



**UNIVERSITY OF
STIRLING**

DEPARTMENT OF
SPORTS STUDIES

Session 4

Can non-sporting outcomes be measured?

What would you accept as evidence?

M&E as development



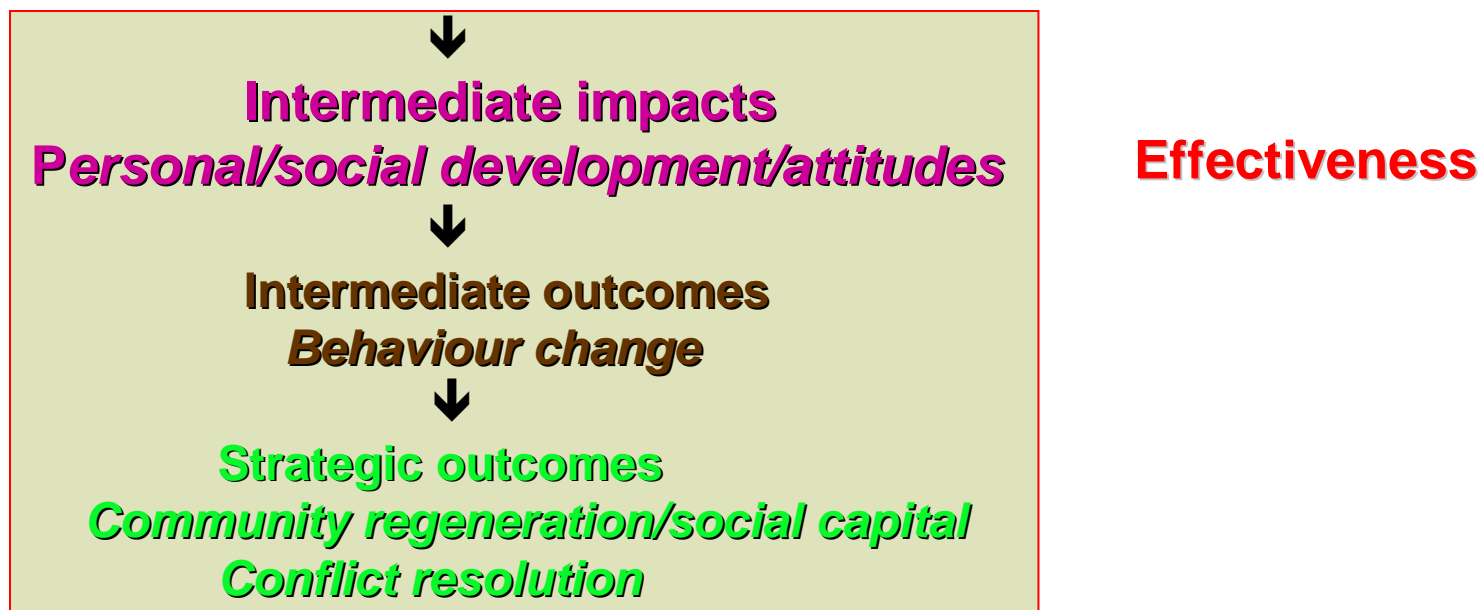
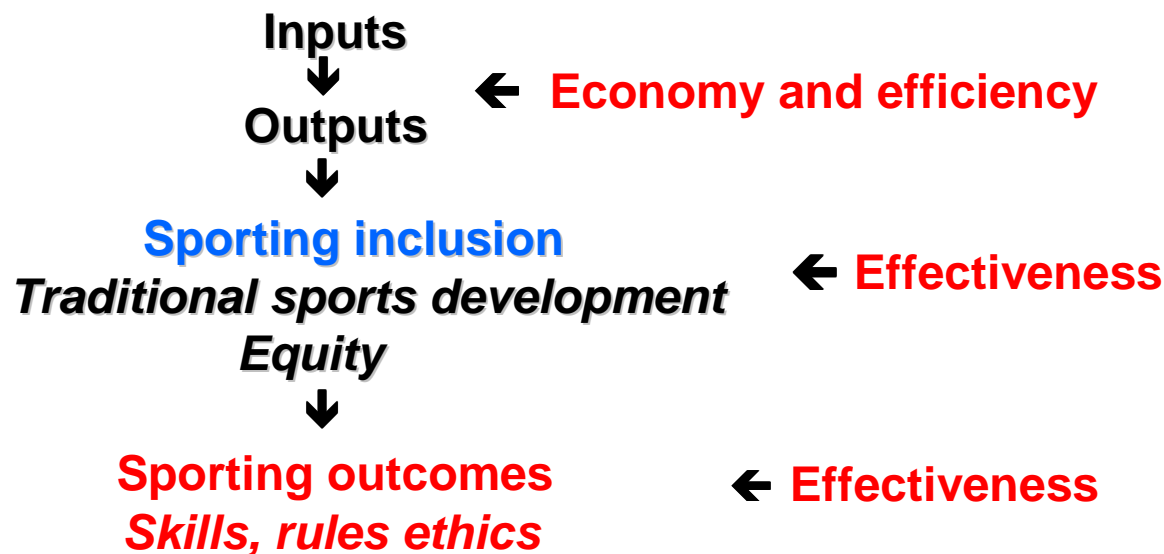
Prof Fred Coalter

How high do you want the bar?

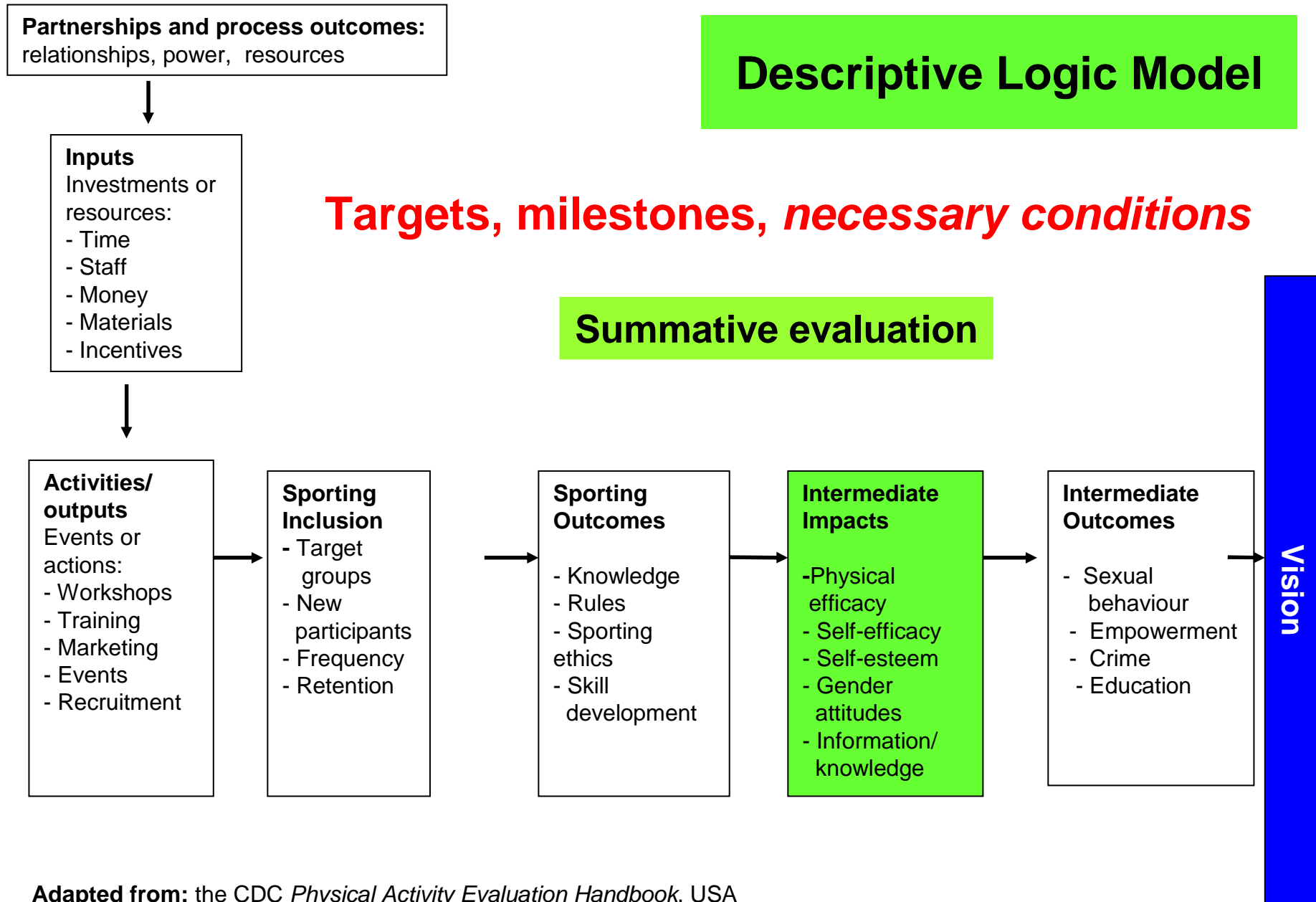


It's more than a game

Beyond participation



Road maps: the straight and narrow



Adapted from: the CDC *Physical Activity Evaluation Handbook*, USA

Components of self-efficacy/confidence ['empowerment?']

Initiative

- 1. If something looks too complicated, I will not even bother to try it.**
- 2. I avoid trying to learn new things when they look too difficult.**
- 3. When trying something new, I soon give up if I am not initially successful.**

Effort

- 4. When I make plans, I am certain I can make them work.**
- 5. If I can't do a job the first time, I keep trying until I can.**
- 6. When I have something unpleasant to do, I stick to it until I finish it.**
- 7. When I decide to do something, I go right to work on it.**
- 8. Failure just makes me try harder.**

Persistence

- 9. When I set important goals for myself, I rarely achieve them.**
- 10. I do not seem to be capable of dealing with most problems that come up in my life.**
- 11. When unexpected problems occur, I don't handle them very well.**
- 12. I feel insecure about my ability to do things.**

Believing I can do ⇨ to believing in me

Rosenberg Self-esteem scale

For each of the statements below, indicate how much you agree or disagree with each statement:

	Strongly agree	Agree	Disagree	Strongly disagree
On the whole I am satisfied with myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At times I think I am no good at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I have a number of good qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to do things as well as most other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel I do not have much to be proud of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I certainly feel useless at times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I am a person of worth, at least equal with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish I had more respect for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All in all, I am inclined to think that I am a failure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take a positive attitude towards myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Descriptive Logic Models: the weight of evidence

Purpose

- Describes core components of a programme
- Illustrates connections: components/ route to desired outcomes
- Provides framework: planning, implementation, management, M&E

- *Output-led*: what/sequential/ monitoring 'progress'/ **Milestones**
- Efficient/effective *description* of strategy/goals/outcomes
- Sequentially summative
- Accountability

Of course the result is important

But.....

Measuring outcomes without understanding *process* is very limited

Without understanding *process*:

- ⇒ **Programmes may not be designed properly**
- ⇒ **May not be delivered as intended**
- ⇒ **Cannot understand success/failure ⇒ develop/improve**

Necessary ⇒ sufficient conditions

It's more than a game
Beyond participation

Inputs



Outputs



Sporting inclusion

Traditional SD: Equity



Sporting Outcomes

Skills, rules, ethics

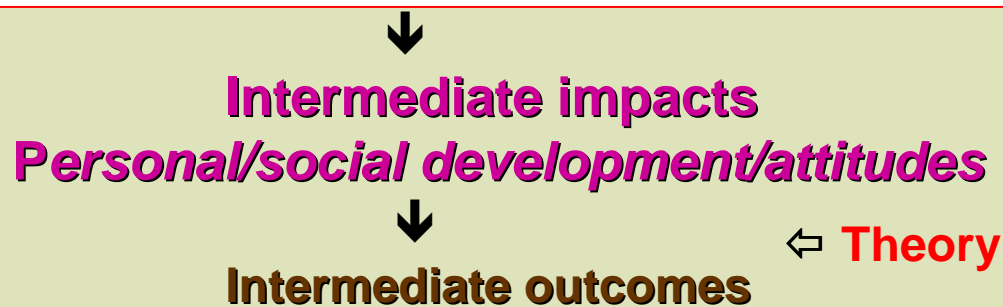
'Research free zone'



Theory of change



Direct



Theory of change

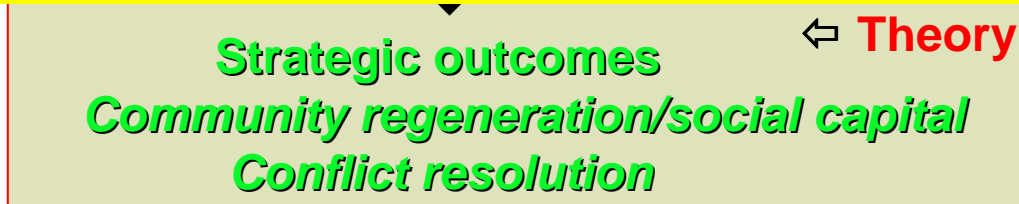


Plus sport ↔ Sport ↔ Sport plus

Theory of change



Indirect



Relationship between strategy and tactics?

- Programmes are theories \Rightarrow Logic models
- Outline core theories: **how is programme supposed to work?**
- Interrogate: is basic plan sound/plausible/practical/valid?

Reveal **assumptions**

'Causes and 'cures'



Illustrate connections

Programme components/expected outcomes
'sufficient conditions'

Basis for theory-based evaluation

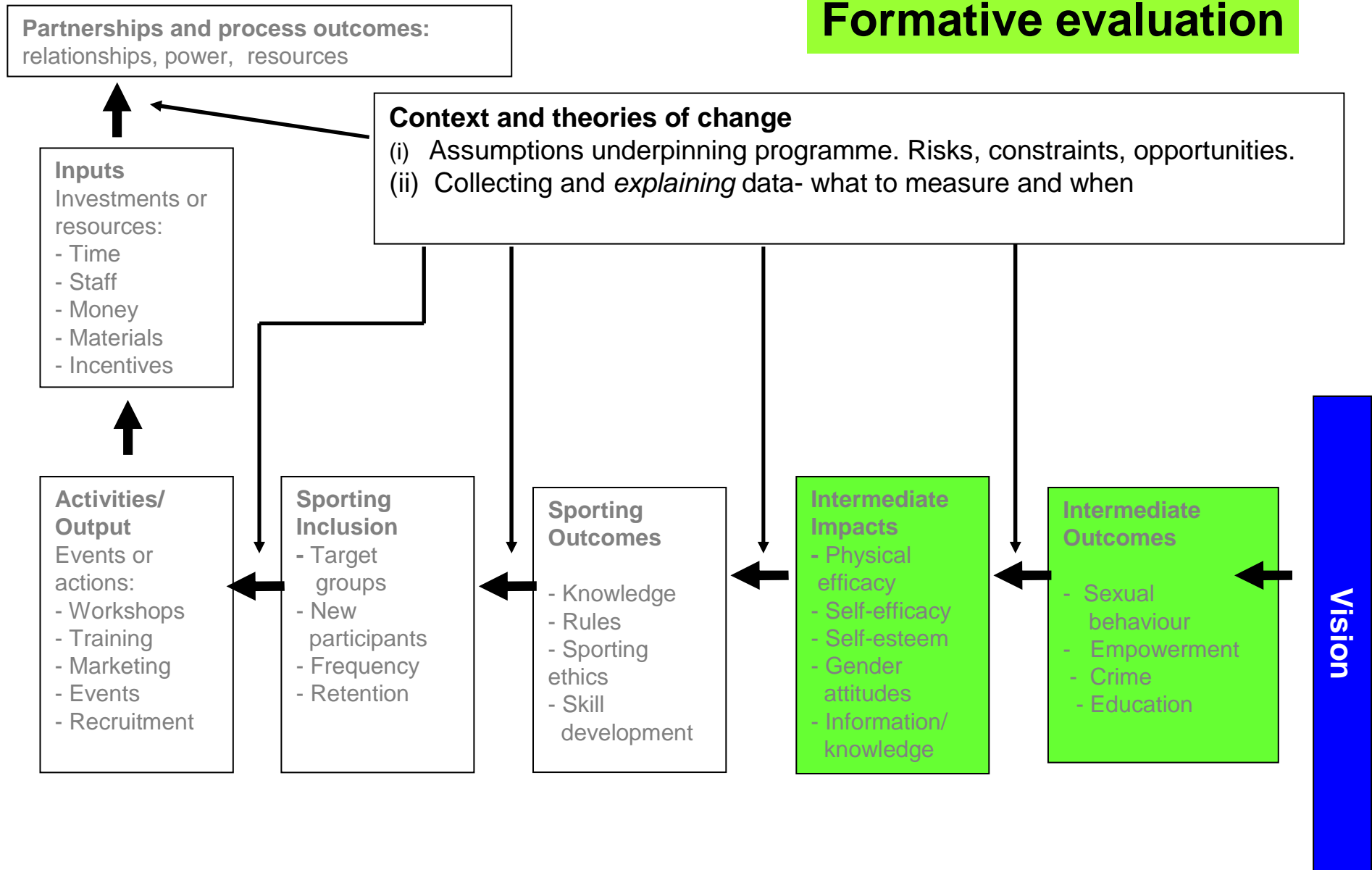


Strengthen claims for causality

Estimate difficult-to-measure programme effects
'on the balance of probability'

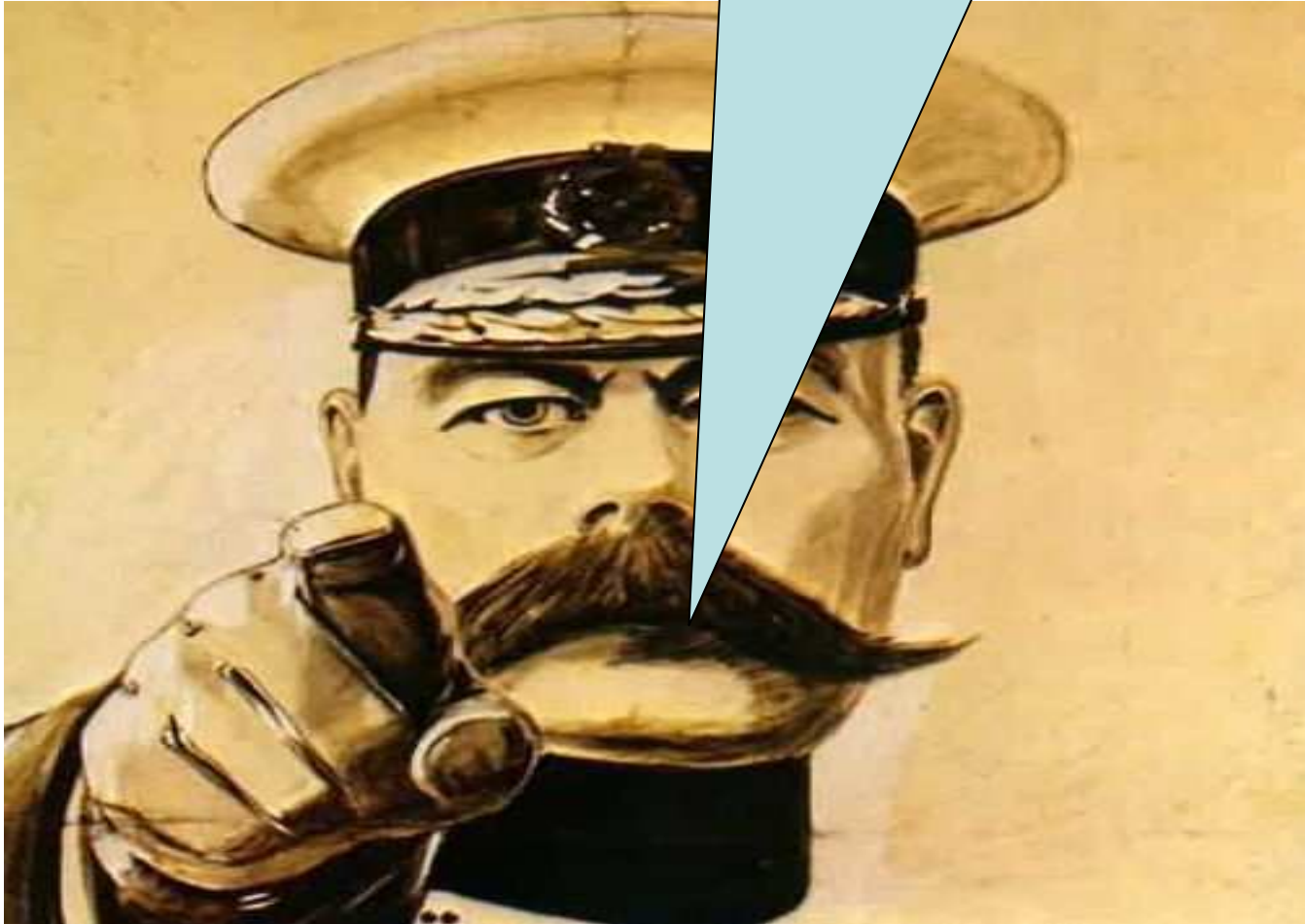
Logical Connections

Formative evaluation



Adapted from: the CDC *Physical Activity Evaluation Handbook*, USA

What do you think the core components of a programme for young people at risk should be?



Families of mechanisms...or family as mechanism?

Protective Factors Framework

Witt and Crompton

- ⇒ ***Interested and caring adults***
- ⇒ **Sense of acceptance/belonging**
- ⇒ **Models for conventional behaviour**
- ⇒ **Like activity/perceived competence**
- ⇒ **Value placed on achievement**
- ⇒ **High controls against deviant behaviour**
- ⇒ **Positive attitudes to future**
- ⇒ **Ability to work with others**

A Model /Theory of Sport, HIV/AIDS and Sexual Behaviour Change

Develop sporting/leadership skills



Develop sporting/ethical attitudes [**peer leaders**]



Gender equity attitudes/behaviour



Develop self-efficacy/confidence



HIV/AIDS information [**KAO/didactic**]



Self-esteem [*mostly peer leaders?*]



Reduced risk-taking sexual behaviour

Self-efficacy + attitudes + information ⇒ *changed sexual behaviour*

...maybe

TBE : improving the menu

- Programme theories/logic
- Theories of change



⇒ Basis for M&E

- What is *cause* of problem to be addressed?
- Properties/processes of participation ⇒ outcomes?
- Participation ⇒ intermediate impacts?
- How, to what extent, changes ⇒ changed behaviours?



Research/theory

Are you convinced?

