

Building Inclusive Recreation and Sport Communities for Women and Girls: Facility Use & Design

MODULE: Evaluation

Funding provided by:
Government of Canada,
Women and Gender Equality Canada



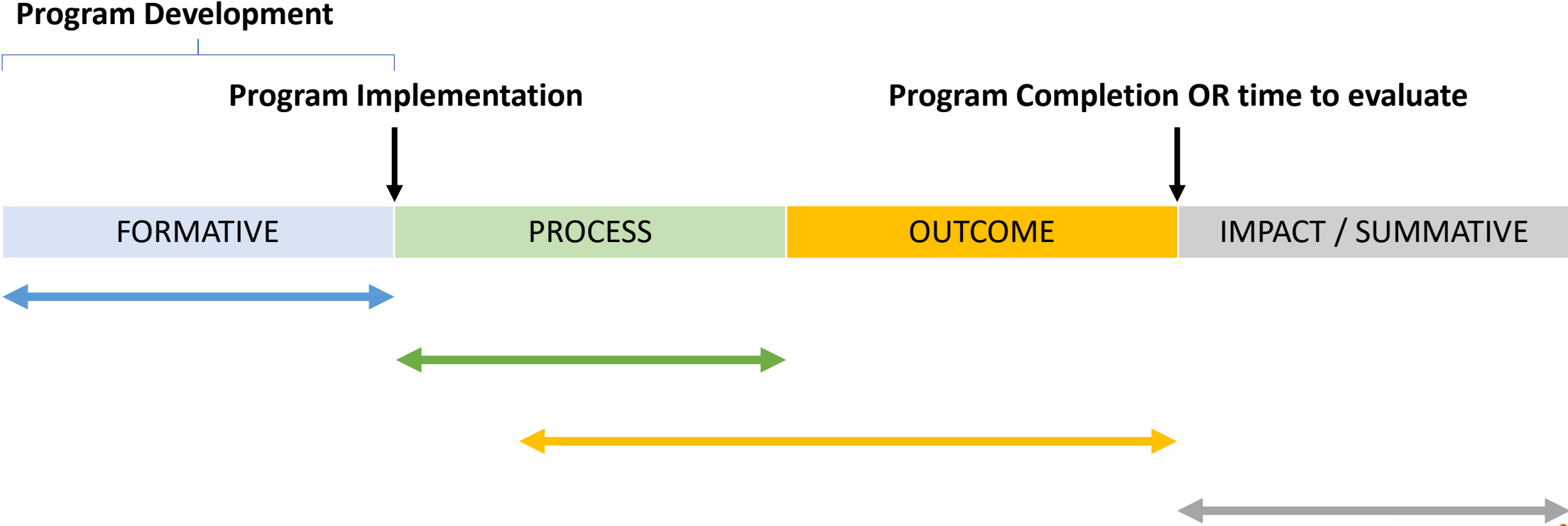
Evaluation

- Efforts are more likely to be sustained if results indicate progress (that is of importance to the decision makers) is being made
- Difference between “improve” and “prove” – outcome/impact vs. process evaluations
- Requires strong and relevant objectives during the planning phase
 - “How much of what will happen to whom by when?”
 - “What changes are planned for structures/policies/environments that will have an impact on the population?”

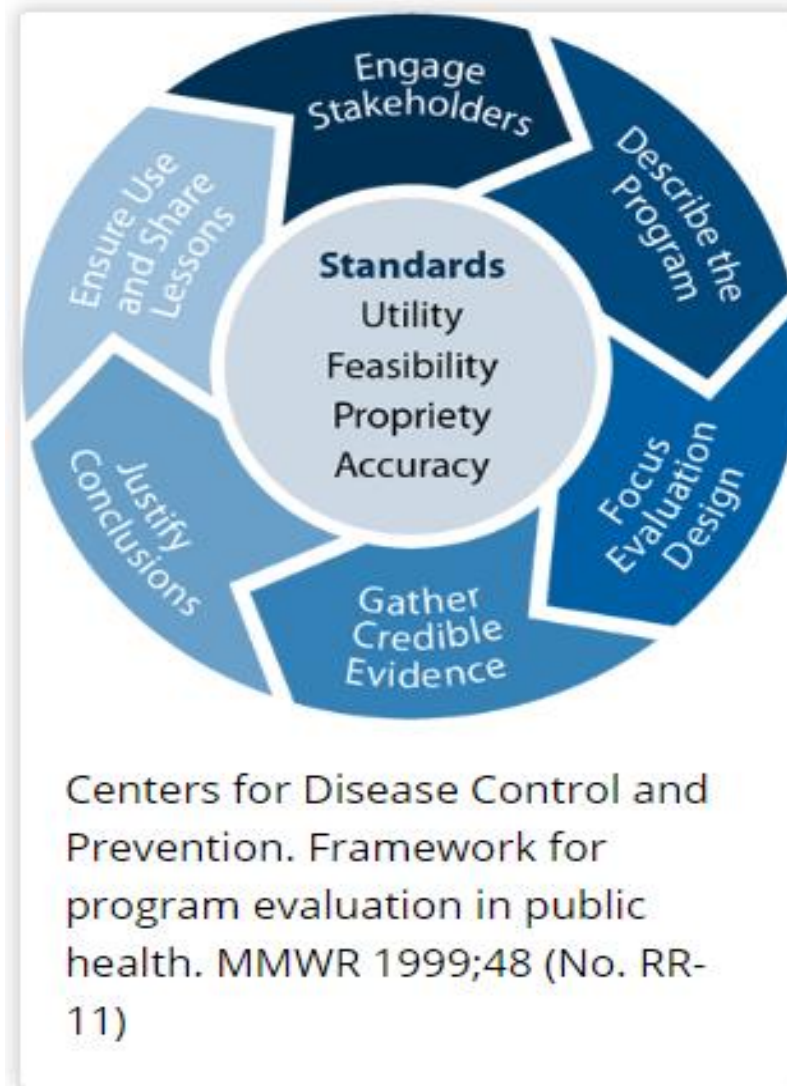
TYPES OF EVALUATION – CDC - [Types of Evaluation \(cdc.gov\)](https://www.cdc.gov/evaluation/)

| Evaluation Types | When to use | What it shows | Why it is useful |
|---|--|---|---|
| Formative Evaluation Evaluability Assessment Needs Assessment | <ul style="list-style-type: none"> • During the development of a new program. • When an existing program is being modified or is being used in a new setting or with a new population. | <ul style="list-style-type: none"> • Whether the proposed program elements are likely to be needed, understood, and accepted by the population you want to reach. • The extent to which an evaluation is possible, based on the goals and objectives. | <ul style="list-style-type: none"> • It allows for modifications to be made to the plan before full implementation begins. • Maximizes the likelihood that the program will succeed. |
| Process Evaluation Program Monitoring | <ul style="list-style-type: none"> • As soon as program implementation begins. • During operation of an existing program. | <ul style="list-style-type: none"> • How well the program is working. • The extent to which the program is being implemented as designed. • Whether the program is accessible and acceptable to its target population. | <ul style="list-style-type: none"> • Provides an early warning for any problems that may occur. • Allows programs to monitor how well their program plans and activities are working. |
| Outcome Evaluation Objectives-Based Evaluation | <ul style="list-style-type: none"> • After the program has made contact with at least one person or group in the target population. | <ul style="list-style-type: none"> • The degree to which the program is having an effect on the target population's behaviors. | <ul style="list-style-type: none"> • Tells whether the program is being effective in meeting its objectives. |
| Economic Evaluation: Cost Analysis, Cost-Effectiveness Evaluation, Cost-Benefit Analysis, Cost-Utility Analysis | <ul style="list-style-type: none"> • At the beginning of a program. • During the operation of an existing program. | <ul style="list-style-type: none"> • What resources are being used in a program and their costs (direct and indirect) compared to outcomes. | <ul style="list-style-type: none"> • Provides program managers and funders a way to assess cost relative to effects. "How much bang for your buck." |
| Impact Evaluation | <ul style="list-style-type: none"> • During the operation of an existing program at appropriate intervals. • At the end of a program. | <ul style="list-style-type: none"> • The degree to which the program meets its ultimate goal on an overall rate of STD transmission (how much has program X decreased the morbidity of an STD beyond the study population). | <ul style="list-style-type: none"> • Provides evidence for use in policy and funding decisions. |

Timeline for Types of Evaluation



3.0 Steps in Program Evaluation (Workbook)



Step 1: Engage Stakeholders – Questions for them

- What is important about this program?
- Who do you represent and why are you interested in this program?
- What would you like this program to accomplish?
- **What are the critical evaluation questions?**
- **How will you use the results of this evaluation?**
- What resources (e.g., time, evaluation experience, funding) can you contribute to this evaluation?

Steps in Developing an Evaluation Plan

Source: Public Health Ontario - [Evaluating Health Promotion Programs | Public Health Ontario](#)

1. Get ready to evaluate
2. Engage stakeholders
3. Assess resources for evaluation
4. Design the evaluation
5. Determine appropriate methods of measurement and procedures
6. Develop workplan, budget and timeline for evaluation
7. Data collection
8. Data analysis
9. Interpret and disseminate results
10. Take action

Sample Objectives - This Girl Can (Sport England)

- This Girl Can was a three-phased campaign born from a desire to tackle the fact that despite increases in the overall number of people being active in England, women persistently remained less active than men.
 - **Phase 1** – Media campaign delivering messages in new places where women are (e.g., Coronation Street commercials)
 - **Phase 2** – Long-term sustainable growth to create regular habits and increasing the resilience of women who drop in and out of activity. Extended the campaign to include women aged 40-60
 - **Phase 3** – addressed the stark inequalities in exercise levels between different groups of women. Encouraged women to overcome the social, cultural and economic barriers preventing them from having the confidence and motivation to exercise regularly.

OBJECTIVES:

1. Increase the number of girls and women taking part in sport and exercise.
2. Change how they feel and think about exercising and playing sport.
3. Change the opportunities available to women to become active.

Step 3: Focus the Evaluation

- On The Move – [On-the-Move-Handbook Canadian-Women-Sport \(womenandsport.ca\)](http://www.womenandsport.ca)
 - **Outcome Questions**
- What benefits were experienced by the participants, community partners, volunteers and staff?
- Are opportunities for girls and young women to participate in sport and physical activity more readily available at the recreational level?
- Did the participants learn skills that will make them more comfortable in physical activity environments?
- Are staff and volunteers more aware of the barriers to participation in physical activity faced by girls and women?
- Have successful partnerships been formed within the community?

Evaluating a Policy Initiative

Policy evaluation applies evaluation principles and methods to examine the content, implementation or impact of a policy. Evaluation is the activity through which we develop an understanding of the merit, worth, and utility of a policy. [SOURCE: Brief 1: Overview of Policy Evaluation \(cdc.gov\)](#)

Organizational policies should typically be reviewed on a cyclical basis so one policy might come up for review every five years or so.

Anticipate what the leadership will want to know when review comes up.

- Ideal if the leadership review team has strong representation from women and gender diverse people. This might be part of the Gender Equity policy.

Sample Gender Equity Policy - [viaSport Gender Equity in Sport and Physical Activity Policy | viaSport; Take Action and Adopt a Gender Equity Policy! | viaSport \(and template\)](#)



 **SPORT
ENGLAND**

Detailed Example – This Girl Can

- Summary Report



Microsoft Edge
PDF Document

**THIS
GIRL
CAN**

**CAMPAIGN
SUMMARY**



CPRA ACPL

JAN - JUL
2015

PHASE ONE - RESULTS



OVER 95M ONLINE VIEWS OF
THE CAMPAIGN



733,000 MENTIONS ON SOCIAL MEDIA



581,000 FANS/FOLLOWERS ACROSS
ALL PLATFORMS



OVER 1.2M VISITS TO THE WEBSITE



TALKED ABOUT OVER A THOUSAND TIMES
EVERY DAY ON SOCIAL MEDIA



IN OVER 110 COUNTRIES

**70% OF WOMEN AGED
14-40 REPORTED BEING
MOTIVATED BY THE
CAMPAIGN**





**2.8 MILLION WOMEN
WERE MORE ACTIVE
AS A RESULT OF SEEING
THE CAMPAIGN**

IMPACT

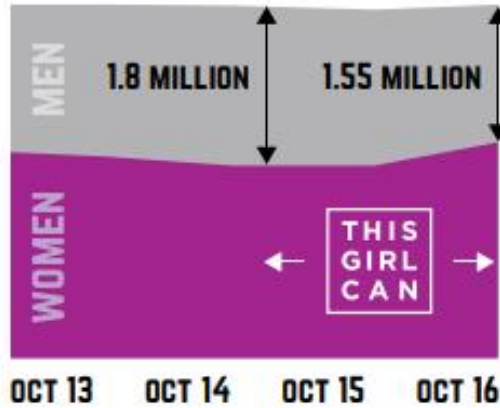
OUR TRACKING STUDY ASKED WOMEN WHAT INFLUENCE THE CAMPAIGN HAD ON THEIR ACTIVITY LEVELS.

The following figures have been adjusted up to national population levels, telling us:

- 2.8 million women aged 14-40 were more active (e.g. tried a new type of exercise, or increased the amount of time spent exercising) as a result of seeing the campaign.
- Of those, 1.6 million started or re-started exercise (e.g. got back into exercise after a break) as a result of seeing the campaign. (Sport England's This Girl Can Survey – Kantar Public, November 2015)

Looking at overall physical activity levels in England:

- The number of women playing sport and getting active **once a week, every week** increased by 250,000. (Sport England Active People survey results, October 2016)
- The increase in women's participation occurred while men's activity levels remained the same.





TOTAL GROSS VALUE TO THE ECONOMY = £66M

SPORT ENGLAND'S ECONOMIC VALUE OF SPORT MODEL, NOVEMBER 2016

RETURN

WE CALCULATED THAT THE INCREASE IN WOMEN'S PARTICIPATION HAS A DIRECT ECONOMIC VALUE TO SOCIETY, THROUGH A COMBINATION OF THE MONEY GENERATED BY PARTICIPATION ITSELF, COMBINED WITH THE VALUE OF THE HEALTH BENEFITS.

TOTAL GROSS VALUE TO THE ECONOMY = £66M

This includes economic activity associated with the provision of and participation in sports facilities requiring subscription fees and activity associated with the manufacture and retail of sports clothing and equipment.

TOTAL ESTIMATED VALUE = £387M.

These figures have been estimated using Sport England's 'Economic Value of Sport Model'. The model was developed and verified independently and reviewed by a number of government departments before being put into use.

TOTAL ECONOMIC VALUE OF HEALTH BENEFITS = £320M

The reduction in treatment costs that can be attributed to participation in sport, and the value of increased health-related quality of life.

Health cost savings = £49m

Other health benefits = £271m
(quality-adjusted life years, etc)

SPORT AND THE ECONOMY

Click here to discover how sport benefits the economy using our Economic Value of Sport Model.

A photograph of a woman with blonde hair, wearing a blue hoodie, looking slightly to her right with a concerned or nervous expression. Her hands are resting on her chest. Another person's hands are visible, one on her shoulder and another near her waist, suggesting support or encouragement. The background is a blurred outdoor setting at dusk or night, with some lights visible.

**IT'S NORMAL TO
HAVE 'WOBBLES'**

LEARNING

THE FIRST PHASE OF THE CAMPAIGN TAUGHT US A LOT ABOUT HOW WOMEN NAVIGATE IN AND OUT OF ACTIVITY.

WE LEARNT

That the fear of judgement doesn't just go away. It's about managing fears and gathering the confidence to get active in spite of them.

Other strategies women told us they used to build confidence included looking the part (e.g. getting new gear), giving themselves pep talks and re-framing exercise (e.g. so it was about raising money for charity rather than competing against other people).

We also learnt that small changes by providers can make big differences to how women feel, for example: changing a session leader, or the location of an activity can affect women's confidence. Providers should consider this when making changes to staffing or timetables. Women told us they managed their fears by carefully selecting activities. The things they considered included:

We learnt that developing confidence leads to action and this helps build resilience but it's a constant battle. It's normal to have breaks or 'wobbles'. As much as most women have a fear of judgement in common, they're also not alone in having setbacks and having to pluck up the confidence to go back.

- The atmosphere around the activity e.g. will the other people taking part be friendly?
- Who to take part with e.g. can you take along a friend or family member for moral support?
- The specific sport or activity e.g. swimming makes some women feel more self-conscious than running.



Women & Girls in Sport

MUNICIPAL JOURNEY – Six Point Gender Equity Plan

**Governance
Structure**

Create GE
Committee

Local Sport
Organization
Endorse GE

**Promote
Females in
Sport**

Increase
News Media

Showcase
and Develop
Role Models

Awareness

Funding
Opportunitie
s

Create
Awareness
of
Opportunitie
s





Women & Girls in Sport

MUNICIPAL JOURNEY – Six Point Gender Equity Plan

Innovative Partnerships

Leverage Partnerships with Shared Interests

Non-Sport Partnerships

Innovative Programming

Increase Participation Through New Programming

Evaluate Existing Programming

Female Recruitment & Retention

Recruit Athletes, Coaches & Officials

Innovative Approach to Retention



Performance Indicators

