



Sport and Employability:  
a Monitoring and  
Evaluation Manual

**JOIN THE WEBINAR**

25 MAY 2021  
from 10:00-12:00 CET (Brussels)

**MQNITOR**  
Monitoring and Evaluation Manual

Co-funded by the  
Erasmus+ Programme  
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#MONITORme  
#SportEmployability

[www.sport4employability.eu](http://www.sport4employability.eu)

 VUB VRIJE UNIVERSITEIT BRUSSEL  
 SAL SPORT LIFE UK  
 youth  
 RheinFlanke  
 STREET LEAGUE  
 OLTALOM  
 rotterdam sportsupport

Thank you for joining. The webinar will begin shortly.

 VUB VRIJE UNIVERSITEIT BRUSSEL  
 SAL SPORT LIFE UK  
 youth  
 Magic Bus  
 RheinFlanke  
 STREET LEAGUE  
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# MQNIITOR



Monitor and Evaluation Manual  
for Sport-for-Employability Programmes

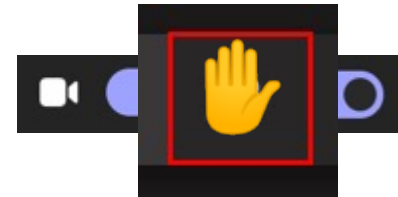
## Welcome to the webinar



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of the European Union

# Programme

1. Introduction to the MONITOR project (Marc Theeboom)
2. The M&E Manual (Fred Coalter)
3. Data entry and analysis (John Taylor)
4. Some reflections on the Manual (Saad Mohammed)
5. Q&A
6. Closing comments (Marc Theeboom)



# Acknowledgement

Erasmus+ Sport  
Collaborative Partnership  
01/01/2019 – 30/06/2021



Co-funded by the  
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# Collaborative partnership



- 8 partners
- Project coordinator   SPORT & SOCIETY RESEARCH GROUP
- 6 Sport-for-Employability (SfE) organisations
- European network and knowledge dissemination organisation 
- Global network and employment policy organisation (ILO)

- Street League (United Kingdom)

(<https://www.streetleague.co.uk>)



- Oltalom Sport Association (Hungary)

(<http://utcaifoci.hu/en/>)



- Rotterdam Sportsupport (The Netherlands)

(<https://www.rotterdamsportsupport.nl>)



- Sport 4 Life (United Kingdom)

(<https://sport4life.org.uk>)



- Rheinflanke (Germany)

(<https://www.rheinflanke.de>)



- Magic Bus (India)

(<https://www.magicbus.org>)





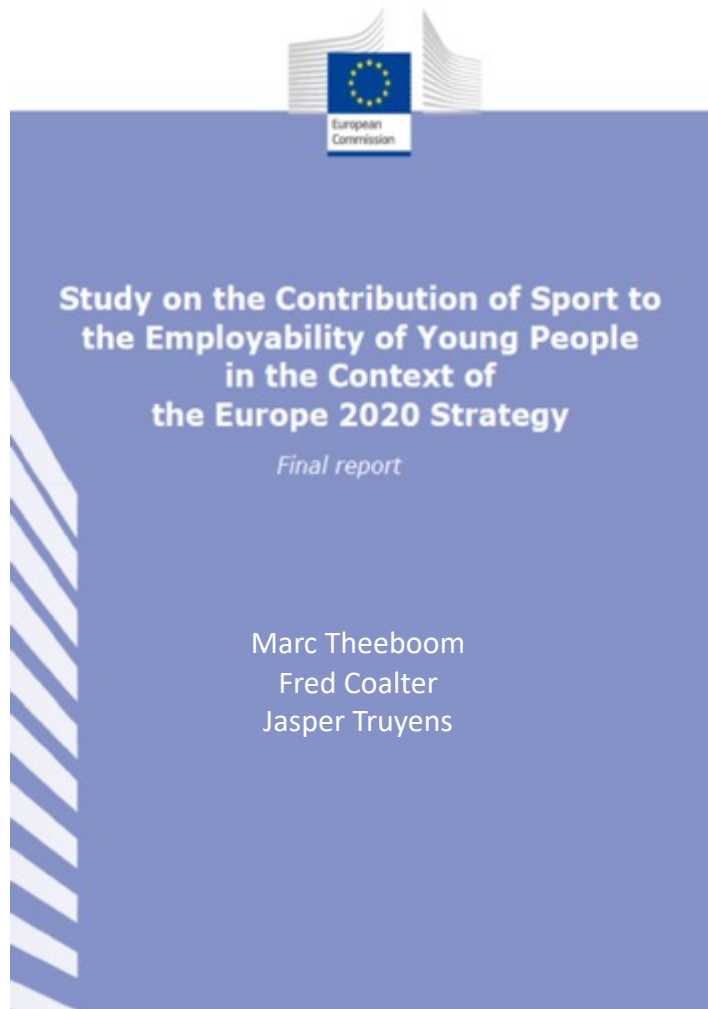
# Rationale

- high youth unemployment in EU
  - 1 in 6 of the 20-34 yrs old in 2019 were NEETs (neither in employment nor in education or in training) (= about 13 million young people) (Eurostat, 2020)
- high risk that these young NEETs will become socially and economically marginalised
- reducing high levels of youth unemployment is regarded as an urgent task by the EU
  - (e.g., Agenda for New Skills and Jobs; reinforced Youth Guarantee; Youth Employment Initiative)*
- negative impact of the Covid-19 pandemic

# Sport

- the Council of the European Union recognises that sport can contribute to achieve the overall political priorities of the EU (among others, inclusion and employment) (EU Work Plan for Sport 2021-2024)
- current Key Action 2 Erasmus+ specific priority for sport *‘promoting education in and through sport’* again relates to *‘promoting employability through sport’*





- 1-year study (2016-2017) mapping of SfE organisations in the EU
- 10 SfE organisations targeting young NEETs (8 EU Member States)
- a generic programme theory of SfE
- a need for more understanding of how to make use of M&E and to define more precisely what type of impact organisations aim for
- EU Expert Group on Human Resources Development in Sport (2016)

# Objective of MONITOR project

To develop a Monitoring and Evaluation (M&E) Manual that can help sports-based organisations that aim to increase the level of employability of the young NEETs they work with.

# Project phases

- online kick-off
- literature review
- interactive workshops and study visits at the partner SfE organisations







Street League



Rheinflanke



Magic Bus



Rotterdam Sportsupport



Oltalom

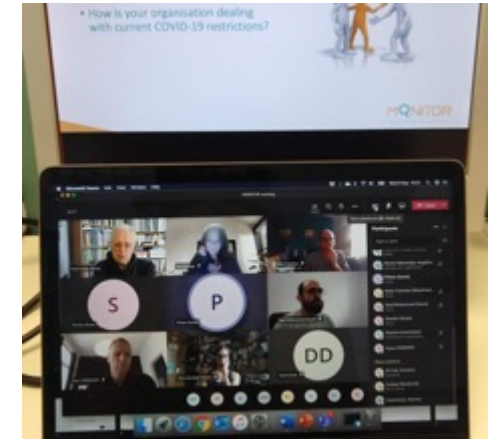


Sport 4 Life

- draft version of the manual and feedback sessions with the partners
- updated version of the manual, specific excel spreadsheets and a video were produced
- and then Covid-19 came...
- pilot-testing in 2 SfE partner organisations
- final version of the manual
- dissemination
  - webinar
  - final (online) conference (June 17<sup>th</sup>)
  - website
  - social media



[sport4employability.eu](http://sport4employability.eu)



#MONITORme  
#SportEmployability



**MQRITOR**  
Innovative solutions for young people

# Webinar objective

To introduce the M&E Manual on Sport for Employability to SfE and SfD organisations and interested others



# MQNIITOR



## Monitor and Evaluation Manual for Sport-for-Employability Programmes

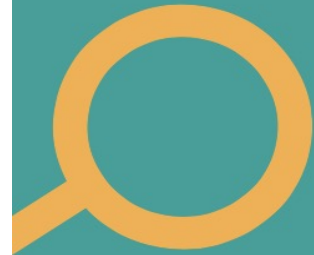


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# SPORT AND EMPLOYABILITY

## A MONITORING AND EVALUATION MANUAL



Fred Coalter, Marc Theeboom, John Taylor,  
Tessa Commers and Inge Derom

# MONITOR

Handbook for Monitoring and Evaluation

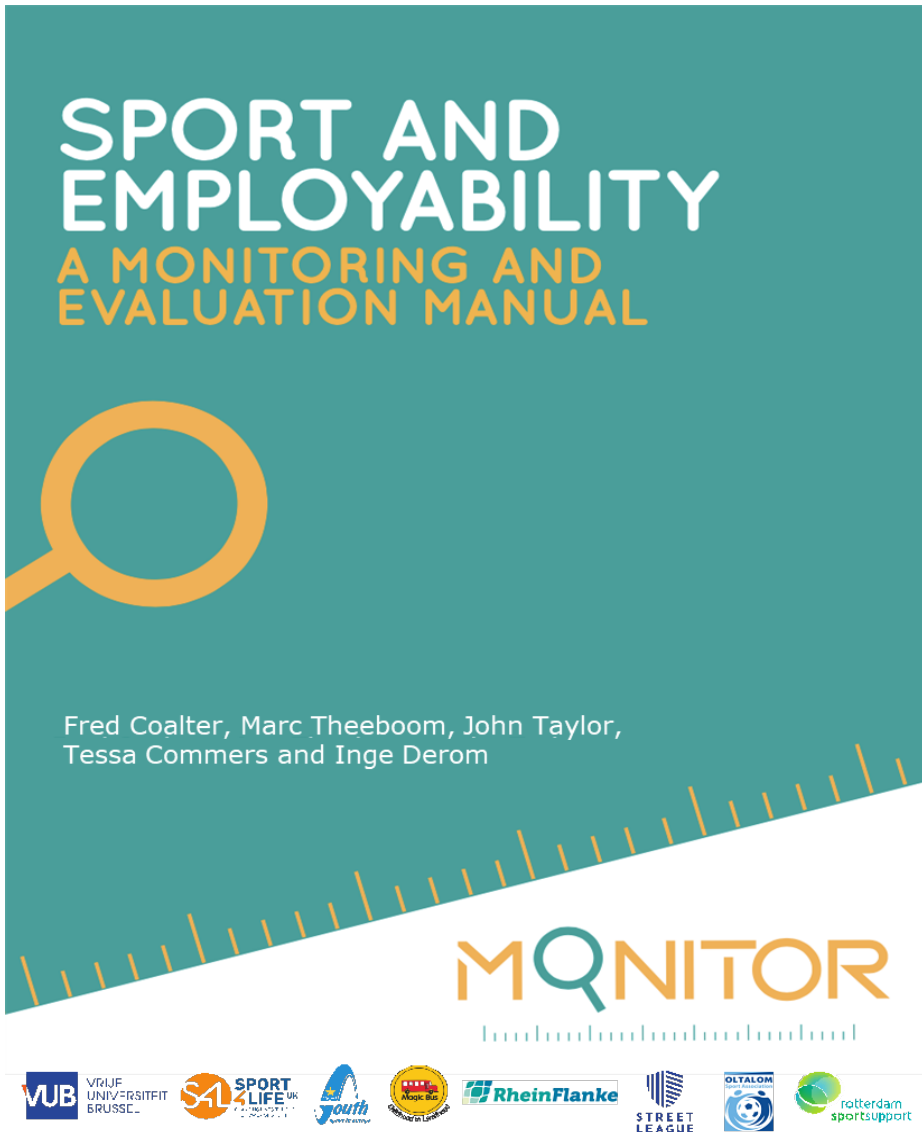


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**Prof Fred Coalter**  
**Vrije Universiteit Brussel (VUB)**

## Structure of presentation

- 1 Overall purpose/orientation of Manual
- 2 3 basic principles underpinning Manual
- 3 Outline of structure and content of manual  
Highlighting selected theoretical issues



## Overall purpose of Manual

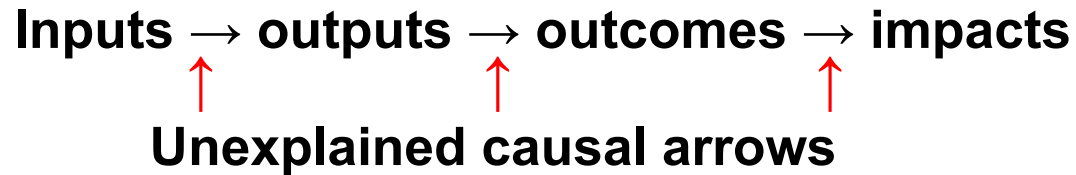
- **Framework** to support organisations to develop a *theory of change* for programmes - *how* and *why* will a programme achieve its desired outcomes?
- Assist organisations to *better understand the nature and measurement of the desired/relevant outcomes* associated with the often ill-defined notion of 'employability'
- Provide **guidance** for establishing and implementing a **framework for the M&E** and **assistance in analysing the data (Excel)**

### Who for?

- **Existing programmes:** enable critical evaluation and informed M&E  
*'We don't know what we don't know' 'Broadened our horizons'*
- Framework for those seeking to *develop sport for employability programmes*

## First principle: A Theory of Change

- Beyond the standard logic model and outcome measurement approach



- A comprehensive description/illustration/explanation of *how* and *why* a desired change is expected to happen in a particular context.
- Systematically identifies the *assumptions* underpinning a programme.
- *Why* particular activities are provided
- Maps out programme activities/outputs, their *nature* and *how/why* they lead to desired/relevant *intermediate and final outcomes* → 'employability'

# Why a theory of change approach?

## Developmental

### Capacity-building.

- **Collective exercise** → Greater ownership, common understanding and team integration.
- Enables organisations' personnel **to reflect on and analyse attitudes, beliefs and practice.**  
*‘Ask better questions of ourselves’*
- Broad agreement about/understanding of **assumptions** about the ***relationship between activities and outcomes*** → integrated and coherent organisational culture and associated programme
- Enables/improves external communication
- **Concentrates evaluation** on critical factors

## Second principle: general applicability

Focus is on employability

But..... generic relevance to all sport for development programmes

**“*most employability skills are general in nature* and relevant for all kinds of occupations, [and] considered necessary to provide a foundation for effective and successful participation in the social and economic life of advanced economies.”**

**OECD (2015)**

## Third principle; Sport Plus

- Sport on its own will make a limited contribution to developing 'employability'
- Sport needs to be amended and/or supported with other activities and workshops

### Sport Plus 1

- Sport is used to develop and consolidate social and mentoring relationships.
- Facilitates *experiential learning* of a range of soft skills (e.g., teamwork; perceived self-efficacy; communication; conflict management).
- **Workshops** dealing with employability issues
- But *no systematic attempt* to integrate, support and reinforce the issues addressed in workshops via sporting practice



# Third principle: Sport Plus

## Sport Plus 2

the best way to foster skill acquisition is to *integrate* sport and life skill instruction seamlessly, rather than attempt to teach these topics separately’.

Pepitas et al (2005)

- Fully *integrates experiential learning through sport* into the programme by using sporting activity to *illustrate and reinforce* the issues dealt with in the **parallel life skills workshops**.
- A *systematic emphasis on the relevance of all programme activities* to the development of employability, with sports sessions designed to clearly reflect and *reinforce workshop content*.
- This approach to *experiential learning* may be more suited to those who had failed in the school system and feel less confident in formal didactic workshops.



## Section 2 - Defining Employability and the Nature of Outcomes

- Explores issues relating to the definition of the ambiguous term *employability*.
- Outlines research-based and employer-defined **components of employability**

Personal	Interpersonal	Self-management	Initiative & delivery
Confidence	Social/interpersonal skills	Self-control	Planning
Self-esteem	Communication skills	Reliability	Problem-solving
Motivation	Teamwork	Positive attitude	Prioritising
Self-efficacy	Assertiveness	Presentation	

Blades, Fauth & Gibb, 2012

→ Focussed discussion of outcomes/process/content

## Section 3 Sport and employability: a continuum of programmes

- 1 Sport for personal development; amended games
  - Sport2life / Football3
- 2 Plus Sport \ Sport Plus1\ Sport Plus 2
- 3 **Social climate**: building relationships based on respect and trust
- 4 **Mentoring**: Pawson's programme theory
  - Befriending (affective) respect and trust
  - Direction setting (cognitive) self-reflection
  - Coaching (aptitudinal) → skills/assets
  - Sponsoring (positional) → sponsoring/networking
  - *Ongoing support*
- 5 **Choice of programmes?**
  - Priorities/desired outcomes/nature of participants
  - Resources
  - Expertise

## SECTION 4 Logic Models and Theories of change

Useful management /accountability tool – summative evaluation

### Limitations of a Logic Model

- Unexplained/assumed casual relationships ; unexplained arrows  
Inputs → outputs → outcomes → impacts
- Starts with means (i.e. *what* you do) and not ends
- Not *quality* of *components* or *mechanisms/experiences* that lead to change

### A theory of change approach

- Beyond description → explanation
- Starts with desired outcomes - **How** and **why**?
- **Assumptions**
- **Mechanisms of change**

## Section 5 - Developing a Theory of Change for Sport and Employability

The **collective process** of developing a theory of change is developmental so each organisation develops its own.

- Outlines the process of developing an **illustrative detailed theory of change** for sport and employability (based on previous research).

Fred Coalter, Marc Theeboom and Jasper Truyens (2020) Developing a Programme Theory for Sport-for-Employability Programmes for NEETs  
*International Journal of Sport Policy and Politics* Vol 12 No.4 pages 679-697

- Provides two types of graphical presentation.

## Section 6 - M&E: Methods of Data Collection

Strengths and weaknesses of a range of methods of data collection

- self-completion surveys,
- interview-administered,
- small group discussion,
- observation and
- mentoring.

→ **Integrated Data Collection** and Outcome Development

Issue of ***social desirability bias*** in respondents' responses.



## Section 7 - Defining and Measuring Outcomes (Scales)

- Perceived self-efficacy
- Locus of control
- Work locus of control
- Outcome Star and goal setting
- Self-esteem
- Resilience
- Teamwork
- Decision-making
- Social skills

- Validated scales
- Non-validated scales
- Observation.

- 1 Definition/meaning/relevance
- 2 **Programme processes** to develop/improve
- 3 Interpretation of results

### The choice of scales

- The definition of employability
- The theory of change
- Programme processes: relevant?
- Approach to M&E

## Section 7 - Defining and Measuring Outcomes

Non-prescriptive, but.....

### Perceived self-efficacy

people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave' *Bandura*

“.... self-efficacy beliefs touch virtually every aspect of people's lives - whether they think productively, self-debilitatingly, pessimistically or optimistically; how well they motivate themselves and persevere in the face of adversities; their vulnerability to stress and depression, and the life choices they make.” Pajares (2002)

Both **early outcome** and **mechanism**

# Section 7 The Outcomes Scales

## 3 Broad uses

### (i) Diagnostic

- **Deficit view** of participants and compensate for *presumed deficiencies*?
- Obtain a more *robust and objective* identification of the strength and weaknesses of participants.

### (ii) Measuring change/development

- Use on at least two occasions to assess the extent of change and development which participants experience during the programme.

### (iii) Basis for mentoring discussions

- Many aspects of 'employability' are relatively vague and ill-defined
- Scales can assist mentors to structure discussions with participants and ensure that all aspects of the concepts and issues are covered

## **SECTION 8 Social Profile Data and Questionnaire Design**

### **Cross-tabulation and understanding data**

#### **Social Profile Data**

- **Issues: ethnicity; disability (diffuse category)**

#### **Questionnaire design**

- **Self-completion**
- **Interviewer-administered**

## Section 9 - Data Analysis: Excel Spreadsheets

Handling, processing, analysing and reporting survey findings, based on Excel spreadsheets.

Provides information and instructions on the following

- General Data Protection Regulations (GDPR)
- Processing survey data using the Excel files
- Reporting survey findings
- Processing data for other scales

**Video**



## Section 10 - Reporting Data

- A general *indicative* structure for reporting on programme performance.
- Based on the requirements of **Comic Relief** - a major UK-based funder - for end of project reporting, which *reflects the theory of change perspective*:
- *Descriptive data* about beneficiaries, budgets and activities.
- *Evaluation of the strengths, weaknesses*, opportunities and threats and the most significant achievements of the programme and **key lessons learnt**.
- *What has changed as a result of the programme?* Achievement of desired outcomes, the people benefitting from the programme and the degree of diversity of participants.
- *What lessons have been learnt* and how sustainable are the changes achieved?

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# Questions or comments?



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## Monitor and Evaluation Manual for Sport-for-Employability Programmes

### Q&A



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# MQNIITOR



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## Closing comments



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# Looking back

- Positive experience in working with our partners
- M&E is an essential aspect for optimising efficiency and effectiveness of SfE (and SfD) organisations and for legitimising their work to the outside
- The MONITOR project: taking evaluation beyond mere anecdotal narratives and output measurement
- The Manual as a tool to inspire organisations to make use of a more systematic approach of M&E (incl. Theory of Change)
- Manual (pdf), excel spreadsheet and video are now available on our website.



# Final (online) conference ‘Sport for Employability’

June 17<sup>th</sup> (09:30 – 12:00 CET).

To reflect among different stakeholders on the potential of SfE initiatives targeting young NEETs and to address a number of relevant (policy) issues related to the conditions for effective and efficient functioning of these types of initiatives.

## Programme:

- General intro to the topic (incl. role of sport, Programme Theory, ...)
- Inspiring examples
- M&E Manual (short intro)
- Ways forward? Policy debate

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Thank you for attending!



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