Monitoring, Evaluation and Learning (MEL) Services Plan for the 'Sport Unites' Community Sport Investment Programme

MEL Services Plan 2020

20/02/2020

MAYOR OF LONDON

inFocus

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1. MEL Service Outline and Methods (March 2020 – Sept 2020)

In this section we have broken down in more detail the activities across the MEL services planned for 2020. Specific resources produced and deliverables are highlighted and explained. An updated work plan and allocation of tasks follows in section 2 and an updated risk assessment is included in section 3.

Resources / Deliverables

Across this section, we also highlight what resources can be expected at the end of each stage, with a particular focus on learning materials.

Description of Overall MEL Service Design and Timelines

All MEL services have been timed to ensure that all commitments are fulfilled to a high standard. Planning and preparation for the various cycles and activities has begun during this inception phase and will be continually revised as the evaluation progresses. Across the following sections each element is outlined in more detail.

Annex A also provides a table to schedule all dates for key workshops, webinars and events over the remaining period of the project. Dates have been provisionally suggested to fit with the overall timeline, which are to be agreed with the GLA team.

1.1 Ongoing Grant Management Support

InFocus will support GLA project managers to collect data from grantees and / or coordinate with external grant managers e.g. Rocket Science or Groundwork.

This includes the adoption of the main reporting tools / toolbox and new staff inductions and training as required.

Resources / Deliverables

Ongoing GLA project manager support and training in MEL

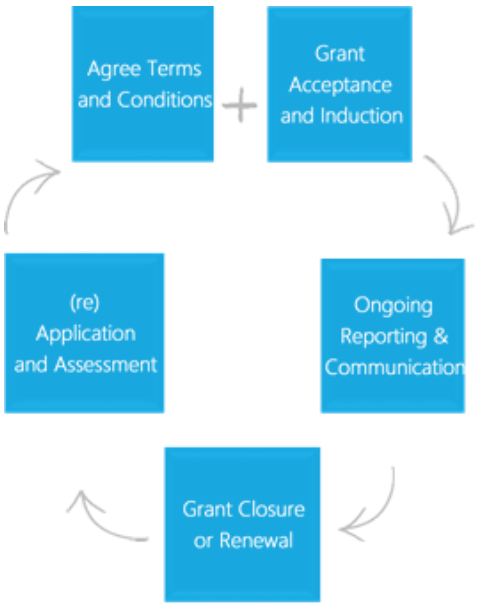


Figure 1: Grant Management Cycle

The inFocus support will cover each of the steps of the grant management cycle shown to the left, from initially agreeing what data grantees will collect, through to collecting in and reviewing reports and generating learning at the end of a grant cycle.

- **GLA Project Manager MEL Support** – the inFocus consultant will ensure a good understanding of the different projects that the GLA project manager is responsible for, and what data collection is required. An ongoing discussion will also be had concerning any historical data that could be provided by GLA / External Grant Managers, which could be useful within the evaluation analysis. They will check in with each grant manager on a monthly call (as well as any other calls as required) to report and help address any issues that have arisen and consider what actions are needed to support the monitoring / wider MEL process. These updates will also be an opportunity for the inFocus team to update GLA project managers on upcoming support opportunities (e.g. IMM training) to promote. The following five GLA project managers will be supported:

- Hilary Lissenden
- Lauren Kocher (weekly call – overall responsibility for MEL)
- Kerri Atherton
- Solomon Curtis
- Leila Wong
- Paulina Turcan
- New staff when they join

GLA Project Managers are ultimately responsible for data collection from both their direct grantees and from external grant managers (indirect grantees), updating records appropriately, storing data on the dropbox folder created and updating inFocus team accordingly. Grantee reports / historical data will form a key part of inFocus' secondary data analysis, but will be **contingent upon data being received by inFocus in the agreed format and at the agreed points in time**, as below:

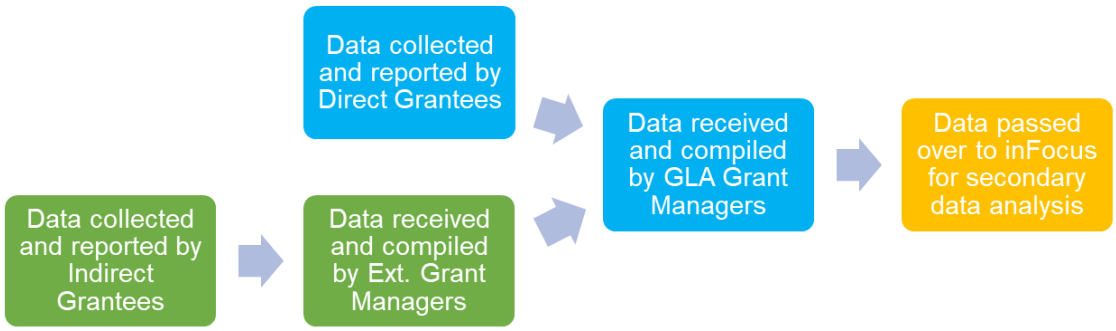


Figure 2: Data Collection Responsibilities

To support this process, a dropbox with folders for each grantee and funding stream has been set up so data can be stored and easily shared. A version control system is in place and inFocus consultants are able to discuss grantees on a case by case basis if needs be.

1.2 Providing MEL capacity development support to grantees

1.2.1 New cohort MEL Start-up meetings

Resources / Deliverables

Ongoing support to grantees for data collection, analysis and reporting

- **Introductory Sport Unites MEL training days** – a live 1-day training session ran for new cohorts of grantees planned directly with the Project manager responsible. inFocus will cover the following topics:

1) **Introduction to the Sport Unites Theory of Change** – an overview of the impact expected from the funding stream and individual projects. A short workshop will be run to help grantees to identify what outcomes their project hoped to achieve and needs to measure.

2) **Introduction to the Grantee Toolkit and Guidance -** inFocus will work closely with grantees from the outset of the data collection process to ensure that they are fully supported, using the training to present the common monitoring framework and tools created, and provide clear and practical guidelines on how to use the tools and submit data to GLA via one of the approved approaches (SIM Workbook / inFocus reporting forms / Agreed other aligned method). This would include an overview of the process including key milestones and dates, followed by an in depth look at the methodology and associated tools. The tools used by

grantees include a series of questions which would either include longitudinal measures (to be measured at baseline, mid-term and end-line) or reflective that reflect back on the outcomes generated from activities, both of which would be focused on data collection at the beneficiary level (for smaller grants / those with limited capacity).

3) **Data Collection Training** – A portion of the day will be dedicated on how to train staff / volunteers to collect data - to improve the quality of the survey data with a focus on training grantees to train their own staff / volunteers on how to collect data effectively.

4) **Support on offer –** including free access to the IMM Training (1.2.2 below), online surgeries (1.2.3 below) learning webinars and F Word event (1.3 below), and University of Brighton intern support (1.4.1 below).

1.2.2 Universal access (all grantees) to the Impact Measurement and Management (IMM) Training Courses with certification and optional assessment

The inFocus online 7 Steps to Measuring Social Change training curriculum (click here to view) was a webinar-based 22 module training course that included templates and practical demonstrations of how to carry out each stage of the MEL process (from planning to reporting and learning). Grantees had access to this from November 2019 to February 2020.

Resources / Deliverables

Ongoing access to the online IMM training course to build the capacity of the workforce to conduct monitoring,

The training has been developed and enhanced and grantees will have access to the new Impact Measurement Management Training course. The new course has been designed to be used by organisations with varying levels of experience, capacity and in diverse contexts. There are three levels – introductory, foundation and builder that suit individuals with varying roles, responsibilities and prior knowledge. All Sport Unites grantees will have access, free of charge to the training throughout the course of the evaluation **for three named individuals** – increased from one named individual included in the proposal (this represents significant additional value with the standard price per individual £899 per year).

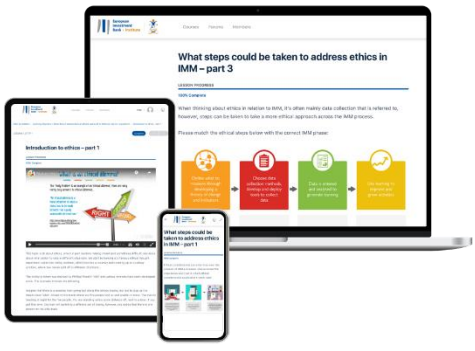


Figure 4: Accessibility for IMM Training

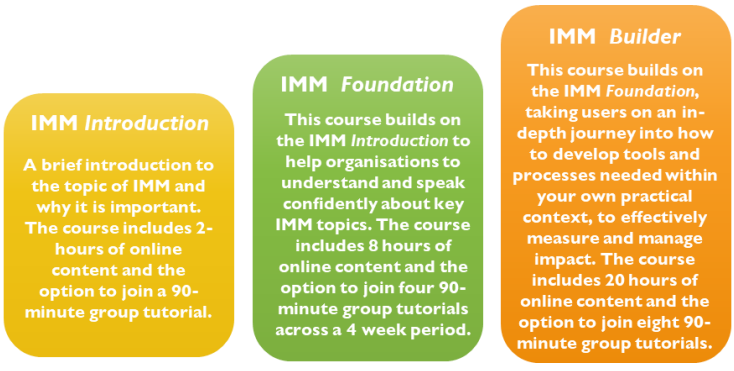


Figure 3: IMM certification levels

By completing assessments within the eLearning modules, participants will be able to progress through four levels of certification (see Figure 4) including a Builder Plus option, which will open up additional training and support opportunities. The eLearning modules will include videos, quizzes and assessments, articles and case-studies, and forums to interact with course leaders.

Grantees can access the training using a unique **course pass code** for Sport Unites (**Unites19**). If an organisation joins the inFocus training using this passcode, the name of the organisation will be checked against a list of grantees provided by the Sport Unites team so that the number of users can be tracked. If the grantee is not on the list a check will be made with the Sport Unites team to ensure they are a grantee.

An overview of the IMM Courses and the terms and conditions of accessing the training can be seen in **Annex B.** Grantees will have access to training, from March to November 2020.

1.2.3 Ongoing Data Collection Support to grantees including online 45 minute 'surgeries'

Grantees will have access to core members of the inFocus evaluation team for assistance across areas where capacity gaps are identified. This will be done primarily via online surgeries where individuals can sign up to receive of live support via telephone or skype. The 45 minute slots will be booked a minimum of two days beforehand via the Microsoft Office online booking tool. The surgeries will address issues grantees may have with SIM Workbook start up and reporting; data collection (e.g. basic questionnaire development); data analysis; data management; or using data in communications and fundraising. Any materials created for one grantee may be used altered and adopted for use by other grantees.

1.3 Sport Unites Learning Activities (2020)

inFocus will run two inter-related strands of learning activities. The first will focus upon grantee learning involving grantees from all Sport Unites programme themes; and the second focused upon GLA and the wider stakeholder's own reflection and learning (see diagram below). All data synthesised and analysed from the evaluation will feed into these learning events and all activities will be designed to ensure the effective mixing of both new and existing grantees as they enter the programme at staggered points.

Resources / Deliverables

6 Webinars for grantees
2 Learning Workshops for GLA staff and stakeholders
1 Live 'F' Word Public Event

A 'Grantee Learning Leads' steering group will be formed, consisting of 5 to 6 grantee representatives that will input into the design of each thematic learning activities and outputs so that they are closely aligned to grantees needs.

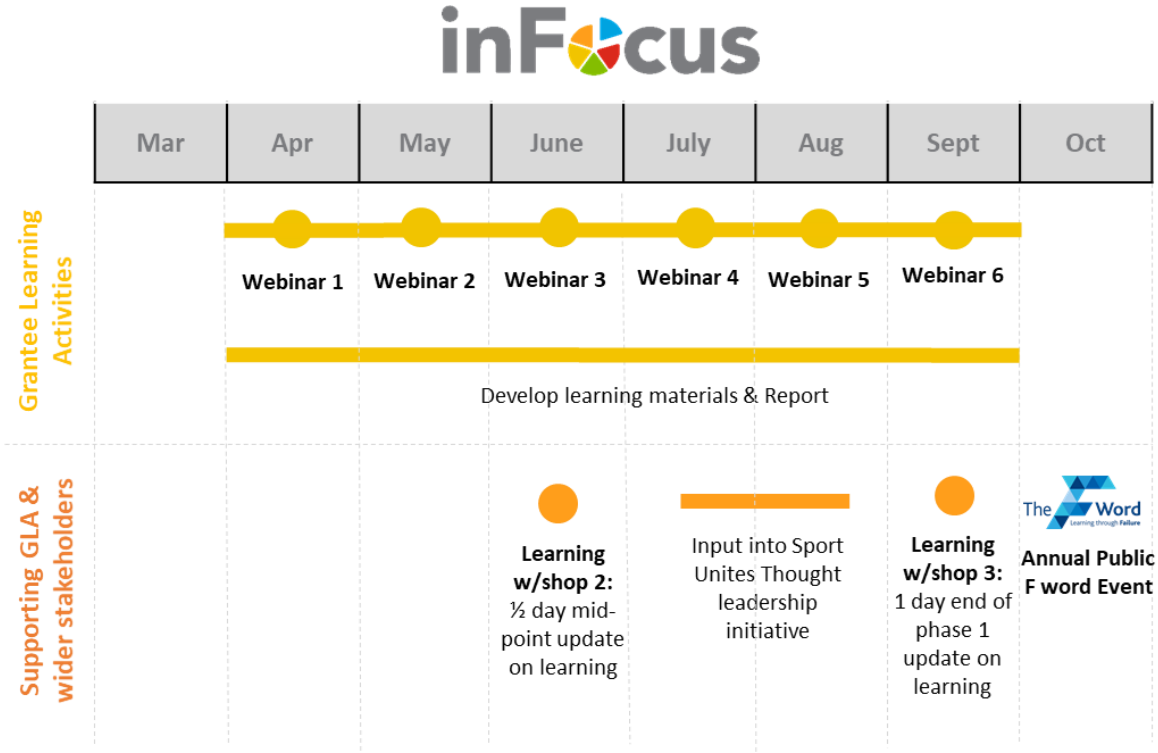


Figure 5: Timeline for ongoing learning activities for Sport Unite grantees and GLA.

The learning programme also builds upon the inFocus partnership with Upshot utilising the 'F word: learning through failure' platform and growing brand presence, to help further foster an open and transparent ethos and approach to learning across London. The learning annual events can be F word branded and co-designed with our partner Upshot, to disseminate learning more widely across the sector.

Learning Strand 1: Grantees

The emphasis of these learning activities will be to facilitate ongoing collective learning and collaboration within the specific workstreams by working towards a well-defined suite of learning resources. Grantees will be invited to participate in one or more learning topics. There will be a total of six topics, covering each of the main Sport Unites themes as follows:

- **Grantee Learning Topic 1:** Key attributes of a successful Sports based project designed to decreasing inactivity levels
- **Grantee Learning Topic 2:** Key attributes of a successful Sports based project designed to improve mental health
- **Grantee Learning Topic 3:** Key attributes of a successful Sports based project designed to reduce serious youth violence
- **Grantee Learning Topic 4:** Key attributes of a successful Sports based project designed to decreasing inactivity levels
- **Grantee Learning Topic 5: Key** attributes of a successful Sports based project designed to reduce social isolation/ increase social mixing
- **Grantee Learning Topic 6:** Key attributes of a successful Sport for Social Change network

The learning will be generated through a series of activities carried out for each topic:

1. Recruit a **Learning Leads group** of people (from across all grantees) interested in the learning discussion and topic, who will be involved in feeding in their experiences and reviewing learning materials produced.
2. Issue a **pre-webinar Learning Insights worksheet** to all Learning Leads, to gather pre-webinar feedback on the topic, which will be summarised and consolidated for use during the webinar. This will also be used to update the 'thematic' Theory of Change developed for the theme.
3. **Learning Webinar preparation**: in addition to the worksheet insights gathered, inFocus Learning Lead will also consolidate primary and secondary data findings from the evaluation itself (including any specific case studies) that will contribute to the Learning Topic. For peer to peer learning purposes we find that a 'Straw Man' example using a fictitious project is an effective means of generating discussion and debate in a webinar setting.
4. **Learning webinar delivery**: a two-hour webinar will be schedule for each learning topic to engage the Learning Leads in various exercises to review the groups insights and the evaluation insights, and translate into lessons for wider dissemination and testing. Learning webinars will be scheduled monthly from April onwards.
5. **Grantee telephone interviews and field visits**: the learning questions will again be used as a basis to work with the wider portfolio of Sport Unites grantees to identify and follow up on any interesting cases of learning or cross-project collaboration that emerge during the year. This will be completed through a combination of a one day project visits to grantee's to conduct interviews and/or a focus group discussions.
6. **Develop & disseminate learning materials:** across the period April to September, a set of learning materials will be produced based on the six learning questions and data collection above. The emphasis will be on producing practical written guides, combining with inFocus' expertise in developing online, eLearning, courses which will share the learning with a global audience in a fun and engaging way using videos, articles, interactive exercises and case-studies.

inFocus uses a unique inFocus classroom format in Prezi (see example here) for running its' webinars. Using webinars provides a high-quality but cost-effective (compared to face-to-face delivery), flexible (can be accessed around busy schedules with recordings also available) and scalable (no limit to participants) training and learning option, while still providing interaction between organisations and trainers (see example here) with some grantees supported/introduced as co-presenters during the webinars. Each of the webinars will include a promotional page (see example here).

Learning Strand 2: Sport Unites / GLA Management Team and wider stakeholders

The emphasis of the learning activities with the Sport Unites / GLA team and associated stakeholders would be on the findings related to success factors with an emphasis on cross-contextual findings from within the different thematic programming. This would take the form of two live interactive workshops (in June 2020 and September 2020) focusing on jointly reviewing the findings from each phase of the evaluation in light of the ToC (and workstream theories of change developed with Grantees) and coinciding with the development of the two remaining reports. This would enable the Sports Unites programme managers/GLA and stakeholders to feed into the reporting process as well as feeding into key strategic planning decisions as the project completes its first phase and the team looks to the next stage of funding. At the end of the assignment, inFocus will combine the learning and all resources produced into a final guide for continued use and distribution by Sport Unites and the GLA.

The Lead consultant will also input into the **Sport Unites Thought Leadership Initiative** where appropriate. Points of intersection with this initiative will be discussed and agreed during the inception phase.
The co-designed **F word Annual Public Learning Event (Live)** will take place in Sept/ Oct (to be discussed and agreed) and represents added value that inFocus and long-term partner Upshot will bring to the assignment. inFocus will curate the information & insights gained from both learning strands and the wider evaluation work over the course of the year to present to a wider audience of practitioners, funders & policymakers invited to the event. inFocus will work with the GLA to agree the scope and terms of this wider engagement.

1.4 Primary Data Collection and Case Studies

The primary data collection carried out by the inFocus evaluation team will be focused on beneficiary, grantee and stakeholder levels and cover both **formative and summative** elements of the evaluation. At the beneficiary level **case studies** will incorporate data from a series of **questionnaires and focus groups** with beneficiaries from a sample of grantees using a realist approach[1]. Realist evaluations ask the key question 'what works, for whom, in what contexts and why?'. It focuses on understanding why particular mechanisms work in given contexts, which result in particular outcomes.

Figure 5: Realist Case Study structure

[1] Realistic Evaluation Ray Pawson and Nick Tilley, Sage, London, 1997, 2

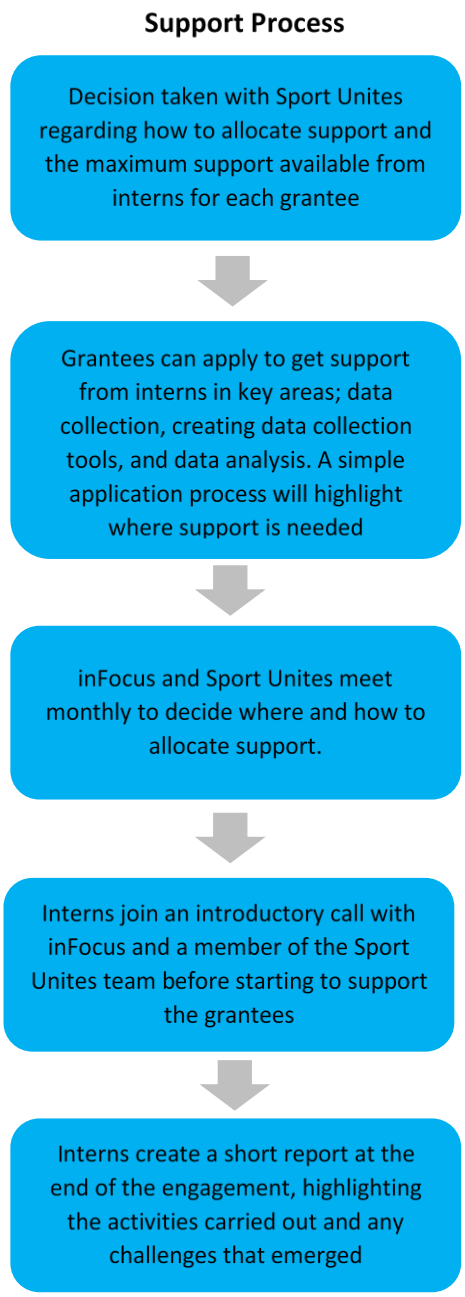


Figure 6: University of Brighton Internship Scheme Processes

Alongside the case studies, inFocus will conduct several **baseline / end-line longitudinal surveys** with beneficiaries from a sample of grantees which could be combined into the case-studies above.

At the stakeholder and grantee level inFocus will conduct **online surveys and telephone interviews**, to collect information regarding key learning and unintended outcomes, while also leveraging each of the learning sessions outlined under 1.3, as an opportunity to collect data from grantees where possible.

Annex C contains a Case Study template showing an outline structure and content guide.

1.4.1 University of Brighton Intern Support

For a select number of grantees, inFocus will also further bolster their data collection capacity through our unique partnership with the University of Brighton Sport and International Development MA course. inFocus, with the support of the principal lecturer and inFocus Associate consultant, Dr. Thomas Carter, has provided two interns (60 days input) skilled in quantitative and qualitative data collection and social research methods, to further support a number of select grantees and inFocus Case Studies, with their evaluation efforts from Feb 2020. The interns are overseen by Dr. Carter, whose expertise and experience spans both academic research and practical programme delivery. The data collected will be analysed alongside the data provided by grantees by our data analysts.

Each case study (on average) will have 8 days input from an inFocus Evaluation Consultant to develop (with additional support provided by the interns where needed). Below we outline the allocation of time across tasks (on average) for each case study.

1.4.2 Develop Case Study SIM Workbook, Theory of Change and Data Collection Tools (1.5 days)

A MEL meeting will occur with each grantee selected to be a case study. This will entail an initial meeting to establish what is happening within the project and what needs to be done. A TOC will be developed aligned to both the Sport Unites TOC and anything in place at the organisation as an overview and guide to determine what needs to be measured.

Each case study will be bespoke. An advanced SIM Workbook will be developed and used in tandem with the grantee to store and report raw data. From this, various data collection tools and methods will be identified and an approach to collecting the data agreed.

1.4.3 Sampling Approach and scheduling data collection (0.5 days)

The **quantitative data** will be gathered from a representative sample in order to enable generalisations from the findings to the wider target population of the organisations involved in the project. Since it is expected that many of the involved organisations will not have access to large research samples, data will be collected from all available individuals, and statistical adjustments made where possible in the event that the sample does not appear to be representative of the organisation's usual sample. This will be done by comparing relevant data such as demographic breakdowns.

Sample sizes will be maximised to optimise our confidence in the results. While sample size targets differ by the data's characteristics and which analytical approach is deployed for the different outcomes or indicators, where possible these should aim to be at least 50, ideally above 100 individuals. In line with this we will therefore likely focus our primary data collection efforts on the larger funded projects, where participant numbers are likely to be higher.

The **qualitative data** will be collected using purposive sampling, meaning that participants will be carefully selected based on the usefulness of their relevant traits, knowledge, or experience to the research topic. Relevant stakeholders will be involved to inform the participant selection. Data will be collected until saturation occurs in the data (i.e. no new topics / themes emerge among new participants), but the samples should aim to involve around 20-25 individuals as a rule of thumb.

1.4.4 Test and deploy the Case Study data collection tools (2.5 days)

Data collection will be conducted for and alongside the organisation to ensure primary evidence is collected. Whenever possible, a baseline will be taken. Where case studies have robust systems in place, methods of authentication by inFocus to ensure the validation of data will be agreed. These will involve observation, interviews and focus groups with participants, stakeholders and grantees.

1.4.5 Cost-benefit / Value for Money data collection (0.5 days)

We have employed the time allocated to our inFocus Associate, Jeremy Wyatt, to ensure that the data collection includes a cost-benefit (individually and collectively) of projects and that data collection conducted by inFocus includes a ***value for money*** analysis and assessment.

Projects choose from a range of outcomes the most relevant to them, and then indicators for those outcomes. This note sets out approaches that can be used, without gathering additional data, to demonstrate:

1. The cost-benefit of the projects (individually and collectively); and
2. An estimate of the social and economic value of some of the outcomes.

Jeremy has the specific experience needed in reviewing the costs, cost effectiveness and effectiveness of impact-driven interventions. Carrying out the **cost-benefit and value for money review** involves:

- All grantees spending reports
- A detailed analysis into the costs of the progress towards the outcomes that emerge from the data collected by both inFocus and grantees in all 16 case studies

This involves using tried and tested tools, including 'the value game' and bringing in secondary data and metrics to contextualise the analysis given the diverse nature of the activities being delivered across the grantee portfolio.

Annex D provides a detailed overview of the approach to assessing each case studies' cost-effectiveness.

1.4.6 Analysing case study data (1 day)

Each data collection stage will be followed by a period of analysing data, drawing lessons and reporting back to the GLA team and stakeholders. This will initially involve the inFocus evaluation team conducting an initial analysis of both the **data collected first-hand by inFocus** and the **data provided by the GLA grant managers (qualitative and quantitative)** to generate initial findings.

The approach to **analysing quantitative data** will depend on the relevant design for each grantee, as well as the quality and quantity of the data. In general, it will involve a suitable mixture of basic informative descriptives, simple statistical significance tests - such as t-tests to understand differences in outcomes between groups - and different forms of multiple linear regression models for more advanced designs with large samples, available individual-level demographics, and comparison groups.

The approach to **analysing qualitative data** will be based broadly upon the inFocus guidelines that draw closely upon the approach to thematic analysis described by Braun V. and Clarke V (2006) *Using thematic analysis in psychology*. This involves 6 steps; familiarisation with the data; developing codes; searching for themes; reviewing themes; analysing themes; and presenting results.

Where possible and meaningful, the findings from the quantitative and qualitative analyses will be triangulated to provide a more in-depth picture.

The learning from the analysis would also shape and directly feed into the series of **Sport Unites Learning Activities** described under 1.3.

1.4.7 Case Study write up and design (2 days)

- Each of the 16 case studies will be written up into a 5-10 page report (depending on the size and nature of the case study) that will be designed by our graphic designers.

Resources / Deliverables

1. 16 Case Study reports

All completed by September 2020

Each report will outline the context that the project has been delivered in (including the nature of the funding stream) and highlight both the outputs and outcomes achieved as a result of the Sport Unites funded

project and will outline any learning that has occurred. The written reports may also be supplemented by any audio-visual documentation that has been produced via links to the internet. The reports will be designed so they can be used by both the grantee and Sport Unites team.

Annex C contains a Case Study Report template showing an outline structure and content outline.

1.5 Status Update Report 2: Data Analysis and Reporting

- Second Status Update Report (April 2020), will present up-to-date output data and short-term impact data that is meaningful to analyse at this stage. The report will focus on the learnings of our process evaluation to determine how successful our strategy has been.

Resources / Deliverables

2. Second Status Report

by April 2020

Annex E contains a Status Update Report 2 template showing an outline structure and content outline for the second report.

1.6 Final Report: Data Analysis and Reporting

- The Final Evaluation Report (September 2020), presenting all output and all outcome data, including long-term outcomes. The focus of the report will be on the impact of Sport Unites as well as a full summary of all the activities that have taken place and recommendations.

Resources / Deliverables

3. Final Evaluation Report

by September 2020

The final report will cover the findings from across all four funding themes, bringing together learning from grantee data collection, inFocus data collection and additional findings from learning events (and the learning materials developed for these) which have occurred during the reporting period.

The Final Report would include recommendations of what works across the wide range of grantee organisations, activities and sizes of grant according to the findings from each reporting phase. The draft structure for the final evaluation report is presented below (page numbers are approximate):

- Executive Summary (5-8 pages)
- Methodology for the Evaluation (2-4 pages)
- Findings (20 pages)
- Conclusions (3-4 pages)
- Recommendations (2-4 pages)
- Technical Appendices

The technical appendices will provide the entire set of essential statistics as this is too big to include fully. This may come in a different format for ease of any further analysis for the GLA to a) assess the robustness of our research, b) use our findings as comparison for their research, or c) simply to know more detail (e.g. standard deviations or regression coefficients).

In addition, each full report will be accompanied by a shorter ‘headline’ report, agreed with the GLA

team, acting as an executive summary highlighted key findings, learning and recommendations.

Annex F contains a Final Evaluation Report template showing an outline structure and more detailed content outline for the final report.

1.7 Evaluation Project Management and Review

The inFocus team have several systems and methods to ensure that the project runs smoothly and to time.

- **Team communication and management** – inFocus uses 'Teamwork' ™ to track and log work and manage team members and associates working on the evaluation.

- **Monthly progress reporting to GLA** – a detailed spreadsheet has been developed to act as a working document to monitor progress an status at funding stream level and individual grantee level which is also accessed by the Project Managers. This is very detailed and so inFocus will provide a summary 'Progress Report' each month to remain accountable to the agreed workplan.

Annex G provides a monthly Progress Report template for the remainder of the project, which we propose using over the course of the evaluation.

- **One-to-one team support** – this allows the inFocus team to cross check and validate each others' work to ensure accuracy and accountability. It also allows team members to call on additional expertise when necessary.

- **Event logistics and administration** – this allows time to ensure that the logistics, administration and planning time surrounding the evaluation and its associated events (including webinars, live workshops and training days etc.) are accounted for.

2. Updated Work Plan

Task	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Total (Days)
1.1 Grant Management Support (Planning, Tools, Training)																	
Ongoing grant manager support meetings; staff inductions																	4.00
1.2 Providing M&E capacity development support to grantees																	
New cohort start-up MEL meetings (x15-20)																	4.00
Ongoing data collection support for grantees (e.g. basic questionnaires)																	8.00
Online M&E surgeries (45mins)																	8.00
Universal access (all grantees) to the IMM Builder+ Elearning training										We	We	We	We	We	We	We	
IMM Builder End of Course Assessment/ Certification & Overall Training Report																	8.50
1.3 Sport Unites Learning Activities (2020)																	
Sport Unites Themes Grantee Learning Webinars											We	We	We	We	We	We	13.00
Ongoing development of learning materials *(+2 days)*																	12.00
2nd/ 3rd GLA Internal Learning Workshops (Live)													Wo			Wo	3.00
F word Annual Public Learning Event (Live)																Wo	8.00
1.4 Primary data collection and case studies																	
Data Collection by Masters Interns (targeted)																	60.00
1 - Community Touch Rugby / London Skolars (Stronger Communities)																	1.00
Data collection and analysis																	5.00
Report Summary Report												D					2.00
2 - Cycle Project / Hornbeam Centre (Active Londoners)												D					1.00
Baseline																	1.00
Data collection and analysis																	5.00
Report Summary Report												D					2.00
3 - Football Unites / Players Voice (Football Unites)																	1.00
Baseline																	1.00
Data collection and analysis																	5.00
Report Summary Report													D				2.00
4 - SfSi Capacity Building / Sported (Workforce)																	1.00
Baseline																	1.00
Data collection and analysis																	5.00
Report Summary Report														D			2.00
5 - Young Leaders / London Youth (Workforce)																	1.00
Baseline																	1.00
Data collection and analysis																	5.00
Report Summary Report															D		2.00
6 - Sport Photojournalism / Young Brent Foundation (Pilot)																	1.00
Baseline																	1.00
Data collection and analysis																	5.00
Report Summary Report														D			2.00
7 - East London Utd / Salaam Peace (London Together)																	1.00
Baseline																	1.00
Data collection and analysis																	5.00
Report Summary Report															D		2.00
8 - UK Deaf Sport (London Together)																	1.00
Baseline																	1.00
Data collection and analysis																	5.00
Report Summary Report															D		2.00
9 - Street Elite / Change Foundation (YLF Impact Partnerships)																	1.00
Data collection and analysis																	5.00
Report Summary Report													D				2.00
10 - Key4Life (YLF Impact Partnerships)																	1.00
Data collection and analysis																	5.00
Report Summary Report													D				2.00
11 - tbc (Model City)																	1.00
Baseline																	1.00
Data collection and analysis																	5.00
Report Summary Report															D		2.00

Task	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Total (Days)
12 - tbc (Model City)																	1.00
Baseline																	1.00
Data collection and analysis																	5.00
Report Summary Report															D		2.00
13 - tbc (Stronger Communities)																	1.00
Baseline																	1.00
Data collection and analysis																	5.00
Report Summary Report																D	2.00
14 - tbc (Active Londoners)																	1.00
Baseline																	1.00
Data collection and analysis																	5.00
Report Summary Report																D	2.00
15 - tbc (Serious Youth Violence Steering Group)																	1.00
Baseline																	1.00
Data collection and analysis																	5.00
Report Summary Report																D	2.00
16 - tbc (Serious Youth Violence Steering Group)																	1.00
Baseline																	1.00
Data collection and analysis																	5.00
Report Summary Report																D	2.00
1.5 Status Update Report 2: Data Analysis and Reporting																	
Historical data collection and analysis																	1.00
Case study data collection and analysis																	2.00
Grantee data collection and analysis																	2.00
Second phase 1 M&E report (draft)																	7.50
Draft review meeting											M						0.75
Second phase 1 M&E report (final)											D						2.00
1.6 Final Report: Data Analysis and Reporting																	
Case study data collection and analysis																	2.00
Grantee data collection and analysis																	2.00
Cost-effectiveness data analysis																	5.00
Final phase 1 M&E report (draft)																	7.50
Draft review meeting																M	0.75
Final phase 1 M&E report (final)																D	2.00
Project Management																	
Team communication and management																	23.00
Monthly progress reporting to GLA																	7.50
One-to-one team support																	20.00
Event logistics and administration																	32.00
Total Days																	486.00

3. Risks and the relevant mitigations

inFocus maintains an active risk management approach that is integrated into our project management and quality assurance methodology.

As the strategic risk table below shows, we have already built a series of mitigations into our method.

Strategic Risk	Likely	Impact	Mitigation
Learning is not applied by grantees in their day to day work (learning barriers)	**M**	**H**	We will support grantees to *identify and address learning barriers* through MEL assessment, support, training and incentivise action through our IMM certification scheme.
Reluctance from grantees to share their data/delays in sharing data	**M**	**M**	Benefits of sharing data will be strongly emphasized. A time-table for supplying data will be agreed with GLA and an escalation process to follow up on grantees supplying data.
Grantees do not fully engage (strategically) in supporting the Case Studies and Learning Activities outlined	**L**	**M**	Grantees will be involved from the outset of the project in developing the structure of the Learning Activities via the Learning Leads Group, and making sure that Learning fits their needs and requirements. Certificate incentives. Case studies will be identified in close cooperation with GLA project managers.
With the variety of work covered by the Sport Unites Funding Themes, it is challenging to form communities around the same learning topics	**L**	**L**	We will be guided by partners on how to structure the themes and if there needs to be prioritization of this to focus on key themes.
There is a reluctance to share what is not working and has not been successful	**H**	**M**	We will work with partners on techniques for sharing more challenging learning and also ensure that we create an environment in the Learning Events that is open to honest reflection
There is an overlap/replication with other learning activities/ MEL capacity development initiatives	**L**	**L**	At the outset of the project we will identify other learning activities and projects in the London area and explore synergies

There are also a range of operational risks to the project:

Operational Risk	Likely	Impact	Mitigation
Our staff illness or absence or leave	**L**	**M**	We have reserve team members / associates for each position
Data security breach	**L**	**H**	We have full data security processes available and compliant with all regulation

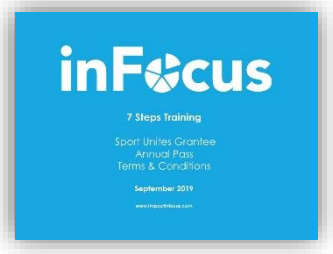
Difficulty in arranging interviews/ FGDs in phase 1	**L**	**M**	We have planned to work flexibly during the first 3 months and have senior team members who can respond to stakeholder requirements
Low attendance at events and workshops	**M**	**M**	We will plan with the GLA to hold events in a central London location, and have planned to use our tried and tested approaches to promotion and online booking and registration
Existing data incomplete or poor quality	**M**	**L**	Although we suspect that data will be of variable quality we have planned on the basis of drawing value from whatever is available – with appropriate caveats when using.

Annex A: Schedule of Key Dates

- Schedule Table of key dates for webinars, workshops and major events.

Annex B: IMM Course Membership Outline

- IMM Course Membership Outline Brochure (for grantees)



- Terms and conditions for the IMM Training access for Sport Unites grantee organisations

Annex C: Case Study Template

Table of Contents
List of Figures
List of Acronyms

Format- 5-10 pages written case study in inFocus design template

1. **Executive Summary**

The executive summary will be a maximum 1-page which will constitute an overall summary of the findings of the case study. It will highlight key quantitative findings and, some quotes from beneficiaries. It will not present findings in detail but, rather, illustrate the overall picture.

2. **Infographic**

A 1-page infographic which will constitute an overall summary of the executive summary in picture form. It will highlight key quantitative findings and, some quotes from beneficiaries.

3. **Introduction**

This section will briefly introduce the grantee and project; its Sport Unites funding stream; amount funded; its scope; and the purpose of the case study.

4. **Context**
   - 4.1 Description of the project outline the context the project is set in including the neighbourhood / community it is serving and the problem
   - 4.2 Theory of Change
   - 4.3 Focus of the Case Study
   - 4.4 Broader context

5. **Mechanism**
   - *5.1* Delivery Structure – *including methodologies, curriculums, activities, frequency etc.*

6. **Methodology**
   - 6.1 Data Collection
   - 6.2 Limitations

7. **Findings**

This section will bring together the case study findings from all primary and secondary data analysed and presented under each main outcome areas addressed by the case study project.

8. **Conclusions**

In relation to the projects contribution to the overall evaluation questions posed.

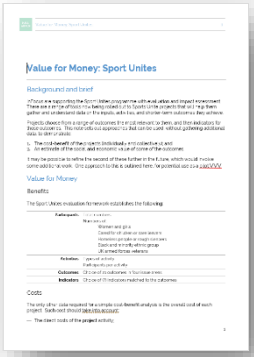
9. **Recommendations**

This section will include some targeted recommendations for the grantee and for Sport Unites going forwards.

Appendices

1. *List of interviews / focus groups*
2. *Sport Unites relevant Outcome Pathways*
3. *Photo credits*

Annex D: Cost-Effectiveness and Value for Money Outline



Value for Money: Sport Unites

Background and brief

Value for Money

Benefits

Costs

- Phase 1 Cost-effectiveness plan

Annex E: Second Status Update Report Structure – May 2020

Table of Contents
List of Figures
List of Acronyms

Format- 15-20 pages written report in inFocus design template

1. **Executive Summary**

The executive summary will be a maximum of 2 pages and constitute an overall summary of the findings from the evaluation to date. It will ***present any initial summative findings available by the outcome area*** *and* ***further build upon report 1*** *to illustrate the overall picture of how the Sport Unites Programme has formed to date,* ***what it intends to do/ achieve and how far it has currently come to date*** *– both from a project (grantee) perspective and a Grant Management perspective. An infographic will be included to highlight key quantitative findings and, some quotes from beneficiaries.*

2. **Introduction**

This section will introduce Sport Unites and the overall purpose of the evaluation. It will provide an overview of the grants that the GLA has currently disbursed, using infographics based on updated information shown in figures 1 and 2 overleaf (plus other data). It will explain the background to the development of the Theory of Change, including the outcomes pathway overview diagram.

3. **Methodology**

This section will outline the formative and summative processes and summarise the methodology for the overall evaluation, including scope of intended data sources and sampling for data collection:

3.1 Formative Process
3.2 Summative Process
3.3 Cost-Effectiveness Analysis
3.4 Case Studies – *a table will outline the identified case studies to date and their status.*
3.5 Learning Events – *an infographic will outline the planned online and live learning events.*
3.6 Limitations - *will highlight any limitations of the evaluation and present an updated figure 3.*

4. **Formative Findings**

This section will ***update the information on the*** *grant streams within each of the four programme areas, including expenditure, how many grantees are associated and their geographic spread, their current operational status and capacities to deliver successful projects. It will also provide an overview of what success is intended to look like for each programme area by outlining a generic programme ToC, set of key assumptions and a summary of the project targets for each programme area, against which the final evaluation report will judge success.*

4.1 Sport for Social Integration
4.2 Active Londoners
4.3 Young Londoners Fund
4.4 Workforce, tech and capacity Building **(including the inFocus MEL capacity Assessment findings)**

5. **Case Studies**

This section will summarise ***the initial 6-8*** *case studies including a one-page infographic taken from each case study. Each full case study will be placed as an appendix at the end.*

6. Initial Learning and Summative Findings for Each Outcome Pathway to date

This section will bring together initial findings from all elements of the evaluation (including the learning events), presented under each outcome area to date.

6.1 Decreasing inactivity levels
6.2 Improving mental health
6.3 Reducing youth violence
6.4 Reducing social isolation and increasing social mixing
6.5 Building the capacity of London's workforce and organisations
6.6 Building the capacity of London's structures and systems

7. Conclusions

This section will outline the proposed evaluation questions to be answered by the final evaluation and will both reflect upon each one from a 'formative perspective' (see bold questions), as well as consider initial early conclusions to the evaluation questions themselves:

7.1 How effective has Sport Unites been in addressing sport for social inclusion and integration in relation to its outcome pathways? **(what does effective look like for Sport unites?)**
7.2 How effective is Sport Unites in building the capacity of the sport for social inclusion and integration sector in London, to be able to more effectively address the key issue areas? **(what does effective look like for Sport unites?)**
7.3 How many and for whom (in terms of people/ communities/ organisations) has Sport Unites delivered a positive and meaningful benefit in London? **(How many and for whom (in terms of people/ communities/ organisations) does Sport Unites intend to deliver a positive and meaningful benefit to in London?)**
7.4 Is Sport Unites working with the people / communities / organisations in London that are in need, and are likely to benefit the most from Sport Unites projects? **(Who, in terms of people / communities / organisations in London are most in need, and are likely to benefit the most from Sport Unites projects?)**
7.5 What are the main success factors / key attributes, in relation to the design, implementation and sustainability of an effective sport for social inclusion and integration project? **(How are Sport Unites projects been designed to achieve relevant outcomes in a sustainable way?)**
7.6 What are the main success factors / key attributes, in relation to the design, implementation and sustainability of an effective sport for social inclusion and integration investment programme? **(How are Sport Unites Grant Scheme been designed to achieve relevant outcomes in a sustainable way?)**

8. Recommendations

This section will include some targeted recommendations towards the current design and implementation plans for Sport Unites projects and Grant Management scheme, going forwards towards the final evaluation.

Appendices

1. *Sport Unites Funding Map*
2. *Sport Unites Theory of Change pathways and assumptions*
3. *Overall Evaluation Matrix*
4. *Evaluation Methodology details and Data Collection Tools- SIM; Toolbox; Basic Surveys (our generic ones for case studies)*
5. *Detailed Case Studies 6-8 (in design templates)*

Additional outputs:

We will also create a four page high level executive summary (infographic led) handout.

Annex F: Final Evaluation Report Structure – September 2020

Table of Contents
List of Figures
List of Acronyms

Format- 40-50 pages written report in inFocus design template

1. **Executive Summary**

The executive summary will be a maximum of 4 pages and constitute an overall summary of the findings from the evaluation. It will present findings by the outcome area and seek to answer the evaluation questions in full. An infographic will be included to highlight key quantitative findings and, a range of quotes from beneficiaries.

2. **Introduction**

This section will introduce Sport Unites and the purpose of the evaluation. It will provide an overview of the grants that the GLA has disbursed, using infographics based on updated information shown in figures 1 and 2 overleaf (plus other data). It will explain the background to the development of the Theory of Change, including the outcomes pathway overview diagram. It will also explain the development of the Grant Management systems/ processes.

3. **Methodology**

This section will outline the formative and summative processes and summarise the methodology for the overall evaluation, including scope of intended data sources and sampling for data collection:

3.1 Formative Process
3.2 Summative Process
3.3 Cost-Effectiveness Analysis
3.4 Case Studies – *a table will outline the identified case studies to date and their status.*
3.5 Learning Events – *an infographic will outline the planned online and live learning events.*
3.6 Limitations - *will highlight any limitations of the evaluation and present an updated figure 3.*

4. **Formative Findings**

This section will outline will update the information about the status of funding streams within each of the four thematic areas, expenditure and how many grantees are associated and their status.

4.1 Sport for Social Integration
4.2 Active Londoners
4.3 Young Londoners Fund
4.4 Workforce, tech and capacity Building

5. **Case Studies**

This section will summarise each case study to date including a one-page infographic taken from the case study report. The full case study will be placed as an appendix.

6. **Findings: GLA as a distributor of funds**

This section will bring together findings from the formative evaluations, case studies and learning events. It will consider questions such as:

6.1 What type of funder is the GLA and what makes it unique?
6.2 Is Sport Unites getting better outcomes through providing small or large grants to its grantees?
6.3 Are the numbers and types of beneficiaries of Sport Unites funded projects as expected?

6.4 Feedback from and results of Net Promoter Score for Sport Unites by grantees and external grant managers.

7. Findings and Learnings for Each Outcome Pathway

This section will bring together findings from all elements of the evaluation, presented under each outcome pathway.

- Decreasing inactivity levels
- Improving mental health
- Reducing youth violence
- Reducing social isolation and increasing social mixing
- Building the capacity of London's workforce and organisations
- Building the capacity of London's structures and systems
- Learning Events Feedback

8. Cost-Effectiveness Analysis

This section will provide an outline of the findings from the cost-effectiveness analysis.

9. Conclusions

This section will provide a conclusion against each of the evaluation questions based upon the interpretation of the findings:

6.1 How effective has Sport Unites been in addressing sport for social inclusion and integration in relation to its outcome pathways?

6.2 How effective is Sport Unites in building the capacity of the sport for social inclusion and integration sector in London, to be able to more effectively address the key issue areas?

6.3 How many and for whom (in terms of people/ communities/ organisations) has Sport Unites delivered a positive and meaningful benefit in London?

6.4 Is Sport Unites working with the people / communities / organisations in London that are in need, and are likely to benefit the most from Sport Unites projects?

6.5 What are the main success factors / key attributes, in relation to the design, implementation and sustainability of an effective sport for social inclusion and integration project?

6.6 What are the main success factors / key attributes, in relation to the design, implementation and sustainability of an effective sport for social inclusion and integration investment programme?

10. Recommendations

This section will include some targeted recommendations for future developments of Sport Unites (Grant Management and project perspectives).

Appendices

1. *Sport Unites Funding Map*
2. *Sport Unites Theory of Change pathways and assumptions*
3. *Overall Evaluation Matrix*
4. *Evaluation Methodology details and Data Collection Tools- SIM; Toolbox; Basic Surveys (our generic ones for case studies)*
5. *Detailed Case Studies x16 (in design templates)*
6. *Data Set details*

Additional outputs:

We will also create a ten page high level executive summary (infographic led) report.

Annex G: Progress Report Template

Date:
Reported by:

Progress Overview

Phase	Key Activities	Status	Observations/Comments
1.1 Grant Management Support	Ongoing grant management support meetings; staff inductions		
1.2 Providing MEL capacity development support to grantees	New cohort start-up MEL meetings		
	Ongoing data collection support for grantees (e.g. basic questionnaires)		
	Online MEL surgeries		
	Universal access (all grantees) to the IMM Builder+ eLearning training		
	IMM Builder End of Course Assessment/ Certification & Overall Training Report		
1.3 Sport Unites Learning Activities (2020)	Sport Unites Themes Grantee Learning Webinars		
	Ongoing development of learning materials		
	GLA Internal Learning Workshops (Live)		
	F word Annual Public Learning Event (Live)		
1.4 Primary data collection and case studies	Case Study 1		
	Case Study 2		
1.5 / 1.6 Data Analysis and Reporting	Historical data collection and analysis		
	Case study data collection and analysis		
	Grantee data collection and analysis		
	Draft review meeting		
	Second phase 1 MEL report (final)		

Note – the key activities will be edited down to reflect what has happened during the period.

Status

✓	Complete		Ongoing		Pending		Delayed / Inactive

Summary of work completed

Updates / Actions / Issues to Raise