



for a better environment

Green Sports Games

# GUIDELINES

STRATEGIES AND TOOLS FOR EFFECTIVE  
GREEN CITIZEN PARTICIPATION  
WITH TRADITIONAL  
SPORTS AND GAMES

Co-funded by  
Erasmus+ Programme  
of the European Union



Erasmus+

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## Summary

The evaluation of a participatory program has five fundamental basic steps:

1. Pre-project planning and preparation
2. Evaluation project
3. Implementation
4. Data analysis and interpretation
5. Writing and distribution of results

Several authors offer detailed overviews of the program's evaluation (Langbein and Felbinger, 2006; Owen, 2007; Rossi and Freeman, 1993; Royse, Thyer and Padgett, 2006; Vedung, 2009; Wholey, Hatry and Newcomer, 2004). Here, the following steps will be approached through a brief description of each step.

These are the basic steps of a program:

### 1. Pre-project planning and preparation

- ✓ Determine goals and objectives for the assessment;
- ✓ Decide on time and expense issues;
- ✓ Select an evaluator (s);
- ✓ Identify the audience (s) for the evaluation.

### 2. Evaluation Project

- ✓ Determine the focus of the evaluation in the light of the project and general program operation;
- ✓ Develop appropriate research questions and performance indicators, measurable based on program goals and objectives (KPI's);
- ✓ Determine the design strategy for the appropriate evaluation (method);
- ✓ Determine how to collect data based on needs and availability (procedure and authorization of participants).

### 3. Implementation of the evaluation

- ✓ Take the necessary steps to collect high quality data;
- ✓ Perform data entry or store data for analysis.

### 4. Data analysis and interpretation

- ✓ Perform data analysis and interpret results appropriately for the overall evaluation project (in line with the data collection method and procedures).



## 5. Writing and distribution of results

- ✓ Decide which results need to be communicated;
- ✓ Determine the best methods for communicating results (communication channels);
- ✓ Prepare the results in the appropriate format;
- ✓ Disseminate results.

## BASIC STEPS OF THE EVALUATION PROGRAM

### Step 1: Pre-project planning and preparation

At this stage it is necessary to pay attention and cover the following topics<sup>1</sup>:

- ✓ **Determine the goals and objectives of the evaluation**, which must be clearly linked to the goals and objectives of the participation program / event.
- ✓ Consider **time and expense issues** (establishing a realistic budget), which are influenced by various internal and external factors.
- ✓ **Determine who will conduct the assessment**. Desirable evaluators should have experience, technical knowledge and an understanding of the organization or context in which the program or event operates.
- ✓ **Identify the potential target audiences** for the evaluation, not forgetting their varied needs and interests.

### Step 2: Evaluation Project

The objective of this step is to design the evaluation in a way that generates the desired and necessary information, but it is also consistent with financial and time constraints. Four issues are of particular importance and that a tool<sup>2</sup> has been created so that you can cover them:

1. **Determine the focus of the evaluation** in the light of the design and operation of the general participation program or event.

There are two types of assessments, process and impact, which are likely to be useful for citizen participation:

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<sup>1</sup> See **Annex I**: Tool from Step 1: Pre-project planning and Preparation

<sup>2</sup> See **Annex II**: Tool from Step 2: Evaluation project

Table 1. Differences between process and impact evaluations

	PROCESS EVALUATION	IMPACT EVALUATION
DEFINITION	A systematic evaluation that aims to assess whether a program is operating in accordance with its Project and reaching the specified target population.	A systematic evaluation that aims to assess whether the results or effects (intended and unintended) of an intervention is achieving the desired results.
COMPREHENSIVE OBJECTIVE	To better understand the inputs and outputs of the implementation and managements of programs / events.	To determine whether a program has produced the desired results or effects.
GENERAL QUESTIONS	<ul style="list-style-type: none"> <li>• What?</li> <li>• What is the program for the intended event?</li> <li>• What is delivered by the program in reality?</li> <li>• What are the gaps between deliverables of the program or event?</li> </ul>	<ul style="list-style-type: none"> <li>• So what?</li> <li>• What are the program / events results?</li> <li>• To what extent are these effects or changes in outcome indicators a function of program / event activities?</li> </ul>
FOCUS	INPUTS, OUTPUTS (DELIVERABLE)	RESULTS

2. **Develop research questions and measures of performance or accomplishment** that are in line with the objectives of the evaluation.
3. **Select an appropriate project strategy** (method - here understood as a series of codified steps that must be taken, in a more or less schematic way to achieve a certain objective).
4. **Make decisions about data collection** based on available or potential data sources, such as observational data, archival data and program / event data (procedure for collecting and authorization of participants<sup>3</sup>).

### Step 3: Implementation of the evaluation

At this stage, the evaluation project is put into action and data collection begins. The aim is to obtain valid and reliable data of high quality.

<sup>3</sup> Especially if such data collected involves the consent of the participants and subsequently allow its publication in dissemination channels and, therefore, they must comply with the GDPR (EU General Data Protection Regulation) and that we leave a template for use integrated in the **Annex – II**, together with the attendance list.

A possible reliable assessment tool, for example, can be an interview or a survey, which will repeatedly produce the same results. A valid assessment tool (or individual measurements within an assessment tool) accurately measures what is intended to be measured<sup>4</sup>.

At this point, it is important to assess the impact of civic participation. The general objective of this impact assessment is to highlight the extent to which sporting events organized for the clear intention of raising critical collective environmental awareness reflect the performance or performance indicators of events organized in the public or audience. For that, we leave the evaluation questionnaire attached (**Annex III**).

#### **Step 4: Data analysis and interpretation**

The analysis and interpretation of the data can vary from simple descriptive methods to highly complex statistical methods (qualitative analysis; quantitative; or mixed of the exploratory type). The choice of analyzes depends on the objectives of the evaluation, the general project of the evaluation, the type (s) of data collected, the interest of the evaluation public, the timetable for the conclusion of the evaluation and the budget made available.

The key is that, in this step 4, it is in line with the data collection method and procedures, both topics described above.

#### **Step 5: Writing and distribution of results**

Finally, once the analysis is complete, the results must be communicated to the appropriate audiences. To do this, program/event managers/coaches need to decide which results to communicate, determine the best methods for communicating the results, prepare the results in the most appropriate way and disseminate them in the most appropriate reporting channels.

We finished this guidelines, indicating that in the last annex (**Annex IV**) we left a tool adapted to the Green Sports Games project that will serve the purpose of this last stage.

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<sup>4</sup> Both psychometric indicators (fidelity and validity) and their verification methods - fidelity measured by the *cronbach* alpha coefficient, for example, or how to analyze the internal or external validity of the referred assessment instrument in another example, are not nature and object of analysis in these guidelines , therefore, it is recommended to the reader, if he does not have such knowledge, for a deeper reading on this important topic in the design and construction of evaluation instruments.



## Bibliographic References

- Wholey, J. S., Harry P. H. & Newcomer, K. E. (2004). *Handbook of Practical Program Evaluation*. San Francisco, CA: Jossey-Bass.
- Langbein, L. I. & Felbinger C. L. (2006). *Public Program Evaluation: A Statistical Guide*. Armonk, NY: M.E. Sharpe.
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- Royse, D., Thyer, B. A., & Padgett, D. K. (2006). *Program Evaluation: An Introduction*. Belmont, CA: Wadsworth.
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# Annexes





# Annex I

## Step 1 Tool: Pre-Project Planning and Preparation

## PRE-PROJECT PLANNING AND PREPARATION

### 1. Evaluation objectives

1.1. Main Objective:
1.2. Specific Objectives:

### 2. Costs Involved

Items needed for the event	Value (€)
Item 1:	
Item 2:	
Item 3:	
Item 4:	
Item 5:	
Item 6:	
Item 7:	
Item 8:	

### 3. Chronogram

INVOLVED STAFF \ TASKS	PRE-EVENT	EVENT	POST-EVENT
Task 1:	STAFF persons name:		
Task 2:	STAFF persons name:		
Task 3:		STAFF persons name:	
Task 4:		STAFF persons name:	
Task 5:			STAFF persons name:
Task 6:			STAFF persons name:
Time period or date	<i>[DATE of the moment]</i>	<i>[DATE of the moment]</i>	<i>[DATE of the moment]</i>

### 4. Identify the audience(s) for the evaluation

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# Annex II

## Step 2 Tools: Evaluation Project





## DECLARATION OF CONSENT

I declare the authorization for the entity/organization \_\_\_\_\_,  
as managing entity of the event \_\_\_\_\_  
inserted in the european project "Green Sports Games" aproved under Program *Erasmus+ Sports*,  
by being responsable for the processing of personal data, proceed with the collection, processing  
and storage of my personal identification data, namely (put an "X" in the options):

<input type="checkbox"/>	Name
<input type="checkbox"/>	<i>Email</i> (if you have email)
<input type="checkbox"/>	Signature
<input type="checkbox"/>	Photos

The purposes fall within the unique and exclusive scope of the project for carrying out planned activities, that is, to publicize the sporting events that highlight the importance that sport can assume for a greater environmental awareness in our communities.

I became aware of the Policy for the Protection of Personal Data that was transmitted to me in a free, specific and explicit way, the purpose of the collection of this data

Data Holder: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



## EVENT ATTENDANCE LIST

DATA TO BE COMPLETED BY THE EVENT ORGANIZATION	
PARTNER ORGANIZATION:	
VENUE:	
PROJECT ACTIVITY:	
DATE:	

Data to be filled in by participants / audience

#	NAME SURNAME	Gender	Age	E-mail
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

*Continued (in case you need)...*



# Annex III

## Step 3 Toop: Evaluation Implementation

## EVALUATION QUESTIONNAIRE

### Dear Participant:

We want to know your opinion about the event you just attended, so that we can know if your expectations have been met and what can still be improved.

1) Did you obtain information about the event through (put an “X” in the option that you think is appropriate):

- invitation
- internet
- press
- friends or family
- posters
- flyer
- other means. Which one? \_\_\_\_\_

2) Evaluate the following aspects in relation to the event:

	Very satisfied	Satisfied	Neutral	Insufficient	NA
Event's place					
Opportunity to participate in the event					
The environmental problems addressed at the sporting event					
The diversity of people involved in the process					
The messages, direct or indirect, about the environment were noticeable in the sports event					
The sporting event was able to reinforce the need for greater critical environmental awareness					
With this event I feel that all of us citizens can contribute to a more “green” society					
The event demonstrated that sport can be an important vehicle for raising critical environmental awareness					

NA – if not applicable

3) Did the event corresponded to your expectations?  Yes  No  Partially

6) Gender:  Female  Male

7) Age group:  15 – 19;  20 – 29;  30 – 59;  60 or more.

Suggestions:

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**Thank you for your participation!**





# Annex IV

## Step 5 Tool: Writing and distribution of results

