jamaica.

(ii) The Cheshire Foundation focused on inclusion of youth with and without disabilities and creating a safe and enabling environment for the latter population.

(iii) The Bright Future program in Mae Sot, Thailand, where migrant Burmese communities live, the program supports migrant children with intellectual or physical disabilities, their parents and teachers.

Activities: (i) DKI and JAD trained female D/deaf coaches to deliver safeguarding activities and victim/survivor care through the medium of martial arts, boxing and dance for girls in school age.

(ii) Cheshire Foundation implemented Sport for Bright Future in Bahir Dar for children and adolescents use athletics, table tennis, darts, chase, wheelchair basketball for inclusion and optimal participation.

(iii) Right to Play implemented The Bright Future program that included training for parents and teachers as well as inclusive activities for young people to develop life skills. It also encourages positive attitudes at community level towards those living with disabilities.

Monitoring & Evaluation: InsightShare evaluated all 3 programs by using participatory evaluation activities. The methods aimed to generate information, evidence and lessons learned from the stakeholders' perspective, particularly to ensure that the views of young people are included to better understand the impact of sports on wellbeing among young people living with disabilities.

Activities: Implementing agencies got participants to make a Participatory Video (PV) whereby they digitally captured what they consider as the most significant changes (MSC) relating to sport for development and peace programs in their communities. They could select what issues to report on and who to interview and whose stories to film. This was done by staff and 4 young people per country.

Main findings:
(i)   Signing Safe Futures (Jamaica). Participants highlighted the importance of the program in raising awareness on GBV and supporting the girls in prevention and response to violence. A key area to address in the future is the role of parents and family members in that violence.
(ii)   Sport for Bright Future (Ethiopia) Participants highlighted the holistic approach of the organisation being crucial on how they support young people living with

<table>
<tr><td></td><td>disabilities and the role sports played in that wider approach. It's less clear how this is affecting discrimination from the wider community.</td></tr>
<tr><td>(iii)</td><td>Right to Play Participants in a specialised school (students, parents and teachers) highlighted how crucial the program was to support and fast track students in learning life and social skills. The screening highlighted the community's wider change of perspective. Long-term sustainability and after-school transition for students was the issue raised for the future.</td></tr>
</table>

Source: See InsightShare Toolkit
file:///C:/Users/Client/Downloads/(English)%20Participatory%20Video%20&%20The%20Most%20Significant%20Change.pdf;

Source: https://www.laureus.com/getmedia/0dcbf90f-8e14-434d-a298-3d21e725ac97/InsightShare-and-Laureus-Sport-for-Good-6-5-20-Digital-(1).pdf

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Program: National Sport Development Index (NSDI)
Location: Namibia

Background: The Ministry of Sport, Youth and National Service has recognized the importance of population-level data to track the impact of sport at scale. The Namibian Sport Development Index (Presentation at the Commonwealth, 3rd Working Group, November 2020[8]) was created.

Aim: The NSDI is a governmental monitoring and evaluation tool that captures the extent to which sport contributes to socio-economic development in Namibia, specifically NDP 5 and according to the SDGs.

"The driving force behind the decision to undertake the NSDI project was '*that in order to increase funding in sport, we needed to make a contribution, we needed to appear in the national development plans for the sports sector. We needed to convince the policymakers, which is the Namibian parliament and cabinet*' (Deputy Director of School Sport, Ministry of Sport in Namibia, Youth and National Service).[9]

The Namibian Government has identified the following important 'how to' lessons of experience when institutionalizing M&E systems in Government. These include:
• Identify existing datasets to reduce monitoring burden.
• Adapt existing data collection tools and develop new tools for cost effective M&E of the sport sector.

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[8] https://thecommonwealth.org/model-indicators-sport-and-sdgs-resources-toolkit-and-indicator-bank Session 2
[9] https://www.namibian.com.na/6218845/archive-read/GIZ-boosts-Sport-Development-Index

- Ensure coherence across relevant national and global policy frameworks and action plans.
- Improved visibility of sport related data for evidence-based decision making.
- Promoting data-driven investment in policies to enhance the contribution of sport, physical education and physical activity to the SDGs.

The experience has shown that it is essential for the Departments of Sport in other countries to form partnerships with other ministerial departments and related sport organizations as well as the statistical agencies to accomplish this important goal.

Link: https://allafrica.com/stories/202203170552.html

The following table contains references to a number of toolkits and resources.

Table 2: M&E: 'How to' Toolkits and resources
• Sportanddev.org platform – toolkit on M&E. Available: https://www.sportanddev.org/en/toolkit/monitoring-and-evaluation-me • Sport-in-Development A Monitoring and Evaluation Manual (Fred Coalter) - https://www.sportanddev.org/sites/default/files/downloads/10__sport_in_development__a_monitoring_and_evaluation_manual.pdf • Coalter, F., Theeboom, M., Taylor, J., Commers, T. & Derom, I. (2021). Monitoring and Evaluation Manual for Sport-for-Employability Programmes (MONITOR). Brussels: Erasmus+ and European Union. Available: https://www.sport4employability.eu/manual • InsightShare Toolkit. Available: file:///C:/Users/Client/Downloads/(English)%20Participatory%20Video%20&%20The%20Most%20Significant%20Change.pdf • M&E in Sport for Development (Street football World). Available: https://www.streetfootballworld.org/sites/default/files/Impact%20Measurement%20Manual.pdf • PA and Sport Evaluation toolkit (David Giles, University of Derby) - https://derby.openrepository.com/handle/10545/622421 https://www.grassrootsoccer.org/wp-content/uploads/2016/04/ME-Strategy_FINAL-1.pdf • Commonwealth Secretariat (2015). Sport for Development and Peace Youth Advocacy Toolkit. Available: https://www.yourcommonwealth.org/wp-content/uploads/2014/04/SportforDevelopmentandPeaceYouthAdvocacyToolkit.pdf • Commonwealth Secretariat. (2018). *Strengthening Sport-Related Policy Coherence, Commonwealth Toolkit and Self-Evaluation Checklist*. London: Commonwealth

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- Commonwealth Secretariat. (2020). Measuring the contribution of sport, physical education and physical activity to the Sustainable Development Goals. Sport & SDG Indicator Toolkit (V4.0). London: Commonwealth Secretariat.
- Bridging the Divide in Sport and Sustainable Development: https://www.iir.jpnsport.go.jp/en/sdgs/#page=1 and various relevant sections on the sportanddev.org platform.

Summary & Key Learning Points

This module links to all the previous models and different thematic areas and development priorities of multiple stakeholders and development outcomes within the context of SDP. Sport is well positioned to support educational, health and socio-economic outcomes through processes of empowerment, social inclusion, and community building. Throughout the life cycle of a policy or program, strategic and actionable information should guide decision-making and actions for effective and impactful practices. Contributing to monitoring, evaluation and learning should be a collective responsibility of all stakeholders where the free flow of information may contribute to early adaption (monitoring), strategic actions regarding design, implementation and assessment of impact. Following generic principals of results-based management and informative program theories are among the key ingredients of successful SDP programs and policies.

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