

How to Use this Manual

The following course focuses on how to **monitor and evaluate** S4D activities, including workshops.

The manual is divided into two parts.

The first part introduces the topic itself. It explains what monitoring and evaluation (M&E) is and how it can be implemented in an S4D context. This is the **content part** of the course. It can be studied by anyone interested in finding out more about the topic of M&E in S4D.

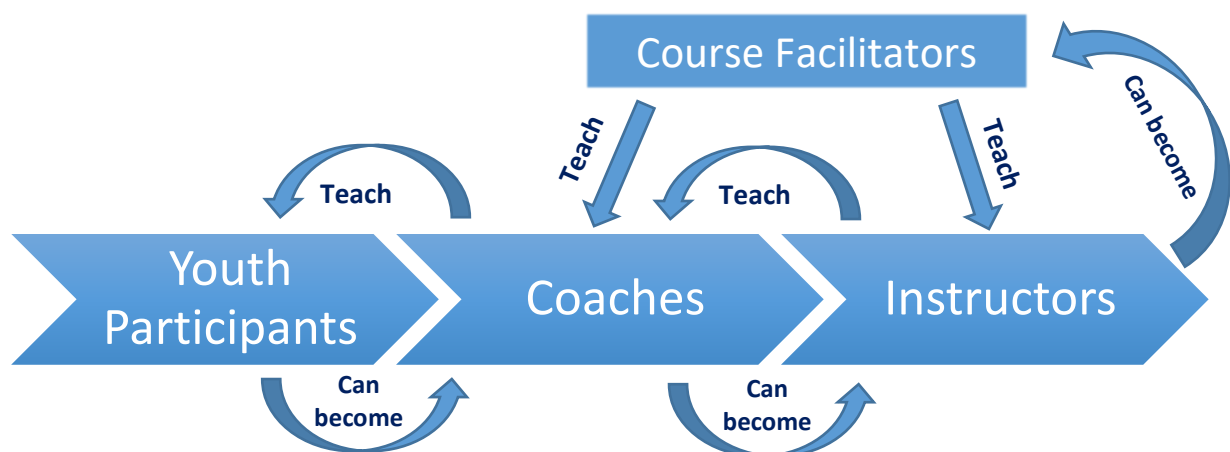
You should study it particularly carefully if you wish to convey the information in the content part as a course facilitator. A **course facilitator** is anyone who helps current S4D coaches acquire new knowledge and teaches them how to convey this knowledge, so that they can become instructors.

This is the focus of the second part of the course. It is the **facilitation part**, written in the form of guidelines on how to teach a course on monitoring and evaluation.

This part of the course takes the perspective of a course facilitator who wishes to teach coaches how to become instructors.

The course therefore aims to train current coaches as instructors.

This process is visualised in the following graphic.



In order for coaches to be able to become instructors, they must already possess the knowledge laid out below in the content part of *Monitoring and Evaluation*. They must also have experience in the field of S4D. The aim is to teach coaches how to convey their existing knowledge to other coaches.

This course can be used as part of an S4D workshop for instructors. Competence development should be one of the most important aims of such a workshop.

Remember that **all courses and workshops must be properly monitored and evaluated** according to their specific content and context. This helps to ensure that outputs and outcomes are successfully evaluated, and goals are verifiably reached.

To properly assess different S4D activities, it is important to use the appropriate tools and methods. There is **no one-size-fits-all solution in M&E**. Coaches and instructors must be able to use the right approaches for the right situations. More information can be found on the 'Sport for Development Resource Toolkit' website under: [Essentials – M&E in the field of S4D](#).

Monitoring and Evaluation

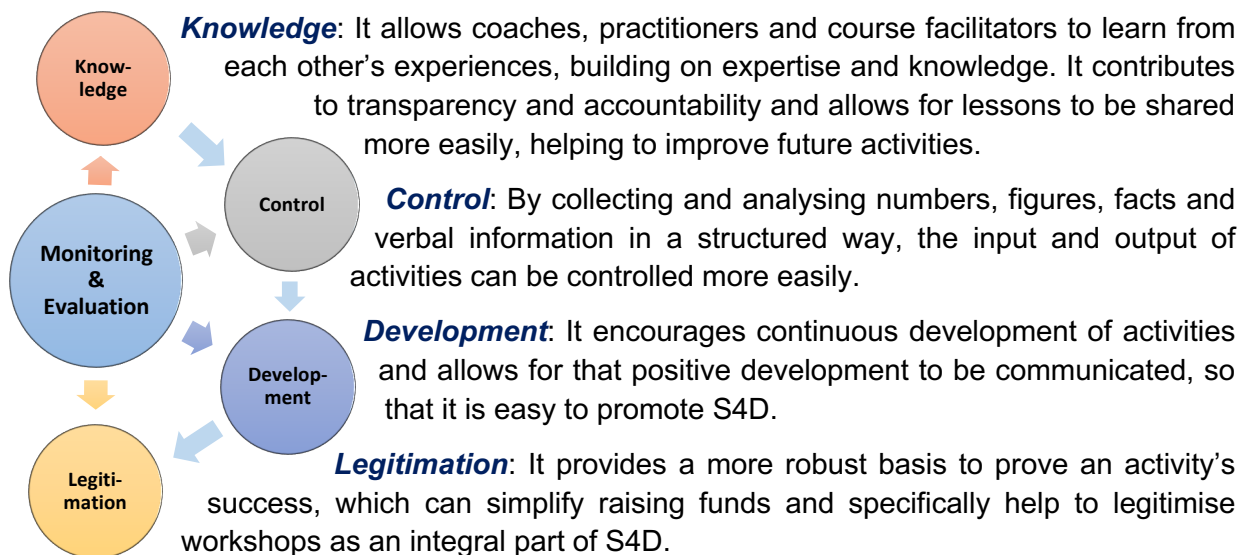
Monitoring and evaluation is an overarching process, stretching throughout S4D where it is implemented at every stage.

This manual briefly explains what monitoring and evaluation is, why it is important and how it should be employed in the context of S4D. An instructor workshop must be understood as an S4D capacity development activity and therefore also needs to be adequately monitored and evaluated. The manual is applicable to both the monitoring and evaluation of a workshop as well as S4D activities in general.

In general, simplified terms, monitoring and evaluation can be defined as:

- the regular, systematic collection and analysis of information (**Monitoring**)
- the process of undertaking a systematic and objective examination of monitoring information (**Evaluation**)

It is important to understand the many different functions of M&E, which offer numerous benefits for S4D.

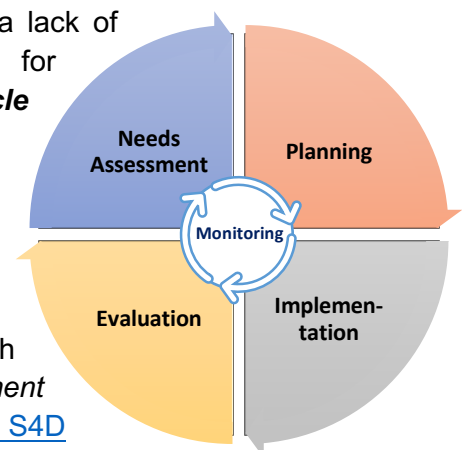


While a lot of work is being done in the field, there is still a lack of substantial evidence to support the potential of sport for development. M&E must be made an **essential part of the cycle of all S4D activities, including instructor workshops**.

This will ensure that activities are continually being improved, based on previous assessments.

It is strongly recommended to **incorporate a pre-assessment** and a **post-assessment into all activities**. Only then can an activity's impact be successfully evaluated. Templates for such assessments can be found on the 'Sport for Development Resource Toolkit' website under: [Tools for Your Practice – S4D Tools for Ensuring Quality Education](#).

Furthermore, S4D activities should include feedback sessions where participants, coaches and/or instructors are allowed to share their personal opinions, which can also help to improve future activities.



How to Facilitate the Course

It is the course facilitator's task to **accurately and successfully convey the knowledge** of the *Content* part to participating instructors. It is also essential for **instructors to learn how to convey this knowledge to other coaches**.

To do so, it is recommended to split the course into the sections *Theory*, *Practice* and *Reflection*. It is essential to pursue the stated competences. Every course participant should have gained these competences by the end of the course in order to become a qualified instructor.

Furthermore, course facilitators must be aware of and **consider diversity of course participants**. Much like youth participants, coaches and future instructors come from diverse backgrounds with different levels of knowledge, needs and goals. This must always be taken into account. More information on this can be found in the basic course on *Appropriate Educational Goals* and in the overarching course on *Adult Education*.

1.) Theory

In the theoretical introduction of the course it is important for the course facilitator to **include all of the information of the content part** on monitoring and evaluation. This information should be conveyed using several methodological and didactical approaches. It can be good to alternate and use different methods and approaches to convey the knowledge. The course facilitator may for example:

- Allow some instructors to present their own S4D projects, while focusing on the use of M&E in their projects
- Use group work to let instructors share their experiences of using M&E, describe the obstacles they faced and try to find solutions to common problems
- Ask participants to use mind maps to visualise the importance of M&E for organisations, coaches and themselves as future instructors

Since course participants should already be familiar with monitoring and evaluation in S4D, it is especially important that they now **learn about different methods to convey this knowledge**. They must be able to use different approaches as future instructors. The course facilitator must therefore find a balance between conveying some new knowledge and conveying methods for course participants to use, so that they will be able to train coaches.



Theory

Competences: Course participants...

- understand why M&E must be made an essential part of all S4D projects and workshops
- understand the differences between monitoring and evaluation and know how to use different M&E methods
- are able convey their knowledge about M&E to coaches and instructors
- are able to use a wide range of methods (e.g. group work) when teaching about M&E and adapt their methodology if necessary

2.) Practice

A practical demonstration in the form of an S4D training session is an important part of the course. It helps to **consolidate the previously gained knowledge and visualise the content**. The S4D training session can either be led by the course facilitator or by an experienced course participant. Note, that not all participants should take part in the actual training session. They should be split, with one group acting as training participants while the other groups observing the S4D training.

The observer group must **pay particular attention to the way in which the coach conducts the training session.**

The focus should be on using existing M&E tools to assess the training session and provide constructive feedback for the coach. A helpful M&E tool for conducting a training observation can be found on the 'Sport for Development Resource Toolkit' website under: [Tools For Your Practice – S4D Tools for Ensuring Quality Education – M&E Tools for Follow-up Activities – M&E Tool/Template 'Follow-up Training Observation and Interview'](#).

The observations will be discussed in the following *Reflection* session. Ideally, every instructor should observe at least one S4D training session and subsequently learn how to give constructive feedback to the coach of the training session.



Practice

Competences: Course participants...

- are able to critically observe and assess an S4D training session using M&E tools and methods, e.g. an interview
- are able to enhance coaches' understanding for the importance of conducting M&E
- are able to use M&E methods to improve S4D activities
- are able to give constructive feedback and recommendations to coaches using different M&E tools and methods

3.) Reflection

In this session, the previous **observations are openly discussed** in the plenary, led by the course facilitator. Questions should be posed to the course participants, such as:



- Which M&E tools and/or methods were used by the course participants to observe and assess the training session?
- Why is it important to conduct M&E? How does this help control and develop future S4D activities?

To finish, the course facilitator should summarise the elaborations from the current and previous sessions and recap on the most important aspects of the entire course.



Reflection

Competences: Course participants...

- are able to critically monitor and evaluate an S4D training session
- are able to give and receive feedback in a differentiated and professional way with the help of M&E tools and methods
- are able to help coaches give and receive feedback in a differentiated and professional way
- are able to familiarise coaches with different M&E tools and methods
- are able to encourage coaches to critically assess the importance and usefulness of monitoring and evaluating their S4D training sessions, activities and projects



Further important competences that an instructor should possess can be found on the 'Sport for Development Resource Toolkit' website under: [Essentials – S4D Competences – Instructor Competences.](#)