



# How to Assess Impact

Building an Impact Assessment Tool for Sport for Development



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# How to Assess Impact

Impact assessment may not be rocket science, but it is also not the most linear process. Unlike financial accounting, there are not yet Generally Accepted Impact Assessment Principles to follow. Or “impact accountants” that we can hire to prepare our impact reports. That may explain why, while agreeing **assessing impact is important, many organizations still don't do it and hesitate to make it a true priority.**

In addition to more important motivations, SportImpact's name makes it embarrassing not to have impact metrics or a section on impact in our reports, so we had to develop something for our **Sport for Life project.**

We'd love to find a partner organization (e.g., a research institution) interested in doing an external impact assessment of our work, but we haven't found one yet.

Developing our impact assessment is not a straightforward process – iterative, based on experiments and continuous adjustment. We find the process valuable in multiple ways; (i) **enhancing our Theory of Change** to clarify why we do what we do, (ii) finding that many organizations face **similar issues** and generously share experiences, and (iii) building a **foundation for impact assessment** that helps us learn and improve, motivate the team, and share results with partners and the public.

We've been privileged to benefit from **generous sharing by key people** in sport for development organizations (see box below). Their wise quotes appear along the article.

Trusting that **our process may be useful to others, especially those in sport for development**, we're happy to share ideas and experiences here. This article is neither magic nor best practice, but may prevent us from repeating mistakes or having to reinvent the wheel, and can provide food for thought and a guide during the process, with shortcuts to potential solutions.

To guide our work it can help consider that

$$\text{IMPACT} = \text{QUANTITY} \times \text{INTENSITY}$$

(Breadth)                      (Depth)

Number of                      How much their lives  
people impacted              improve (or worsen)

**Let's do it.** Let's ensure we are learning the most and maximizing our positive impact!



## SPORT FOR LIFE

This article is illustrated with SportImpact's Sport for Life project. Our mission is human development through sport. Sport for Life is a volunteer movement of youth empowered through courses and train-the-trainers, organizing zero-cost multi-sport activities for kids to develop positive values and habits.

### Karine Teow and David Gouju, *Peace and Sport*

*We're trying a pilot first for a project in Colombia. We will use it to decide what to do with others.*

**What can be our small start?**

### David Duke, *Street Soccer Scotland*

*We have a partnership with a local university who is helping us with a scientific approach to evaluate our work.*

**To whom could we outsource work?**

TIPS

### THANKS to all who generously shared their time for our impact assessment questions:

Tom Keyte (*InFocus*), Laurent Torrecillas (*Inuksuit*), Diamil Faye (*Jappo*), Wesley Chirchir (*KESOFO*), Fred Engh (*NAYS & IAYS*), Joanna Zipser-Graves (*Olympic Solidarity/IOC*), Karine Teow and David Gouju (*Peace and Sport*), Jakob Lund (*Play31*), Jackie Lauff (*Sport Matters*), David Duke (*Street Soccer Scotland*), Maja Hebel and Mirella Domenich (*streetfootballworld*), Silvia Wronka (*UNDP*), Mori Taheripour (*Wharton School/USAID*)



# 1. Identify Objectives



## ■ Why?

The final result of an impact assessment process varies according to our target audiences and objectives for it. Do we want to impress certain stakeholders? Persuade them to support us? Help justify past support? Learn and improve to maximize impact? Make better decisions? Perhaps we'd like to share data with the team but not with a wider public. Key partners may require concrete, fact-based, quantitative evidence, while the general public is more impressed by a touching story.

Prioritizing objectives enables us to design the process effectively and efficiently, which is important given our limited resources. It also helps us to draw a rough draft of the end product (e.g., an impact report), which will provide direction along the way and ensure the final result serves our needs well.

## ■ How?

### A. Identify key audiences

**Whom do we want to talk with?** Current or potential supporters? Clients or partners? Participants? Leaders, staff, volunteers? Our own organization? It can be anyone with an interest in our project. Drawing a stakeholder map can help identify & prioritize them.

### B. Clarify objectives

**Why do we want to measure impact?** Think of what we'd like to communicate with key audiences – what are our objectives for each of them? This is the most basic yet crucial question starting the project.

### C. Prioritize the objectives

If we have more than a few (e.g. five) objectives, it may be hard to maintain the focus needed to achieve them. **Prioritize objectives and focus on them**, considering the resources available at the moment.

### Sample list of key audiences and objectives

Audience	Objectives
<b>Internal leaders</b>	<ul style="list-style-type: none"> <li>• Monitor progress</li> <li>• Understand and maximize impact (e.g., do more of what works, improve what doesn't)</li> <li>• Allocate resources more effectively and efficiently</li> <li>• Accountability/team management</li> </ul>
<b>Partners/ supporters/ investors</b>	<ul style="list-style-type: none"> <li>• Meet their requirements</li> <li>• Ensure appropriate resources (human, material, intellectual, financial)</li> <li>• Justify past support and/or persuade for future support</li> <li>• Help them promote their involvement</li> </ul>
<b>Team/ volunteers</b>	<ul style="list-style-type: none"> <li>• Improve morale and motivate</li> <li>• Recognize their work</li> <li>• Improve performance</li> </ul>
<b>General public</b>	<ul style="list-style-type: none"> <li>• Promote us and our programs</li> <li>• Recruit staff/volunteers</li> <li>• Obtain resources</li> </ul>
<b>Target participants</b>	<ul style="list-style-type: none"> <li>• Improve their lives (maximize impact)</li> <li>• Help them understand the program</li> <li>• Attract more participants</li> </ul>

TIPS

#### Jakob Lund, Play31

Our objectives are to (i) know we actually make an impact, (ii) use this knowledge to **improve our programs**, and (iii) **report better** to actual and potential donors.

**What are our objectives?**

#### Wesley Chirchir, KESOFO

That's right, we use it as a **management tool**. It helps us (i) determine success factors, (ii) address challenges and gaps in our strategy.

**How can we use an impact assessment tool in different ways?**

#### Joanna Zipser-Graves, Olympic Solidarity (Intl. Olympic Committee)

To know what I want to measure, first I will look at **our mission**, second the **history** of OS, and last the Olympic Charter, which describes the **role** of Olympic Solidarity.

**Can we answer in three seconds what exactly we want to measure and why?**



# 2. Define the Theory of Change

## Why?

The Theory of Change (ToC) describes how a project delivers results. It outlines the causal logic of how inputs (resources) generate certain outputs through the planned activities, leading to the intended outcomes and longer-term impact. If we are not able to explain the chain of changes our project generates, it will be challenging to explain and measure our impact.

More importantly, the ToC helps us **reflect on ourselves**, our mission, our reason to exist. We may encounter unexpected stakeholders, or find a missing piece in the puzzle to achieve the desired outcomes. We may discover a loose knot between outputs and outcomes, or between outcomes and impact, and decide we need to adjust our focus and operations. Without a ToC it may be challenging to achieve the desired impact.

The ToC suggests **what to measure and why**, helping an organization map indicators to its specific activities and expected results.

## How?

### A. Focus on a SIN problem

We want to solve a problem worth solving: with **Spillovers** (solving it generates multiplier effects), **Important** (it affects many people in dramatic ways) and **Neglected** (no one is addressing it, at least not effectively/efficiently).

### B. Identify key stakeholders

List all who might affect or be affected by our project. **Specify stakeholders** by clarifying how we are engaging and influencing them. This gives us a sense of contact points and whom to get involved.

### C. Fully understand ToC concepts

#### Inputs, activities, outputs, outcomes, impact.

Common words, but used in a somewhat technical way. It may be hard to draw a line between each of them. Discussing whether a certain effect of our work is an output or an outcome can generate rich insights. A common flaw in organizations claiming to be impact oriented is to be satisfied with outputs (do “# of graduates” matter if none learned or did anything after the training?).

### D. Start from Impact and go back

To ensure focus on our mission, we should **start from defining impact** by translating our mission into desired results – where the chain of changes heads to. Then come backwards to outcomes, and then outputs, and then the activities we engage in and the required inputs. Make sure that different elements are arranged in sequence and we can explain the links (often assumptions) in between.

### E. Review with stakeholders

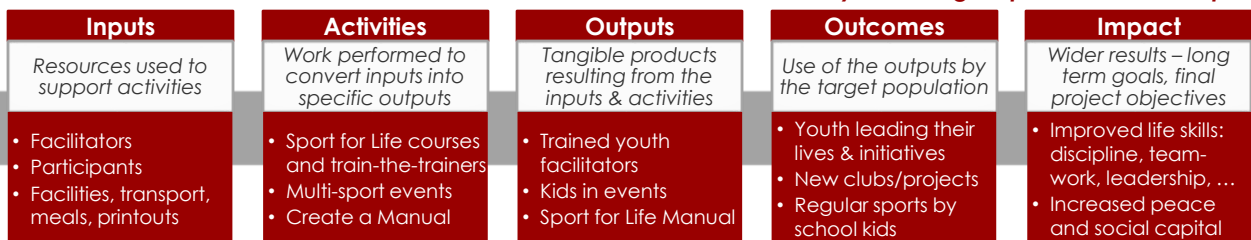
Check whether our Theory of Change makes sense to key stakeholders: staff, volunteers, participants, clients, partners, etc.

TIPS

**Maja Hebel, streetfootballworld**  
*It took us one year to complete our Theory of Change and restructure our organization accordingly. Now we clearly know what we are aiming to achieve. ToC helps an organization focus on its mission and check “Is this something we should be doing?”*  
**Does our ToC guide us to pursue our mission?**

**Jackie Lauff, Sport Matters**  
*We don't want partners just to tick a box, “youth is more empowered” because there is no connection between activity and outcome. Hence we would like to build a framework to measure progress.*  
**How to bridge our activities into outcomes?**

### Theory of Change: Sport for Life example





## 3. Choose Indicators

### ■ Why?

An indicator turns our achievement into a tangible, measurable result. There is a big difference between saying 'we promote human development through sport in Timor - Leste' and 'young Sport for Life volunteer facilitators autonomously organized 48 courses and sport events engaging over 7,000 kids in Timor-Leste last year.' Quantifying results **increases credibility and accountability** – important goals in impact assessment.

While stories are great at generating strong memories and emotions, when audiences and purposes demand more objective proof, a **solid and sexy indicator can be more powerful**, particularly persuading data-focused people - for instance, **investors**.

### ■ How?

#### A. Explore the world of indicators

There is no perfect indicator. Explore as many indicators as possible– talk with other people, look in **indicator banks** (e.g., IRIS), read **articles** (e.g., SSIR), benchmark **impact reports** in similar projects, and list candidates.

#### Jakob Lund, Play31

**Surveys can be very biased.** Beneficiaries tend to tell us what we want to hear.

**What indicators can avoid bias?**

#### Fred Engh, NAYS & IAYS

We use a powerful **video** to get attention from the masses. It is 10 times more effective than a written report. **Parents listen to parents who have kids of the same age.**

**Are our indicators the best way to communicate with/mobilize our audience?**

#### Maja Hebel, streetfootballworld

Look at your theory of change. **Choose two indicators that would be really powerful to assess and then start adding.**

**What indicator can we start measuring now?**

#### B. Select indicators

**The less, the better** – don't get lost in dozens or hundreds of indicators, as not only it will be challenging to measure them given limited resources, but also we won't be able to focus on what really matters. Choose **indicators that meet our criteria** (e.g., SMART: Significant, Measurable, Action-focused, Realistic, Time-framed). Define the level of **granularity**, i.e., the level of detail in which we would like to analyze the data. For example, we track number of courses and participants, and would like to break them down by gender, age, and geography.

#### C. Test and fine tune

**Be open to revising indicators** (better now than in the middle of the evaluation):

- **Get people who own and create data on board** – they can tell us whether the indicator works or not; but challenge their views when appropriate

- **Test indicators** to check how realistic it will be to measure them, and whether they provide the quality and insights we expect. If using surveys, look for a good way to frame questions and approach people

- Keep a balance between **what to measure and what is available**. If it is important, find an alternative way to measure it

- **Adjust indicators or questionnaires to minimize bias**. For instance, a school runs an anti-tobacco program. Instead of asking students whether they have quit smoking they count cigarette butts and can show concrete evidence of reduced smoking.

#### D. Define characteristics

Defining characteristics of indicators helps keep a variety of them. For example:

**Quantitative/Qualitative:** Keep a balance as they can complement one another.

**Short/Mid/Long-term:** When do we expect the indicator to show meaningful change? This affects timings for data collection

**Stock/Flow:** Stock means balance at a certain time (e.g., current # of registered participants) and flow means accumulated results during a certain period (e.g., # of new participants registering last year).





## 4. Collect Data

### ■ Why?

The world talks about big data. Loads of data can be found everywhere but **it is not easy to find the data we need** – perhaps it just does not exist. We will face unfavorable conditions communicating with those who can provide the data: some are in remote places, scattered all over the country or the world, some speak languages that we don't, or even if we do perhaps we are unable to communicate clearly due to cultural differences. That's why data collection is critical – **it needs to be well planned** to maximize success getting meaningful data with reliable quality, so that we can use it confidently to support good decisions.

### ■ How?

#### A. Determine the cycle

**Determine the appropriate cycle for data collection** (which can differ by indicator): will we measure it after each activity? Daily,

#### Silvia Wronka, UNDP

**Expect the unexpected.** We asked 'How many employees do you have?' and many people answered "YES"

**How to ensure good understanding and correct, meaningful answers?**

#### Laurent Torrecillas, Inuksuit

We use '**Performance Contractors**' to ensure someone is committed to monitor and collect data.

**How to ensure people commit & follow up?**

#### Tom Keyte, InFocus

How to make third parties cooperate? First, **negotiate before you start**: 'this is the data we need in return'. Second, **let them benefit from data**: offer KPIs, nice graphs & charts.

**What are our sticks and carrots?**

#### Diamil Faye, Jappo

We use surveys but sometimes **do observation**. It is less scientific but you can get data in cultures where data is not seen as important.

**What to observe for meaningful information?**

weekly, monthly, quarterly, annually? It is often a good idea to **align the data collection cycle with the original data cycle** – e.g., if sport federations update their athlete databases every January, we should measure number of athletes after January.

#### B. Make a plan

Identify data owners and contacts, and check their availability. If using control groups (not subject to intervention) plan how to include them also. Identify available resources and explore support from other parties – e.g., headquarters, a university, researchers, etc. The plan should fully consider deadlines and reality, particularly when it includes field trips, and **define clearly who is responsible for doing what, when**. We may also need a budget for it.

#### C. Collect data

Arrange training as needed to make sure everyone collecting data is aligned on what to look for and how to collect it. **Clear definitions** (e.g., a glossary) with the type of data (number, range, multiple choice, free text, etc.) will help start on the same page.

**Simple, clear data collection forms** help minimize mistakes. Electronic forms can include field validation (e.g., only accepting valid dates) to minimize invalid data entry.

#### D. Check data quality

Not all data is valid. Some is not reliable, or flawed, or not what we've asked. Collectors may fill forms in a careless or even fraudulent way, or provide 'guesstimates' when challenging to obtain precise data. Participants or partners may provide false data (e.g., responding what they think we want to hear), perhaps expecting rewards.

For improved reliability and accountability, it is critical to **assess data quality and improve it over time**. Sometimes we may need to support other stakeholders improving their data (e.g., we help partner organizations establish more reliable records of activities and participants – this will not only help us get better data but also improve decisions and results in those organizations).







**Choose Indicators: Sport for Life example**

We translated outcomes from our Theory of Change into indicators to help us track progress. Besides the more quantitative measures in the following table, we also rely on observation, interviews and conversations with volunteers to obtain qualitative feedback on how the project is impacting them.

Outcomes	Indicators	Granularity	Objectives	How to measure
<b>Youth leading their lives &amp; initiatives</b>	# of active volunteers # of Sport for Life courses & events run by volunteers Proxies for quality: • # course participants • # course graduates • # kids in events • # sports in events	<ul style="list-style-type: none"> <li>Per volunteer facilitator</li> <li>Per geographic unit (municipality, sub-municipality, village)</li> <li>Per gender</li> </ul>	<ul style="list-style-type: none"> <li>Increase number of active volunteers</li> <li>Increase number of activities</li> <li>Improve gender balance</li> <li>Improve geographic coverage (inclusion)</li> </ul>	• Data collected in report forms (see below)
<b>New clubs/projects</b>	# of active clubs created by volunteers # of new projects created by volunteers	<i>Same as above</i>	• Increase youth-led initiatives (indicator of empowerment)	• Coaching sessions, Interviews and conversations with volunteers
<b>Regular sports by school kids</b>	# of schools/clubs with weekly Sport for Life activities # kids participating	<i>Same as above</i>	• Increase regular sport practice (# schools/ clubs and # of kids)	

**Collect Data: Sport for Life forms**

To simplify reporting, we created a **web form** (below) where organizers can report their initiatives (courses and events). It collects location, dates, contacts, and quantitative information (# of course participants and graduates, men and women, kids in events, sports practiced), as well links to photos, news, videos, etc. This allows including the initiative on the Sport for Life Map (step 6). There are also open questions for comments, inviting organizers to reflect on what worked well and what to improve next time.

For when Internet access is challenging, we created a **paper form** (here on the right).







# 5. Analyze Data

## ■ Why?

While proud of the data collected, we may feel overwhelmed by its quantity and complexity, so we need processes to **extract meaning** from data. Managing data is similar to managing stock in a warehouse: we want to **find it quickly and accurately** when needed. It is also important to **maintain consistent standards** to enable meaningful comparisons along relevant categories (time, geography, gender, age, etc.). And data security is critical to **prevent data abuse**, which could seriously harm our, or our stakeholders' credibility and reputation.

## ■ How?

### A. Store

Before storing data, we should make sure we have **an easy and well-structured storage format**. It helps us find the data we're looking for quickly. Think about categories of data – by time period, region or country, data provider – and check whether we can retrieve data by these criteria. Also, a **unique serial number for each indicator** may help store and retrieve data efficiently.

We should **manage documents** before piling up tons of hard copies. Start with assigning serial numbers, filing person in charge and date, and as much as possible **keep electronic records** instead of paper.

**Spreadsheet software** (e.g., Excel or free open source alternatives) helps compile structured data, in rows/columns, making it simple to analyze with filters and pivot tables.

**Backups** of previous database versions (e.g., labeled with the date of the last update) avoid panic when something goes wrong managing or adding new data.

### B. Analyze

Stored data in itself has no meaning – **we need to calculate indicators and extract insights**. We should reflect and define what types of analyses we want to produce. We can set them up in a way that when new data is added **analyses get automatically updated**. Again, spreadsheets can be easily accessible and familiar tools for this work.

If learning is an important objective of assessing impact (hopefully it is!), analysis should focus on **key lessons and recommendations: What has worked well? What do we want to do differently?**

### C. Adjust

Even if we are confident that we have created certain impact, it is always tricky to claim full credit for results. Even if we are aware of the issues of **attribution (who can rightfully claim credit for results) and deadweight (what would have happened anyway, regardless of our activities)** it is often challenging to quantify them. To avoid rough estimates, we can compare to a control group (not subject to intervention), or bring in academic partners to apply a scientific approach. We can also opt for a qualitative analysis only and/or focus not on attributing credit but on ensuring our work contributes to impact aligned with our Theory of Change, even if we cannot assess it 'scientifically' to claim it is fully ours.

As always, the right choices will depend on our objectives for assessing impact.

Database: Sport for Life example

Type	#	Municipality	Sub-municipality	Place	Latitude	Longitude	Facilitator	Year	Month	Start date	Event date	Event type	Event group	Participants	Hours spent			
DBM	2	Likiep	Likiep	Likiep	-8.993581	125.12622	Virgilia da Graca	2015	2015/05	27-04-15	05-05-15	10	1	1	100	7		
DBM	3	Emera	Emera	Glono	-8.728213	125.48438	Virgilia da Graca	2015	2015/05	13-05-15	19-05-15	30	4	10	1	200	6	
DBM	4	Mamafuta	Mamafuta	Mamafuta	-8.119184	125.07789	Virgilia da Graca	2015	2015/07	20-05-15	15-07-15	17	1	4	1	200	11	
DBM	5	Oeluea	Pante Macassar	Pante Macassar	-9.199439	124.35408	Virgilia da Graca	2015	2015/08	10-08-15	14-08-15	19	5	11	1	200	16	
DBM	6	Ladann	Lopuloto	Lopuloto	-8.521167	126.9786	Virgilia da Graca	2015	2015/08	24-08-15	29-08-15	17	1	14	1	11	200	13
DBM	7	Bolobano	Meliana	Meliana	-8.90903	125.21979	Virgilia da Graca	2015	2015/08	07-09-15	11-09-15	27	5	21	5	200	13	
DBM	8	Baucau	Baucau	Baucau	-8.489319	126.48397	Virgilia da Graca	2015	2015/09	14-09-15	19-09-15	18	11	8	6	200	12	
DBM	9	Alheo	Alheo Vito	Alheo Vito	-8.717731	125.6576	Virgilia da Graca	2015	2015/10	28-09-15	03-10-15	29	10	12	5	200	11	
DBM	10	Covallina	Suai	Suai	-9.30646	125.21519	Virgilia da Graca	2015	2015/10	12-10-15	17-10-15	21	6	18	3	200	12	
DBM	11	Viqueque	Viqueque	Viqueque	-8.899204	126.26557	Luiza Guimao	2015	2015/10	26-10-15	31-10-15	35	8	9	1	200	6	
DBM	12	Aitape	Aitape	Aitape	-8.993489	125.92942	Virgilia da Graca	2015	2015/11	10-11-15	24-11-15	28	12	12	15	200	6	
DBM	13	Mamufuta	Samo	Samo	-8.999128	125.04893	Virgilia da Graca	2015	2015/12	30-11-15	05-12-15	26	17	24	17	200	8	
DBM	14	DH	Vera Cruz	Belora	-8.544264	125.56491	Virgilia da Graca	2016	2016/01	15-03-16	18-03-16	21	4	11	1	40	10	
DBM	15	DH	Vera Cruz	Fandi	-8.549914	125.569	Virgilia da Graca	2016	2016/04	10-04-16	15-04-16	25	10	12	4	200	14	
YEC	1	DH	Crato Rei (Brida Dili)	Crato Rei	-8.549961	125.56936	Virgilia da Graca	2016	2016/07	06-07-16	16-07-16	30	7	10	12	400	14	
DBM	16	Mamafuta	Balique/Natuboru/Belup	Balique	-8.179525	125.04453	Virgilia da Graca	2016	2016/08	05-08-16	13-08-16	19	7	10	1	200	5	
DBM	17	Baucau	Ventilale	Ventilale	-8.640617	126.30073	Faustino Guimao, Luis da C	2016	2016/08	08-08-16	13-08-16	14	1	11	5	111	200	7
DBM	18	Baucau	Vemasse	Vemasse	-8.511103	126.21151	Faustino Guimao, Luis da C	2016	2016/09	09-09-16	10-09-16	6	2	2	2	40	4	
DBM	19	DH	Crato Rei	Canava	-8.552403	125.6446	Dulcia Lopes	2016	2016/09	12-09-16	17-09-16	5	1	5	1	200	9	
DBM	20	DH	Crato Rei	Lunakuhun	-8.548729	125.62369	Faustino Guimao, Dulcia M	2016	2016/10	26-09-16	01-10-16	6	2	6	2	20	8	
DBM	21	DH	Crato Rei	Alelakhun	-8.559987	125.62478	Silvia Mendonca	2016	2016/10	10-10-16	15-10-16	4	3	4	1	100	8	
DBM	22	Aitape	Hatu-Bulico	Hatu-Bulico	-8.8694	125.61515	Silvia Mendonca	2016	2016/10	24-10-16	29-10-16	7	2	2	1	100	5	
DBM	23	Emera	Hatalia	Hatalia	-8.81187	125.31787	Faustino Guimao	2016	2016/11	28-10-16	03-11-16	12	7	11	5	20	5	
DBM	24	Bolobano	Malliana	Holta	-8.07828	125.28485	Paula Kovine Miksa	2016	2016/11	07-11-16	12-11-16	2	2	4	1	20	4	
DBM	25	Likiep	Darulete	Darulete	-8.6425	125.38795	Silvia Mendonca	2016	2016/11	07-11-16	12-11-16	6	2	6	2	100	8	
DBM	26	Oeluea	Pante Macassar	Pante Macassar	-9.20282	124.38839	Dulcia Lopes	2016	2016/11	07-11-16	12-11-16	10	12	5	4	40	5	
YEC	2	DH	Hatu-udato	Hatu-udato	-8.949651	125.58887	Virgilia da Graca	2016	2016/12	28-11-16	10-12-16	18	16	6	6	100	11	
DBM	27	Aitape	Hatu-udato	Hatu-udato	-8.12421	125.59192	Silvia Mendonca	2016	2016/12	21-12-16	24-12-16	3	4	2	3	150	8	
DBM	28	DH	Melincoro	Melincoro	-8.52761	125.76297	Novia and Angelica	2017	2017/01	09-01-17	14-01-17	7	5	4	4	10	6	
DBM	29	Likiep	Carolina	Carolina	-8.6425	125.387	Arvenio Martins	2017	2017/01	09-01-17	14-01-17	9	1	1	1	27	4	
DBM	30	Aitape	Hatu-Bulico	Hatu-Bulico	-8.8893	125.6200	Silvia Mendonca	2017	2017/01	16-01-17	21-01-17	2	4	4	2	25	6	
DBM	31	Aitape	Malliana	Malliana	-8.03219	125.156	Arvenio Martins	2017	2017/01	23-01-17	28-01-17	1	1	1	1	20	7	
DBM	32	Alheo	Likidde	Likidde	-8.71317	125.42325	Isabelino, Amanda, Julio	2017	2017/01	23-01-17	28-01-17	1	1	1	1	200	10	
DBM	33	Baucau	Vemasse	Vemasse	-8.511103	126.211	Domingos Freitas	2017	2017/01	23-01-17	28-01-17	1	1	1	1	200	NA/A	
DBM	34	DH	Nain Feto	Nain Feto	-8.50424	125.98589	Angelica and Alexia	2017	2017/01	23-01-17	28-01-17	4	4	4	4	20	7	

**Maja Hebel, streetfootballworld**

*We decided not to measure deadweight or attribution, as long as we prove our theory of change. We are not too concerned about "this is what WE achieved"*

**What is our strategy on external variables?**

TIPS





## 6. Report Impact

### ■ Why?

The whole point of this journey is to **achieve the key objectives with target audiences** set at the beginning. We want to announce our impact to the world, in particular to key stakeholders, aligning communication media, format and contents for best results.

### ■ How?

#### A. Review our audiences & objectives

It is time to go back and check the initial step: who are our key audiences and objectives. Reflect again, now with indicators and stories in our hands, and **design how we shall report impact to each of our target audiences.**

#### B. What to communicate

Focus on **indicators and analyses that best show the impact.** We should neither show everything nor cherry pick dishonestly. We may feel comfortable omitting data if communication becomes simpler, clearer, and the extra data would not add insights. To test whether the audience will grasp clearly what we intend to communicate we can show a draft to people unaware of the project and check their understanding.

#### Jackie Lauff, Sport Matters

We reach out to people **through social media and newsletters, making people keep track of what is happening.** This can attract new supporters but it is not a primary goal to be a marketing exercise.

#### How to make the most out of social media?

#### Mori Taheripour, Wharton School/USAID

[At USAID] We used to host **monthly virtual roundtables**, with different speakers and topics. The reason to do it was that when someone was trying to evangelize about all the good things sport brings, people would say: "That is fine but show us the outcomes! For us to fund that we need evidence..."

#### How to communicate with our audience?

TIPS

### C. How to communicate

**The media, format and contents must be aligned with the audiences and objectives.**

The final product could be a written report, an annual report section, a video, map, article, newsletter, press release, webpage or social media post, a live or virtual meeting (internal, with partners, or public), etc. (See Sport for Life examples on the next page.)

Here are some ideas of what/how to include (adjusted to audiences and objectives):

**Visualization: Use graphs and charts** to help audiences interpret data more easily. Do not undervalue the power of **color, photos, illustrations, infographics, and other visuals.**

**Text:** Minimize text and present it **as structured as possible** for easier read (e.g., sections, key messages in bold, bullet points). Consider including a **framework** (e.g., Theory of Change!) to structure the whole report.

**Comparisons: To help understand trends and relative success,** compare results to historical data (baseline data or time series), to a control group, to objectives, to benchmarks from other project regions/groups or from other projects/organizations, etc.

**Stories:** We collected powerful feedback in interviews and can't wait to share it. **Real voices can fill gaps between indicators** and provide color and emotion to our report. Consider publishing direct speech or videos, including photos/logos and names of people and organizations (if they agree).

**Data details:** For fact-based, data-focused audiences details such as sample size, total population, standard deviation, certainty degree, collection methods, etc., can enhance credibility (perhaps in appendix)

### D. Publish!

Let's tell the world about our work, our results and our lessons in the process! Well done... But there is one last step to maximize impact!



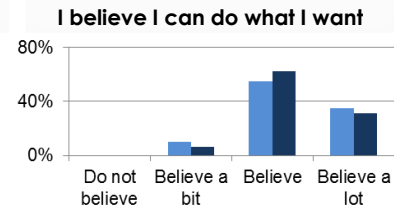
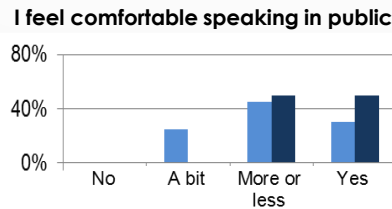
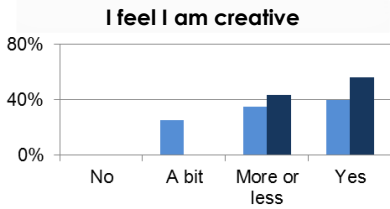
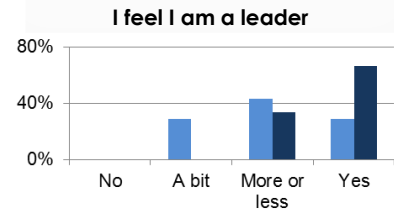


# SPORT FOR LIFE

## Before/After survey analysis: Youth Leadership Camp

As an experiment to assess subjective perception of improved skills/mindsets, participants were asked how they felt **before and after** the two-week train the trainer.

■ First day (before) ■ Last day (after)



## Sport for Life Map ([www.sportimpact.org/sport4lifemap](http://www.sportimpact.org/sport4lifemap))



Sport for Life activities are run by volunteer alumni after graduating as facilitators, so we consider these as outcomes = indicators of youth empowerment. Social inclusion is also an important project objective. The Sport for Life Map helps geographically visualize how many people (icon size) are stimulated, especially in remote areas. Icons link to additional data (facilitator, # of participants, % of women, # of kids, # of sports, etc.) for a sense of quality.

## Reports & Newsletters ([www.sportimpact.org/publications](http://www.sportimpact.org/publications))

SportImpact's annual reports include a section "Our Impact" where we include the results of our impact assessment, including qualitative information that we may have no structured analysis for (e.g., diverse initiatives by Sport for Life young alumni that indicate increased empowerment – but which are challenging to clearly attribute to our project).

Other channels to communicate impact include our newsletters (about twice per year), website (limited for now) and reports to certain partners (similar to annual reports).





## 7. Take Action

### ■ Why?

Hopefully, maximizing impact was one of our most important objectives for assessing impact. If we don't change anything based on lessons, we miss on the biggest value of impact assessment: **improving our ability to generate higher impact with lower effort**. This final step ensures that we stay focused on maximizing impact and adjust activities according to insights from the assessment.

### ■ How?

We should **review our key lessons and recommendations** and make concrete commitments for action: who does what, when. One way is to decide to eliminate, improve, create or scale our activities:

**A. Eliminate** activities with negative net impact (positive impact is lower than negative effects) or very low 'impact return on investment' (results don't justify the costs – time, energy, money, etc.). At SportImpact we eliminated consulting services because we were not driving real change (impact).

**B. Improve** activities that generate positive but not huge impact: outline tweaks to test in the next assessment cycle, and then keep them if they work well, eliminate them if they don't work, or improve further as needed.

**C. Create** new activities that may work better if what we've been doing is not as effective or efficient as we expected. These can be variations of past activities, or totally new ones, inspired on what we are learning, what we are hearing from target groups, or what we see others doing in other projects (related or not). Pilot them in the next cycle.

**Mirella Domenich, streetfootballworld**  
**We've learned from our data.** We launched a "knowledge market" after we found in our data that participants have different talents which can fulfill each other's needs.

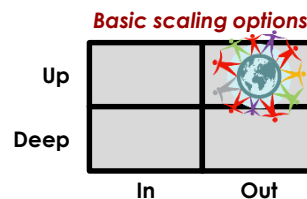
**What will we do with what we learned?**

TIPS

**D. Scale** activities that work! Eventually our learning process leads to initiatives that work very well – i.e., create positive impact in much more effective and/or efficient ways than previously existing solutions. That's when we should think about scaling our impact. Basically we can make two choices:

**a) Scale Deep** (work with the same population but more deeply, solving more of their problems) **or Scale Up** (increase the scale of the existing impact model to impact new populations)?

**b) Scale In** (grow our own organization) **or Scale Out** (grow through others, without growing our organization)?



At SportImpact, we identified Sport for Life as a simple model that can generate significant empowerment (i.e., human development) and be easily replicated. We decided to focus 100% on it and work with partner organizations around the world (e.g., National Olympic Committees) to scale it up and out, improving the lives of more people without growing our organization.

### E. Celebrate & persist!

It is important to keep the team's drive and motivation to persist maximizing impact. If impact assessment shows limited or even negative impact, we should celebrate the learning that will help us improve and reduce future negative results. If impact is positive, let's celebrate the achievements so far and renew our commitment to continue learning and working to improve more the lives of more people. Our work is not done until there are zero people in the world facing the problem we're addressing.

**LET'S DO IT!**



# Resources

There are tons of resources on the Internet. Here are references that we recommend:

Organization	Relevant section	Area	Document	Web
<b>Lean Data</b> (Acumen Fund)	1-7	Methodology E-Learning	<a href="#"><u>The Power of Lean Data</u></a> – focused on participant needs, low-cost, iterative Free online courses: <a href="#"><u>Lean Data</u></a> <a href="#"><u>Approaches to Measure Social Impact</u></a> and <a href="#"><u>Social Impact Analysis</u></a>	www.plusacumen.org
<b>Social Value UK</b>	1, 5	Assessment tool Methodology	<a href="#"><u>Maximise Your Impact</u></a> – step-by-step guide for social entrepreneurs <a href="#"><u>SROI Guide</u></a> – easy-to-follow, step-by-step guidance with a simple case	www.socialvalueuk.org
<b>IRIS</b> (Import Reporting & Investment Standards)	4, 5	Methodology Standards	<a href="#"><u>3.0-taxonomy.xls</u></a> – performance measurement metrics	www.iris.thegiin.org
<b>Stanford Social Innovation Review</b>		Articles	<a href="#"><u>Measurement &amp; Evaluation</u></a> articles	www.ssir.org
<b>Innovations for Poverty Action</b>		Books (and many other resources)	<a href="#"><u>More than Good Intentions</u></a> – applying behavioral economics and randomized control trials (RCTs) to assess poverty alleviation programs <a href="#"><u>The Goldilocks Challenge</u></a> – framework for measuring strategies & impact <a href="#"><u>Other publications</u></a> – searchable by sector, topic, country, type	www.poverty-action.org
<b>SportImpact</b>	6-7	Reports	<a href="#"><u>Annual Reports</u></a> – how we communicate indicators, results, and key lessons & recommendations	www.sportimpact.org
<b>Room to Read</b>	6	Reports	<a href="#"><u>Global Monitoring Report</u></a> – how to communicate indicators and results	www.roomtoread.org
<b>inFocus</b>	2, 4	Assessment tool E-learning Consulting	<a href="#"><u>Quality Standards</u></a> – useful a checklist for each step (what is important)	www.impactinfocus.com
<b>New Economics Foundation</b>	3, 4	Assessment tool Methodology (NEF: Research, Article)	<a href="#"><u>Prove it!</u></a> – guide on impact assessment with robust examples - choosing indicators; doing a survey	www.neweconomics.org
<b>Inspiring Impact</b> (NPC)		Assessment tool Methodology	<a href="#"><u>Measuring up!</u></a> – web-based, step-by-step self-assessment tool	www.inspiringimpact.org
<b>Prove and Improve</b> (NEF)	3, 4	Assessment tool search Methodology	<a href="#"><u>Compare Chart</u></a> – comparison of different methods of collecting data	www.nefconsulting.com
<b>Animating Democracy</b>	3	Articles	<a href="#"><u>Social impact indicators</u></a> – focus on Social Impact of the Arts	www.animatingdemocracy.org
<b>Theory of Change</b>	2	Concept Methodology	<a href="#"><u>ToC Workshop</u></a> - how to create a Theory of Change	www.theoryofchange.org
<b>Social Value International</b>		Assessment tool Articles	<a href="#"><u>Social Value Self-Assessment Tool</u></a> – how well we are measuring and reporting social value	www.socialvalueint.org
<b>New Philanthropy Capital</b>		Articles		www.thinknpc.org





## ■ Our Mission

### Human development through sport

We empower communities in developing countries to develop sport programs that stimulate happier, healthier, more productive, self-determined and fulfilling lives.

## ■ Our Vision

To use the power of sport to create a **peaceful and developed world**, with equal opportunities for everyone.

## ■ Our Values

**Empowerment:** We listen to communities and help them **pursue the future they choose** – for as long as necessary, not more.

**Sustainability:** We develop innovative solutions and business models to make projects **sustainable, replicable and scalable**.

**Impact:** We assess impact and control for unintended consequences, continuously making adjustments to **maximize positive long-term results**.

**Collaboration:** We bring **multiple stakeholders together** and openly collaborate, sharing knowledge, experience and resources to create value.

**Integrity:** We have **zero tolerance** for corruption, abuse, discrimination or any other unethical behaviors.

**Fun:** We **care for everyone** we work with and always have fun!

More information:

- [www.sportimpact.org](http://www.sportimpact.org)
- [www.facebook.com/sportimpact.org](https://www.facebook.com/sportimpact.org)
- [contact@sportimpact.org](mailto:contact@sportimpact.org)

## ■ The Authors



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**Nuno Delicado** is Founding Director of SportImpact.



## SPORT FOR LIFE

Sport for Life is a volunteer movement of youth empowering themselves to take charge of their lives, communities, countries and the world. It is present in Timor-Leste, Cabo Verde and Mozambique, and looking for partners elsewhere.

Sport for Life includes courses & train-the-trainers plus multi-sport activities for kids to sample different sports teaching positive values & habits.

- [www.sportimpact.org/sport4life](http://www.sportimpact.org/sport4life)
- [www.sportimpact.org/startupkit](http://www.sportimpact.org/startupkit)