Evaluation of the Impact of Phase 2 of Sport Wales’ ‘Calls 4 Action’

First Interim Report

UK Research and Consultancy Services Ltd (RCS)

October 2016
Foreword

It is a privilege to support Sport Wales in the evaluation of this important programme and its innovative projects. This Interim Report evaluating the impact of Phase 2 is part of a wider three-year evaluation of both Phase 1 and Phase 2 of the Calls for Action Programme. It has benefited greatly from close engagement by Sport Wales’ research and operational staff, and it has been made possible by the cooperation and responsiveness of many people throughout the staff and Board of Sport Wales, those associated with the projects in particular, and many stakeholders. We are grateful for and acknowledge their input to this stage of our work.

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October 2016

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Executive Summary

Calls for Action (‘C4A’) was developed in 2012 to address groups underrepresented in sports participation. The overarching objectives are focused on **positive action, changing lives, encouraging new approaches, and increasing regular and frequent sporting activity** in Wales. Eleven projects were implemented in Phase 1. C4A Phase 2 was launched in 2014. It is delivered through 11 projects, and aims to attract new partners and encourage innovative methods. 144 applications were received and eleven organisations were grant funded through a total budget commitment of £3 million from National Lottery. The funded organisations are a mix of traditional partners exploring new approaches, and new partners.

At headline level the programme and projects are making good progress against overall targets – 9,904 participants against 11,404 target, 1,793 **regular** participants to 3,317 target, 712 new activities to 415 target, 2,037 activity sessions to 2,803 target, 443 new coaches/leaders to 328 target, and 219 new volunteers to 265 target.

C4A is being evaluated over three years in real time, with ongoing feedback and learning. Beyond the headline numbers, the aim is to assess what impacts are being achieved and how, the character and degree of innovation, and the lessons for Sport Wales as well as for front line practice.

This is the first of four six monthly Interim Reports on the impact of Phase 2, leading to a Final Report in autumn 2018. Its purpose is to report on progress with the evaluation, to draw out key early learning, and to set the framework for the second full year of the evaluation. It is intended to be used by Sport Wales at all levels, by the projects, and by policy makers and stakeholders.

The heart of this Interim Report is a summary case study of each of the projects. The case studies highlight key features including strengths and areas for development; identification of each project’s ‘theory of change’, and how that may have developed during project implementation; and learning points. Key learning issues and topics to emerge include:

- **Timing and pace:** A number of projects have found that it has taken longer to achieve target numbers because of the need for thorough marshalling and engagement as precursors to effective participation by target groups.

- **Predicted outputs:** These have been met for the most part by most of the projects, indicating that at both project and programme level the ‘logic’ of this funding intervention has been largely sound.

- **Participation:** In terms of numbers engaged there has sometimes been a shortfall, related either to timing or to the challenges of engagement. However, there has also been evidence of very considerable positive impact on individuals experiencing multiple disadvantage and exclusion.

- **Value for money:** Issues of value for money have not been prominent. Although some projects lend themselves to headline ‘cost per participant’ metrics, these do not capture many of the intended outcomes and benefits. Other projects have
intended outcomes which are much more difficult to measure on any value for money basis.

- **Governance and partnership**: The effectiveness and sustainability of projects has been identified as being related to the governance arrangements and the added value derived through partnership working.

- **Ways of working**: A number of the projects have begun to identify ways of working which are especially effective in working with particular target groups. These include developing greater understanding of the barriers to participation, including issues related to age and identity, and to group membership, as well as the importance of messaging and ‘marketing’. The importance of ‘tailoring’ their offer to particular target groups has also emerged (‘precision delivery’), and focusing on creating the conditions to build confidence and trust, including the creation of ‘safe spaces’.

- **Demonstrating value**: Projects have also recognised the importance of demonstrating the value of their work to other agencies, especially where there have been collateral and sometimes difficult to measure benefits associated with their work, such as the positive impact on isolation and self-confidence of people with mental health difficulties.

- **Structural change**: There has been early recognition that some areas of structural change may be required in the medium to long term to achieve the goal of major increases in participation amongst the target groups, such as changes to the coaching curriculum.

These are exciting findings, with considerable potential to help improve the design of future interventions. It will be vital for the learning to be systematically harvested, tested and shared through the remainder of the C4A Programme and beyond.

A learning event involving all the projects and Sport Wales Case Officers was held in September 2016 to review findings, provide feedback, enable projects to network, and outline future steps in the evaluation process.

The evaluation approach agreed with Sport Wales for autumn 2016 to autumn 2017 is to focus on three thematic studies on Participation, Governance including Partnership, and Value for Money. The issues of sustainability and of the different ways of working with different groups will run across these themes and be reflected in them all. The evaluation team will develop specific research designs for each thematic study which will be under way by November 2016 after they have been more fully introduced to Sport Wales Case Officers and to the Projects. Progress will be reported in April, and the outcomes and learning will be presented to Case Officers in July and to the Projects in September 2017.

October 2016
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**Introduction, Context and Methods**

The Calls for Action (‘C4A’) programme was first developed in 2012 in order to support Sport Wales’ goal of increasing participation in sport in Wales, particularly among specific under-represented groups. Whilst the number of people in Wales who are ‘hooked on sport’ has increased in recent years, this has not been reflected evenly across all groups or areas. Supported through National Lottery Funding, the C4A programme aims to generate and foster innovative responses which enable a step change in participation in sport among these groups.

A total of 11 projects were implemented under Phase 1 of the initiative. The C4A Phase 2 was launched in 2014 to further tackle inequalities and barriers to participation within sport. In this phase, Sport Wales received a total of 144 applications for investment, and 11 organisations were awarded grant funding with a total budget commitment of £3 million from National Lottery.

**The C4A Programme**

The overarching objectives of the Programme are focused on:

- Generating **positive action** to address known areas of inequality;
- Changing lives through sport;
- Being bold and **encouraging new approaches**; and
- Increasing the amount of **regular and frequent activity** taking place throughout Wales.

The Programme aims to support Sport Wales to increase the number of people who are ‘Hooked on Sport’ defined as those who on average participate in sport or physical recreation on three or more occasions a week. C4A has been implemented in a context in which an increase in participation is seen as crucial to achieving the overall vision of Sport Wales:

“Our vision is to **UNITE A PROUD SPORTING NATION**, where **EVERY CHILD** is **HOOKED ON SPORT FOR LIFE** and Wales is a **NATION OF CHAMPIONS**.

This vision is supported by a number of clearly defined priorities, designed to form the building blocks to deliver a Wales where sport is at the heart of the community, and impacts positively on the lives of all:

1. **Sporting Innovation**

Wales has a sports sector that embraces collaboration, encouraging new ways of delivering opportunities to increase participation and improve elite performance.

2. **Skills for a Life in Sport**

Every child and young person is provided with the skills and confidence from an early age to be physically literate through high quality, engaging sporting experiences.

3. **Sporting Communities**
Wales has communities with sport at the heart of them, offering joined up opportunities for every child and young person to undertake at least five hours of safe, high quality sport every week and sustaining their engagement throughout their adult life.

4. **Sporting Excellence**

Wales a nation that excels in nurturing sporting talent and delivers on-going success on the international stage.

5. **Growing a Skilled & Passionate Workforce**

All those involved in sport, whether in a professional or voluntary capacity, are supported to pass on their skills and passion for sport to the people of Wales.”

The focus of Phase 2 of C4A is to engage participants from the following target groups:

- Girls & Young Women
- Young people living in poverty (up to 24 years)
- People with a disability
- People from a BME background

The budget commitment, funded by the National Lottery, for the programme is £3 million in total. This was allocated:

- £1.5 million for Girls & Young Women.
- £1.5 million for Poverty; Disability and BME.

The approach of Phase 2 has been:

- Project based
- Aimed at new partners
- Aimed at encouraging innovative methods
- Comprises 11 lead organisations:
  - Brecon Beacons NPA
  - Bridgend CBC
  - Girl Guiding Cymru
  - Welsh Gymnastics
  - Trivallis (formerly Rhondda Cynon Taff Homes)
  - Mind (Time to Change)
  - Welsh Cycling Union
  - Cricket Board of Wales
  - Public Health Wales (Aneurin Bevan)
  - Street Football Wales
  - StreetGames UK Ltd.

The project themes, sponsoring organisations, titles, and timelines, are as follows:
An additional major project focussed on encouraging participation by the BME community has also been funded by Sport Wales and runs in parallel with C4A and is also being evaluated by a related study. A cross-learning relationship with the C4A Phase 2 projects is being implemented.

**The Evaluation of C4A and the Impact of Phase 2**

The evaluation of the C4A Programme is based on, and aims to reflect, the innovative character of the initiative. It comprises assessments of research on the:

- Impact of Phase 1;
- Implementation process for Phase 2; and
- Impact of Phase 2 projects.

This longitudinal study is being conducted in real time over three years. The evaluation team is producing an independent, empirically based assessment of the impact of the C4A Programme in relation to its objectives, but also to generate useful real time learning. The
Phase 1 impact evaluation and the Phase 2 process evaluation have been completed. This is the first Interim Report of the Phase 2 impact evaluation.

The impact evaluation of Phase 2 is the main focus of the research and methodologically the most complex aspect. It will establish the extent to which the Programme has reflected the principles set out by Sport Wales and its partners, and has delivered the impacts which it was intended to. It will also seek to assess whether it has differential impacts on different groups and in different types of community and the extent of any wider impact intended and unintended outcomes. In addition to understanding what impacts have been delivered, it will be important to know how impacts have been achieved. In particular we are assessing whether:

- Calls for Action is unique to existing development grants; and an appropriate way of facilitating the delivery of Sport Wales’ priorities;
- Calls for Action instigates new ways of working in the sector, rather than producing the same outcomes or incremental change; and
- Projects succeed in making a significant impact on groups and individuals that are underrepresented in terms of sport and physical activity participation (and access).

At headline level of delivery against target, C4A is making fair to good progress, as reflected in the internal monitoring data collected by Sport Wales.

<table>
<thead>
<tr>
<th>Outputs</th>
<th>12 month target</th>
<th>12 month progress</th>
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<tbody>
<tr>
<td>Number of Participants the projects will impact upon</td>
<td>11,404</td>
<td>9,904</td>
</tr>
<tr>
<td>Number of regular participants that the projects will attract</td>
<td>3,317</td>
<td>1,793</td>
</tr>
<tr>
<td>Number of new activities the projects will deliver/offer</td>
<td>415</td>
<td>712</td>
</tr>
<tr>
<td>Number of activity sessions the projects will deliver per week</td>
<td>2,803</td>
<td>2,037</td>
</tr>
<tr>
<td>Number of New Coaches/Leaders the projects will develop</td>
<td>328</td>
<td>443</td>
</tr>
<tr>
<td>Number of New Volunteers the projects will recruit/develop</td>
<td>265</td>
<td>219</td>
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Impacts are expected at participant, project, and programme levels, as reflected below.

**Programme, Projects, Participants**

A useful way to identify the linkages between these three levels, and to identify key inputs, processes, outputs and outcomes, is through the articulation of a theory of change (or logic model) which specifies in simple terms how a programme is expected to work. This makes it possible to address some of the key questions of interest to Sport Wales including:

- What are our assumptions about what the programme is trying to achieve?
- Is the programme logic agreed by all stakeholders?
- Are there conflicting priorities and influences?
- Do the programme’s aims change and develop over time?

A theory of change approach can be a particularly effective way of exploring with programme sponsors, staff and stakeholders what a programme is intended to achieve, how it might do this and whether this has been achieved. It is both whether the intended outcomes have been achieved and how they have been delivered. This enables an assessment of what has worked, how and for whom. This will be important in addressing a number of the questions about the intended beneficiaries of C4A, and also help to provide real time evidence about what is not working and what might be done to address this.

Projects also benefit from developing their own theory of change, and we have assisted in this process because it also adds value to the programme level evaluation. It enables the projects and Sport Wales to identify similarities and differences between projects, and cross-cutting themes. Theories of change at project level can also be built into an overall theory for the programme as a whole to test alignment between the projects and the overall programme.
Phase 2 Impact Evaluation 2016

The evaluation of Phase 2 Impact is spread across all three years of the overall evaluation. This phase of the evaluation got fully underway in early 2016. The initial results were reported to Sport Wales Officers in July 2016, and then presented to a conference of Sport Wales Officers and of the projects in September 2016.

This first period of the evaluation was focused on gaining a thorough understanding of the 11 projects - how each project was set up, what it was trying to achieve, the progress it had made, and its notable successes or areas for development. It also generated a theory of change and logic model for each project which encapsulated its ‘theory in use’ i.e. the assumptions that underpin the project’s delivery. This may of course differ from what had been originally intended as projects learn what works best and adjust their approach accordingly.

A project’s theory in use addressed the key question of how each project was connecting its day to day activities with its intended overall outcomes through a series of practical outputs and intermediate outcomes. We were able to compare this to the proposals set out by the project in their original application for funding in order to assess whether it had changed and developed in practice. We were also able to assess whether the theory in use needed further clarification or refinement in light of the actual learning that projects had identified.

The 11 project case studies were built up through a review of all the relevant project and Sport Wales’ application and assessment documentation, and subsequent organisational material for reporting and monitoring at project level, together with monitoring reports in Sport Wales. This documentary review and analysis was then tested and supplemented through a series of interviews with Sport Wales Officers, project leads and front line staff, and stakeholders for each project. We also worked with the project staff to draw out their ‘theory of change in use’, usually through one or more workshops involving project staff and in some cases Sport Wales case officers as well. At draft stage these were tested and challenged both in the evaluation team and back with the projects.

The detail of each case study was set out by the evaluation team in a series of slides for each project which covered:

- High level summary
- Key Facts
- Logic Model including performance measures
- Theory of Change Narrative
- Sport Wales Assessment
- Evaluation Project Assessment
- Evidence Trail.

These were also tested with each Project and their Sport Wales case officer. They were at the heart of what was presented at the July and September 2016 events. At those events we also drew out key areas of learning, and potential key themes for more detailed thematic study in the second year of the evaluation, across the remainder of 2016 and round to September 2017. The two events informed the selection of topics for detailed
thematic study, the approach we propose to take in implementing them. There has thus been a two way process of learning and exchange. A specimen example of the slide deck for one of the projects is included in this Interim Report at Annex 1.

**Structure of the Report**

The next section sets out the summaries of each of the Project Case Studies. (The full slide decks for each project have been lodged on the Sport Wales intranet, and a specimen example of a slide deck of one particular project is included here at Annex 1.) The section following then draws out the key learning topics and issues. We conclude with an outline of the thematic studies proposed for the next stage of the evaluation across autumn 2016 to autumn 2017, and of the process for reporting back in July and September 2017 which has been agreed with the C4A Programme and Sport Wales’ Insight Team leads.
The Case Studies

The eleven project case studies are set out in summary below in the following order:

- Brecon Beacons National Park Geocaching Project
- Ziggies: A Project to Address Literacy and Physical Literacy
- Large Scale Change Project
- Bridgend Disability Sport Development
- Time To Change Wales
- Street Football Wales Project - Kick Some Balls
- Sport through Girl Guiding
- Women and Girls Participation including Breeze
- Us Girls Project
- Bute Gymnastics Club Project
- Cricket without Boundaries.

**Brecon Beacons National Park Geocaching Project:** The Project aim is to engage young people living in poverty and with little participation in sport, in the adventurous activity of Geocaching in the inspiring environment of the Brecon Beacons National Park. It is managed by the Brecon Beacons National Park Authority through one of their senior managers. Key features of the project are:

- The key project resource is two part-time Project Officers at a cost of £75,000 over two years, £8,000 from BBNP and £67,000 from Sport Wales.
- The project has relatively straightforward aims, and is generally meeting target numbers of youth leaders trained and participants booking places to experience geocaching.
- They have experienced a consistent high (50%) rate of cancellations between booking and planned group visit. This is attributed to the challenging and sometimes chaotic nature of the lives of some of the target groups.
- This gap has been partly off-set by a recognition of just how severe the problems are in connecting with some of the very disadvantaged young people in the target group, and the very positive impact the project has had on some particular individuals.
- The project themes of social inclusion and health and wellbeing through recreation in the natural environment are mainstream National Park themes as reflected in the recently launched National Parks Wales Health and Wellbeing Positions Statement and the Social Inclusion and Child Poverty Strategies, and in the overarching National Park Management Plan.
- The governance of the project is integrated with that of the sponsor organisation, the Brecon Beacons National Park Authority. This resolves all the week to week management and accountability issues. But it may not lead to sustainability unless the key project themes become ‘mainstreamed’ in the Brecon Beacons National Park Authority itself.
There has been significant learning from the project in terms of how best to work with very young people with very challenging backgrounds, and the best ages at which to engage them. It will be important that the learning is systematically harvested and integrated into organisational practice and culture. The project’s ‘theory of change’ as reflected in the application continues to have validity. It should be consciously revised to include the learning about the impact on individuals, the difficulties of engaging with the target groups, the gender dimension of confidence in outdoor physical activity, and the varying ease with which even slightly different age groups respond to the geocaching activity.

Ziggies: The project aims to use stories to give parents the confidence to encourage physical literacy among children aged between 3 and 8 years old. It uses a peer mentoring programme so that it is delivered ‘by parents, to parents.’ Trivallis (formerly RCT Homes) owns the Ziggies trademark and was, prior to receiving funding for C4A, operating a pilot scheme. It has responsibility for the product and supporting all delivery partners. Under C4A there are five delivery partners that form the consortia which comprise: Trivallis (lead partner), Cardiff City Foundation, Monmouth Housing, Swansea City Community Trust and Neath Port Talbot Homes.

Ziggies is run as an after-school club for foundation years and the weekly sessions are led by parent-volunteers who are trained and supported. Each session consists of interactive story-time based around a particular book and this is then followed up by a number of physical and craft-based activities relating to the story and its characters. The volunteers lead the sessions and this provides peer learning to parents and carers attending with children. It is expected that through peer learning the confidence of parents and carers will improve and that the activities can be replicated at home. It is also expected that Ziggies will foster stronger engagement within families and between families and schools. Key features of this project include:

- The key project resource is £936,000 with a £500,000 contribution from Sport Wales (April 2015-August 2018). Funding supports Trivallis to meet its management obligations. The operating model is based on 1 co-ordinator per 15 schools and the standard cost is £1600 per school (depending on Free School Meals).
- Key Targets: 200 schools, 2000 parents, 3000 children, and help 500 parents into paid and voluntary work.
- Outcomes: During the first year of operation there are some inspiring stories about volunteers who have managed to use this experience to move into employment. Further strengths is that it is peer led (parent to parent), and the product itself is important as parents can replicate the activities at home.
- Challenges: Delay in start-up and variations in approach among consortia partners; low take-up by schools in some areas (cost and culture); the role of physical literacy in the project is not as clear as it could be; baseline data and collection of data (age of children / volunteer led).

The main learning point from the project to date is that there is a belief in Ziggies by those responsible for the Project, but project partners need to consider the ways in which physical
literacy can be made a more effective part of the delivery of the Project, and how take-up by schools can be more effectively managed and increased. The project’s ‘theory of change’ as reflected in the original application remains relevant but operationally the consortia needs to focus more on the physical literacy aspects of the programme and address the challenges through achieving greater consistency.

**Large Scale Change Project:** The project aim is to increase the number of young women from deprived communities who are more active, more often, and at the same time create healthy connected active communities where physical activity is a routine choice, and a new social movement. It aims to reduce health inequality in an area where mortality rates are double the average for Wales.

The project aims to mobilise leaders across sectors to engage in this new approach and recruit women through innovative PR, effective social marketing and social insights. It is training a network of people who want to be part of this movement where the community own it and has created an Academy to train and inspire local people to participate. It has created community hubs of local people and providers and incentivising them to encourage greater participation. Key features of this project are:

- The key project resource is £100,000 from Sport Wales, £227,800 in kind from the Project sponsors, and £137,000 from Welsh Government.

- The project is not straightforward and has ambitious aims. The key activities are to influence multiple systems and organisations to influence behaviour change via effective social marketing. Progress is still at infrastructure stage and has not yet engaged the target market. It hopes to have a ‘population impact’ through the mobilisation of local leaders within communities and also to scale up interventions that make people active. Done properly, this leads to such deep changes in attitudes, beliefs and behaviors that sustainability becomes largely inherent.

- The governance of the Project is via a Programme Board and a working group. The Programme Board is made up of senior officials from several agencies in the area including the Health Board and Local Authorities. There are two key officers involved.
  - A Project officer who offers project management and coordinates the Project’s groups and maintains documentation.
  - A more senior officer leads on the monitoring and evaluation of the programme, producing reports for Programme Board and funders and evaluation of the Community Hubs.
  - The mechanism of monitoring is by weekly meetings with commissioned groups and regular meetings. The other strands of work are led by appointed officers (part time contributions) from the organisations present on the Program Board and they lead on the Training Academy, Stakeholder engagement and Communications.

- In time the project has scalability and the potential to be replicated elsewhere. The creation of an Academy to train local leaders has been a notable early success, and there has been a positive impact already on some of the trained leaders.
In relation to governance there has been a perceived lack of urgency within leadership of the Board, though this appears to have been addressed recently. Progress is determined by the slowest stakeholder. However, the monitoring mechanism is strong.

There has been considerable learning particularly in terms of making these kinds of interventions ‘part of the day job’ amongst those involved, and in terms of developing the concept of a social movement which has the capacity to be self sustaining. The theory of change does not need modifying at this stage. However, only recently has the pace and drive at high level been provided. Whilst progress is good in developing insight into how best to engage potential participants, more clarity is required about messaging. The ambition of the scheme is laudable yet it will need to get early wins in year 2 to create the ‘multiplier effect’ that it hopes to achieve. Some of the instruments being deployed to engage participants, such as the use of ‘Pied Pipers’ to carry and amplify key messages, need to be monitored and possibly revised in light of experience going into year 2.

Bridgend Disability Sport Development: The project aims to enhance the quality of life of disabled people under 24 years of age who are living in Bridgend and their families through engagement in sport, play and leisure based activity. There is a particular emphasis on using community settings and on activities with young people who have learning disabilities, physical disabilities and autism. The project emphasises the importance of engaging with young people, disability groups, carers and teachers to identify barriers to participation.

Key activities include the establishment and training of a Disability Sport Network; development of a marketing and communications plan; provision of leadership training and coaching for disabled young people, volunteers, carers and social workers; information, guidance and advice for parents; and a sport education programme to promote disability sport linked and enhance understanding in primary schools and the integration of disability sport into school sports days. The project is run by Bridgend County Borough Council’s Active Young People Department. Project staff are employed by the local authority and elected members have formal responsible for oversight.

- Project resource/cost: £85,000 over two years - £70,000 from Sport Wales; £15,000 from Bridgend CBC, Halo Leisure and Bridgend Association of Voluntary Organisations (plus £15-26,000 in kind).
- Key targets: 10% increase in disabled young people ‘hooked on sport’, 50% growth in sustainable community based opportunities, better understanding of disabled people’s needs, increased representation of disabled people as coaches and in sport workforce.
- Outcomes: in the first year the project has invested a lot of time in establishing networks with disabled people and their families and believes this is the key to securing long term improvements in engagement.

The project has a strong commitment to the use of evidence to identify the diverse needs of people with disabilities and the barriers they encounter to engaging in sport. It also aims to generate and communicate learning that will be useful to other local authorities and organisations. The theory of change which informed the application remains applicable but
there is a growing recognition of need for flexibility of approach to meet the needs of diverse groups and that outcomes take longer than anticipated to achieve.

**Time To Change Wales Project:** The project aim is to overcome barriers to sport participation for those with mental health issues within a local population, and to generate a legacy of organisational capacity at club and national level that can understand and continue address mental health stigma. Football is the vehicle through which these outcomes are to be achieved and the Project aims to engage 450 participants, with 25% of these maintain sustained activity. The Project is a partnership between MIND and the Welsh Football Trust (WFT) with officers from both organisations co-leading. Progress is tracked via a separate WFT officer and in addition a University of South Wales evaluation team is looking at the impact on exercise and smoking. The project combines football clubs’ expertise in delivering sessional activities with MIND’s expertise in marketing and the mental health network expertise such as the campaign message. Key features are:

- **Key project resource/cost:** Funding £104,000 (Marketing approximately 50%; dedicated fund of £8,000 for clubs’ projects).
- The project has a dual purpose of supporting both individuals but also to raise awareness via its #wewearthesameshirt campaign. The national campaign appears to have gone well but not been aligned to local promotion as the numbers involved in the first 2 club tranches have been disappointing.
- The very positive impact has been that once in, participants stay and are frequently active. In addition, the project has had a great positive impact on most individuals in terms of mental health and the engagement of club officials.
- It is jointly led by Welsh Football Trust and MIND, which has been a learning process in working together. They have generated useful data on empowerment and social inclusion, and on drinking and smoking rates, partly through 360 case studies.

Coaches have found that tackling mental health issues can be challenging so more generic support for participants is needed and locally targeted communications will be required in the future. The Project has found that involvement in the health sector provides a complex challenge for sports organisations, partly because it is outside of their comfort zones. The project’s ‘theory of change’ continues to have validity, but should be revised to include the learning about the impact on individuals, the time involved in dealing with referrals from the medical sector, and greater emphasis on the activities needed to drive up participation levels. The buy in from the clubs appears to have been positive. However the health sector needs also to see that the well-being benefits make a good contribution to its own strategies. Both of these points are crucial to the project’s long term sustainability.

**Street Football Wales Project - Kick Some Balls:** The project aims to provide sport and leisure opportunities for females aged 16+ who experience multiple social deprivations and to improve the lives of homeless, socially excluded females. The project gives socially excluded women (who are currently inactive) an opportunity for physical activity. A range of sport and physical activities are offered (in particular football) throughout Newport; Swansea; Merthyr; and North Wales. In addition, a pass is helping participants to access
gym. Education courses are also encouraged including First Aid for Football & Level 1 coach education.

Street Football Wales is a social inclusion charity that exists to improve the lives and opportunities for homeless and socially excluded people in Wales. It is a small part of Gwalia who have been supplying HR services. There is a project lead who gives part time support plus a full time officer. The organisation is not connected formally to the Sport Governing Body. Key features are:

- The key project resource/cost is funding of £234,862 used mainly for the employment of a development officer and local club funding.
- The project has a dual purpose of providing a range of activities such as sport (primarily football) and leisure interventions to create the outcomes. However, it sees the need to sustain its work via the engagement of new partners and also via the development of individuals through training and volunteering experiences.
- Year 1 targets have mostly been easily surpassed. The project has significantly helped the self-confidence of participants, in many cases a huge difference, via the creation of ‘safe places’ for them to participate in, the opportunity to be ‘normal’, and experiences for self-development.
- SFW is a small body. The Project Manager is pivotal and will continue to need to source revenue and project funds from elsewhere. This is where developing impact data that meets the needs of other agencies is critical. The current lack of positive connectivity with Welsh Football Trust/Football Association of Wales is a potential problem.

New ways of working developed by the project include the concept of ‘safe places’ and activities of ‘trust’. There is an opportunity to develop a generic training line and service for leaders and coaches working with participants from socially excluded communities and on mental health issues. Sport is seen as a solution for participants with a host of personal issues arising from their social exclusion. The project’s theory of change remains valid. But there is a data development need especially around the increased awareness and importance of the impact of the project on personal confidence and the concept of ‘safe places’. The outcomes need to be refined to accommodate this high level impact. Some outputs need to be monitored better.

**Sport through Girl Guiding:** The project aims to provide a varied programme to change the culture of the Girl Guides so that sport and physical activity transcends all of the offers to its members (girls and women aged 5-24 years old). Overall, the programme will reach 18,000 members and change the culture of the Girl Guides Cymru. Its key features are:

- The key project resource/cost is £340,439 made up of £100,000 from the sponsor, and £240,439 from Sport Wales. This has been used to fund a permanent (1.0 FTE) Sports Development Post, training of Senior Girl Guides through an accredited Leadership programme, new activity locations, some equipment and facilities infrastructure upgrade (e.g. from website to quad bike to zorb spheres, archery etc.).
syllabus development for new sports GG badges, new seasonal camps, joint delivery at national partner events, and to leverage match funding.

- Key anticipated outcomes: To train 28 senior guide leaders as sports educators (retaining and training older girls) who in turn can develop 240 new coaches/leaders in local units; to develop new ‘give it a go’ sporting badges and physical literacy activities with national partners; to engage and influence 14 Welsh Councils; and to achieve large scale engagement in sport and physical activity through festivals. There is a recognition (evidence based) that females of all ages have negative body perception which deters them from participating in sport-specific activity which this initiative aims to overcome.

- Outcomes to date: exceeding Year 1 target for participants (1000 members engaged in physical literacy and sport); 30 new leaders trained, 13 going on to attain sports leader L1 sports qualification; 740 members reached weekly in local unit settings; new sports badges created with national sporting partners; 1.0 FTE permanent Sports Development Officer post created.

Key strengths of the programme are the level of participation (overall 3965 participants have been engaged to date); positive qualitative feedback from girls on confidence; the wider participation of families and siblings in sport; and the development of a leadership programme accredited by Cardiff Metropolitan University. The theory of change in the application still valid but the Sport Wales case officer has already adapted the monitoring criteria to ensure that the project focuses not just on one-off ‘give it a go’ engagement as an outcome but also on regular follow-up participation in sporting activity.

**Women and Girls’ Participation including Breeze:** The project aims to enhance the participation of women and girls (11-18 years old) in cycling and other sporting activities related to cycling; to roll out the Breeze programme across Wales; and to develop pathways to engagement in cycling for women and girls. Key features include:

- Project resource/cost: £688,558 over 3 years, £439,216 from Welsh and British Cycling (£424,000 in kind), and £249,000 from Sports Wales. The grant funds two posts (combined 1.0 FTE) in the roles of Gender Inclusion Development Officer (North Wales) and Project Co-ordinator. It also funds the training and kit of Breeze Leader Champions, marketing and evaluation, and young women’s cycling events.

- Key anticipated outcomes: 240 local female champions trained to deliver 1707 rides; creation of 13,655 cumulative ride opportunities; and 3297 unique participants over the life of the programme. By 2018, 75% of female population of Wales will have been reached.

- Outcomes to date: the Project benefitted from rich evidence of need and a pilot so it hit the ground running and targets are being overshot - 28 new volunteer coaches trained (60% active); 554 unique rides (10 per week); 207 new sporting activities delivered including a new national Give it a Go Cycling badge with Girl Guides Cymru; and a National Trust Trail opened.

The project’s strengths include success in inspiring women, helping them to socialise, and generating health and wellbeing through cycling. The theory of change as reflected in the
application remains applicable, with recognition that as Welsh Cycling gathers real time data it requires agility from Sport Wales to be able to utilise the data effectively within its ‘do-learn-adapt-scale’ innovation model.

**Us Girls Project:** The project aims to establish an ‘Us Girls’ movement to address the gender gap in regular participation, which is low among girls from disadvantaged areas (Communities First areas), and lead them to adopt a ‘sporting’ habit for life. There are 15 host agencies managing 23 projects. The purpose is to focus on local doorstep activities that are attractive and which will attract girls aged 13-19 years of age so they move from being sedentary to becoming active. This has meant that the girls themselves identify what they would like to do and how sessions are run. In addition to the principal host agencies there is an emphasis also on developing more volunteers (332) and coaches (208), creating five micro-businesses and working with the Further Education sector.

Accountability for the project lies with StreetGames and its trustees who have responsibility for Sport Wales’ investment. Risk is considered at every meeting and the senior management team, who are highly experienced in similar projects, has responsibility to ensure delivery partners are compliant. Day to day management of the project resides with the Welsh team. Key features include:

- **Project resource/cost:** Project £898,824 with a Sport Wales contribution of £690,00 (April 2015-April 2017). An ‘Us Girls’ Wales project manager was appointed.
- **Key targets:** 5000 regular participants over 2 years; 75 sessions per week; 12 festivals attracting 500 participants; 5 micro businesses; 332 volunteers; and 208 coaches.
- **Outcomes:** In the first year much time has been spent ensuring the projects are operating and attracting girls from disadvantaged communities. There is good monitoring of participant numbers that shows targets are being met although there is a tendency for younger girls to be attracted to the project.
- **Challenges:** In year one many projects experienced delays in start-up and so there were some lower headline numbers against some of the targets. There have been difficulties with engaging older girls and some host agencies commented on the transitory nature of the age group (participants and volunteers). Two challenges are to achieve momentum to create a sustainable ‘Us Girls’ movement and as yet no commercial partner has agreed to underpin and sustain the project.

National workshops and forums have been held in order to disseminate lessons. There is scope to develop the lessons learned further so that learning is more widely disseminated and embedded into organisational practice and culture across the sector. The ‘theory of change’ remains relevant although how the activities are sustained and developed will be particularly important in aiming to create a ‘movement’ that closes the gender gap in participation in a sustained way.

**Bute Gymnastics Club Project:** The project aims to create a sustainable women and girls only gymnastics club in Butetown, Cardiff which is run by the community for the community,
with a focus on ethnic minority females. It is run in association with Welsh Gymnastics and Diverse Cymru. Key features are:

- Key project resource/cost: Total Project cost £178,512 with C4A grant of £157,089; the grant funds a part time Project Coordinator and Community Coach; Welsh Gymnastics investment funds head coach, research, and other investment in developing voluntary roles.

- Project has clear outcomes and activities and in the main remains true to its application. It is hitting its targets and is at full capacity with a waiting list. Community engagement has led to clear ownership, most notably through governance and participation. The project had an existing successful pilot scheme in place. C4A enabled easier and quicker upscaling from what is essentially an after-school club to a community gymnastics club.

- The impact of the project has been far reaching across many domains and this has been both intended (for example increasing participation, collaborative working etc.) and unforeseen (for example increasing confidence and wider impact on health, reducing isolation etc.). Clear governance structures are in place (within the lead organisation and for the project itself), the lead organisation is undertaking its own ongoing evaluation and has conscious ‘exit strategy’ in place.

There has been a lot of learning from the project which has been integrated as the project developed. The project has highlighted the importance of understanding the barriers to participation among the target group and addressing them in an open and transparent manner to overcome and in doing so also further building trust. It has also shown that partnership working is core and requires an investment of time and an appreciation of different organisational cultures, working practices and roles. The positive role of the Sport Wales Case Officer as adviser and facilitator has also been important to its success. The project’s ‘theory of change’ as reflected in the application continues to have validity, although could be developed to reflect the wider and unexpected learning. Moving forward, key will be ensuring the future independence and sustainability of the club.

**Cricket without Boundaries:** The project aims to make cricket more accessible for BME communities in Cardiff and create a thriving BME Cricket network capable of increasing and sustaining cricket participation. Key features are:

- Key project resource/cost: Total Project cost £99,730 with C4A grant awarded £70,818; this funds part time Project Coordinator, hire of coaches, venue hire, coach education, non-turf pitches, an ‘Ambassador’ Programme, equipment, and promotional materials.

- Project delivery reflects the original outcomes and activities with the addition of girls cricket, which had not been an explicit project aim. It is hitting about 75% of its targets, with about 25% of the targets registering no progress to date. It is intended to address this deficit. The participants come from in the main one BME community, the Asian community.
• The main strengths are the Project Manager who is a “Pied Piper” within the BME Community, the recruitment and deployment of the Ambassadors, and the commitment from the CEO and Board of Cricket Wales to breaking down the barriers between the BME community and Cricket Wales and Glamorgan Cricket Club. Areas for improvement include the make up of the governing Board, which is currently predominately white male, although the appointment of 2 female independent Board members is due to be considered at the AGM. It will be important for the BME Forum which has supported and ‘sponsored’ the project to take a stronger ownership role. Data collection is also an area for improvement. The unexpected development of girls’ participation has also highlighted the lack of female coaches.

• The project has had both intended and unintended impacts for example increasing demand for girls’ cricket. A project governance structure is in place (at both sponsoring organisation and project levels). The ‘exit strategy’ needs to be developed and owned by the BME Forum.

There has been a lot of learning from the project. Key lessons include the need for community ownership, the early identification of ‘Pied Pipers’, activities need to be close to the communities, and activity timing needs to reflect lifestyle. It is also clear that communities do not necessarily have the knowledge and support to bid for and manage projects. The project’s ‘theory of change’ as reflected in the application continues to have validity. It could be elaborated to embrace the need for community ownership, identification of a number of trusted agents, and the relevance to girls.
Learning from the Early Stages

Given the explicitly innovative intent of the C4A Programme, it has been especially important to identify learning, and to assess the extent to which good practices developed by projects are disseminated and adapted and adopted more widely, and, indeed actively to support and encourage that sharing. Where projects have developed innovative approaches and have found effective ways to deliver, these need to be drawn out and leveraged for wider learning, testing, and benefit.

The summaries in the previous section capture the considerable range and diversity of the C4A Phase 2 projects, and their early achievements. Overall it is clear that the Programme has supported and encouraged new ways of working and with new partners, and in some very challenging environments. Learning by and from the projects has been active and explicit.

In order to provide a focus for these activities, the evaluation team and Sport Wales officers developed an event for project staff and Sport Wales officers to come together to learn more about the early results of the evaluation, and to present their projects to each other and highlight areas of learning. The notes of the event are contained in Annex 2.

What has emerged thus far, at what remains a relatively early stage, are a number of learning points and themes.

**Timing and pace:** A number of projects have found that it has taken longer to achieve target numbers because of the need for thorough marshalling and engagement as precursors to effective participation by target groups.

**Predicted outputs:** For the most part projects are on course to achieve their anticipated outputs, which indicates that at both project and programme level the ‘logic’ of this funding intervention has been largely sound.

**Participation:** In terms of numbers engaged there has sometimes been a shortfall, related either to timing or to the challenges of engagement. However, there has also been evidence of very considerable positive impact on individuals experiencing multiple disadvantage and exclusion.

**Value for money:** Issues of value for money have not been prominent. Although some projects lend themselves to headline ‘cost per participant’ metrics, these do not capture many of the intended outcomes and benefits. Other projects have intended outcomes which are much more difficult to measure on any value for money basis.

**Governance and partnership:** The effectiveness and sustainability of projects has been identified as being related to the governance arrangements and the added value derived through effective partnerships.

**Ways of working:** A number of the projects have begun to identify ways of working which are particularly effective, or effective in working with particular target groups. These include greater understanding of the barriers to participation, including issues related to age and identity, and to group membership, as well as the importance of messaging and ‘marketing’. The importance of ‘tailoring’ their offer to particular target groups has also
emerged (‘precision delivery’), and focusing on creating the conditions to build confidence and trust, including the creation of ‘safe spaces’.

**Demonstrating value:** Projects have also recognised the importance of demonstrating the value of their work to other agencies, especially where there have been collateral and sometimes difficult to measure benefits associated with their work, such as the positive impact on isolation and self-confidence of people with mental health difficulties.

**Structural change:** There has been early recognition that some areas of structural change may be required in the medium to long term to achieve the goal of major increases in participation amongst the target groups, such as changes to the coaching curriculum.

These are exciting areas of learning, with considerable potential. It will be vital for the learning to be systematically harvested, tested and shared through the remainder of the C4A Programme and beyond. The learning event, the learning initiatives taken by the Programme lead, and the explicit sharing between the projects will all support this. Steps have also been taken at project and programme level to promote awareness of what is being done, for example through presentation of key C4A themes at a major Public Health Wales event in November 2016.

There is still a lot more to do in further developing and systematically harnessing the learning. The Programme lead has begun explicitly to connect the emerging learning to the National Lottery Investment Review associated with their funding support of the C4A Programme, with ongoing work to further develop Sport Wales’ Strategic Equality Plan, and with the ‘Elements of Engagement’, this being the framework developed by the Sport Wales’ Insight Team to capture the evidence-based factors which are the necessary or sufficient conditions for sustained sport participation to occur.

The second year of the evaluation will also support systematic learning through targeted thematic studies, as described in the final section, below.
Evaluation Themes and Plans for 2016/17

There are three proposed thematic study topics for 2016/17:

- Participation;
- Governance including Partnerships; and
- Value for money.

The first two of these are also expected to address issues associated with the different ‘ways of working’ which may apply to the four different target groups, and all will be related to the fundamental issue of sustainability.

These topics were selected by Sport Wales following consideration of a ‘long list’ drawn up the evaluation team from the initial period of work on evaluating the impact of Phase 2, and also bearing in mind the findings from the evaluation of the impact of Phase 1, and of the process of Phase 2. The initial list and brief proposed ‘pen pictures’ of the nine long list themes is included at Annex 3 of this Report.

Participation

Participation is a key issue because getting more and different participants hooked on sport is the ultimate outcome proposed for C4A. Through the early stages of the evaluation we have already helped projects to articulate their ‘theories of change’, and these are central to who and how projects expect to engage in sport. We will build on these in exploring the key questions associated with increasing participation, which include:

- **Concept and Definition**: What is sport ‘participation’? What lies behind and beneath the numbers of participants reported by the projects? Are they ‘new’ participants? How close are they to the ‘hooked’ definition, and are participants being effectively retained? What do projects mean by ‘participation’ and how have projects redefined their ‘participation’ objectives in light of what they have learned?

- **Agency and causation**: What has worked/not worked in getting people ‘hooked’? What do typical participant “journeys” and pathways into sport tell us about likely persistence and character of behaviour change, and the relationship to Sport Wales’ Community Sport Objectives and to the ‘Elements of Engagement’ Framework which Sport Wales has developed?

- **Experience and perception**: What do participants themselves think and feel about the new sport and physical activities that they have been engaged in? Why did they get engaged in the first place? What do they think has made the difference, and will that difference persist?

- **Structural and ‘environmental’ aspects**: How has participation (in terms of levels and quality, and as differentiated by communities of place or interest) been influenced by specific policies or programmes, or by other ‘environmental’ and structural/cultural features such as national success in elite sporting arenas? How capable of influence is sporting participation, and is there a point of diminishing
return on investment intervention? How country specific are the causal connections which do exist?

We will need a combination of quantitative and qualitative methods to draw out insights relating to these questions. Potentially this would be a very resource intensive evaluation theme and so it will need careful research design. We will do an online survey (probably using a tool such as Survey Monkey). But the ‘pure’ quantitative element will be relatively light because we are more likely to add value through systematic but qualitative methods in addressing the above questions.

We may use the concept of ‘pathways’ (including ‘not-so-successful’ pathways) and include in that the ‘Elements of Engagement’ – confidence, motivation, access, etc. - and what ‘changing people’s lives’ really means. We will also consider bringing in the population segmentation work across life stages already undertaken by Sport Wales, who will share the ‘pen portraits’ of typical customers which are currently being drafted. For some projects and participants we will have to consider ‘who is the participant?’, and we are mindful that they might be a child, parent, or carer, rather than a conventional ‘participant’.

We will keep in focus each of the four target areas of gender, poverty, disability and ethnic minority communities identified as having lower participation than the rest of the population. This gap is entrenched and has proved resistant to change initiatives in the past. Each of the four target populations is complex, multi-faceted and very granular, although there are also some cross cutting issues. The evaluation needs to be sensitised to this and avoid any unintended consequence of suggesting solutions when the need is probably for sensitive, sometimes bespoke approaches in order to engage the particular needs and interests of particular potential groups of participants.

In terms of research approach, we will draw on five sources of evidence and analysis, being interviews with Project Leaders/Deliverers, Participants, and Sport Wales Officers, project and Sport Wales documentary material, and academic/grey literature. We may also gather evidence through workshops both in and across projects (possibly clustered) around this theme, in addition to the interviewing and documentary analysis.

**Value for money**

Value for money has not been evaluated systematically across Calls for Action at either the project or the programme level. The limited evidence from the project case studies is that some aspects of some projects are providing very good value for money, but sometimes in unexpected ways, and also that they do not currently seek to measure value for money systematically. This is understandable. Sports Wales and its partners in Calls for Action projects are trying to develop innovative approaches to securing increased participation among four target groups which are known to be difficult to engage with. So the focus has naturally been on effectiveness (i.e. testing what works). Thus far they have given less attention to cost effectiveness (i.e. which approaches will provide the best return on investment in terms of increasing participation and/or creating savings elsewhere).
However, value for money does matter and particularly at a time when budgets are under pressure. Understanding whether the approaches that are being developed by projects represent good value for money is important if Sport Wales and its partners are to use their resources to best effect. It will also be important to making a case for ongoing ‘mainstream’ funding for the existing projects and for developing similar interventions elsewhere, and so goes directly to issues of sustainability.

Value for money goes to the heart of issues about the sustainability of existing projects and the replicability of similar approaches in other contexts. So our aim is to help Sport Wales and its partners in C4A projects to:

- Identify ways in which they can begin to measure the value for money of projects, and
- Benchmarks which they can use to assess whether projects offer good value for money compared to other approaches.

We are interested in fairly straightforward approaches which measure value for money in terms of costs vs. numbers of participants. The main issue here is one of benchmarks. By definition, C4A projects are engaging with ‘hard to reach’ groups. The costs per participant are therefore likely to be higher than most other sports participation programmes. So what is an appropriate cost per participant in this context?

Second, the nature of these projects means that the quality and duration of participation is also important because ultimately C4A seeks to improve lives and wellbeing in a broad sense. Put crudely, how do you assess the relative cost effectiveness of ‘high’ and ‘low’ quality provision.

Thirdly, we are interested in finding ways to quantify (or at least estimate) longer term indirect (or collateral) impacts – for example it has been argued that encouraging and enabling people to become more physically active should result in savings in health spending in future and perhaps improve motivation and other skills which have important benefits for the Welsh economy and society.

To help to develop thinking about how projects can assess value for money we will seek to address some important but difficult questions including:

- What approaches to value for money are currently taken by the projects and by Sport Wales?
- What methodologies can be used to assess the value for money of interventions that seek to engage participants from the four C4A target groups in new sport and physical activities?
- What data are needed to measure value for money and how can they be collected?
- What are appropriate value for money comparators or ‘benchmarks’ for Calls for Action projects and other similar interventions?
- How can the value of quality vs. quantity of engagement with target groups be assessed in value for money terms?
• How might value for money calculations take account of longer term and broader outcomes (including savings generated for other services)?

It will be very important to have clear terminology. Given that most projects are at an early stage in developing their thinking about how to measure the value for money of their activities we will need to look more widely for ideas and approaches (including outside of the UK) that may be useful to them and to Sport Wales. As well as examining how the individual projects interpret value for money we will also seek out approaches from the academic and policy literature and look at how value for money has been addressed in other settings (for example avoided costs in the health sector, and across other dimensions such as poverty). This element of the study will therefore examine:

• Current approaches to assessing value for money adopted by Sport Wales and by its partners in Calls for Action projects.
• Frameworks and methodologies that have been used to assess value for money of policies to encourage participation in sports in other settings (including frameworks such as SportDev, and the relevance of the Social Value legislation).
• Frameworks and methodologies that have been used to assess the value for money of policies in other areas (for example health).
• Potential benchmarks for Calls for Action projects.
• Ways of taking account of collateral cost benefits to economy and community.

The study will be mainly desk based. Our aim is to provide examples of data, instruments and frameworks to help Sport Wales and Calls for Action projects to understand and demonstrate to others whether the approaches developed in Phase 2 of the Programme represent value for money, and in what ways.

Governance and Partnerships

A key theme from our research on Calls for Action so far has been the importance of effective governance and partnership working. Evidence from the projects indicates different approaches to governance and partnership in different projects, and different understanding and experience of governance more generally. There is a variable picture across the eleven projects.

Governance here refers broadly to ‘the way the projects are being led, controlled, and managed.’ In the context of C4A projects, the governance arrangements can be complex and operate at different levels (inter- and intra-organisation) including programme, project and sub-project with two or more partners. Project governance is (or should be) important to Sport Wales because it helps underpin successful and sustainable outcomes, and ensures the effective management of risk. Projects with effective governance are more likely to pursue an outcome focus and ensure there are systems for monitoring and reporting, all of which can give confidence to the investor. At the core of Calls for Action is the equality agenda, and this aspect might also need explicit recognition in the governance of each project to help ensure that it is properly addressed.
In the context of C4A, one important and specific sub-theme of governance is partnership working. Developing an effective project governance framework and understanding how it operates at different levels (both inter- and intra-organisational) is likely to be important in managing successful partnerships on a long term basis. New partnerships are at the heart of Calls for Action, but so too are new kinds of partnership with traditional partners, because both can provide ‘reach’ and impact in connecting with under-represented groups in sport in Wales. Detailed assessment of the character and course of both kinds of ‘new’ partnership is needed, as well as the opportunities to link traditional and new partners in creating greater impact and helping to mainstream in traditional sport bodies the more innovative and experimental activities capable of engaging harder to reach groups.

To achieve this we will need to try to address some important but difficult questions including:

- How is each project governed and how if at all does this relate to their organisational culture and to the skills and capacities that are required to operate effective governance? How do projects identify and manage risk?
- What benefits or drawbacks do different approaches to governance have in terms of project delivery, effectiveness, long term sustainability?
- Are there examples of governance that can demonstrate robust systems of performance management without impeding organisational agility and innovation?
- Are different governance and partnership arrangements needed in order to be effective in relation to different target groups and if so, in what ways and with what benefits and drawbacks?
- How have projects approached partnership arrangements, and what have been their strengths and drawbacks?
- How might different partnership arrangements facilitate more effective tackling of inequality in sport participation going forward?
- Are there relevant comparators or alternative approaches to governance and partnership that can be drawn from other sectors that might provide learning opportunities for Calls for Action?

Our aim is to evaluate the governance and partnership approaches that have been deployed and benchmark them where appropriate against the alternatives. This will help Sport Wales and Calls for Action projects to understand and demonstrate to others the role that governance including partnerships can contribute to success at project level. This theme is focussed on how governance and partnership can enable or ensure that projects work well, and also in helping them to be sustainable.
**Next Steps**

For each of the thematic studies the evaluation team will prepare more detailed research designs based on the outlines above, including clarifying the four or five key questions which the studies will address. These will inform the selection of interviewees and the topic guides for interviews, which will also be informed by material drawn from an academic and ‘grey’ (policy and practice) literature review for each thematic study.

The thematic studies will be implemented between November 2016 and June 2017, and reported to Sport Wales officers in July 2017, with a brief update progress report in March 2017. Prior to implementation there will be a workshop of Sport Wales case officers to explain in more detail how the thematic studies will work in practice, and we will also circulate the projects with further information and an opportunity to comment. Evidence to inform all three themes will be harvested from the projects individually, as well as on a cross-project basis, for example through joint workshops.

Following the report to Sport Wales in July 2017, the provisional findings and conclusions will be challenged and refined, and presented to the projects as well in September 2017 before being finalised and presented to Sport Wales as a further consolidated Interim Report. The evaluation topics and questions for 2017/18 will also then be settled by Sport Wales.

**October 2016**
Annex 1: Specimen Example of a Project Case Study slide deck

BUTE GYMNASTICS CLUB PROJECT

Bute Gymnastics Club Project (in association with Welsh Gymnastics and Diverse Cymru) - SH

- **Project Aims**: To create a sustainable women and girls only gymnastics club in Butetown which is run by the community for the community, with a focus on ethnic minority females.
- **Key project resource/cost**: Total Project cost £178,512 with C4A grant awarded £157,089; grant funds part time Project Coordinator and Community Coach; WG investment funds head coach, research plus other investment of voluntary roles.
- **Project has clear outcomes and activities and in the main remains true to its application. It is hitting its targets and is at full capacity with a waiting list. Community engagement has led to clear ownership. The project had an existing pilot scheme in place. C4A enabled easier and quicker upscaling from after-school club to community gymnastics club.**
- **The impact of the project has been far reaching – both intended and unintended. Clear governance structure in place (lead and project), undertaking own ongoing evaluation and conscious ‘exit strategy’.**
- **There has been a lot of learning from the project which has been integrated as the project developed. Two key highlights:**
  - Importance of understanding the barriers to participation within this focus area and to address them in an open and transparent manner
  - Partnership working is core and required investment of time and appreciation of different organisational cultures, working practices and roles. Note also the role of SW Case Officer as advisory and facilitation.
- **The project’s ‘theory of change’ as reflected in the application continues to have validity, although could consider developing to reflect unexpected learning. Key will be ensuring the independence and sustainability of the club.**

The Bute Gymnastics Project

- **Project lead** – Welsh Gymnastics in partnership with Diverse Cymru
- **Overall objective** – to create a sustainable women and girls only gymnastics club in Butetown which is run by the community for the community
- **Key focus areas** – BME; girls and young women within Butetown area
- **Sensitisation Training for Welsh Gymnastics staff delivered by Diverse Cymru (equality awareness, BME engagement, cultural understanding)**
- **Project had existing pilot scheme in place – Mount Stuart primary school in 2014 (week 1 – 12 girls, week 2 – 24 girls at capacity with waiting list)**
- **Participants** – Mixture of ethnicities/communities e.g., Somali, Sudanese, Yemeni, Lebanese, Jamaican, Asian British, Arab
- **Strictly female only, including siblings and spectators who are encouraged to get involved**
- **C4A enabled easier and quicker upscaling from after-school club to community gymnastics club**
- **Cost – Total Project cost £178,512 with grant awarded £157,089**
- **Grant funds – 0.5 BME community outreach/Project Coordinator (DC); 0.5 Coach (WG); extra coaching ad hoc**
- **‘Fantastic Gymnastics’ – community renamed with logo incorporating orange to reflect diversity of the area and own email @fgc**
## Bute Gymnastics Club
### Project: Logic Model

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>To develop and sustain a women and girls club in Butetown area with the main focus on ethnic minority females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The club run by the community for the community with the support of Welsh Gymnastics</td>
</tr>
<tr>
<td></td>
<td>Learning about how to overcome the barriers to this participation group to be able to replicate the project in other areas</td>
</tr>
<tr>
<td>Outputs</td>
<td>Number of female participants that the project impacts upon</td>
</tr>
<tr>
<td></td>
<td>Number of regular female participants accessing provision</td>
</tr>
<tr>
<td></td>
<td>Number of new activities offered</td>
</tr>
<tr>
<td></td>
<td>Number of activity sessions delivered</td>
</tr>
<tr>
<td></td>
<td>Number of new Coaches and leaders to be trained and deployed</td>
</tr>
<tr>
<td></td>
<td>Number of new volunteers engaged and trained to lead the club</td>
</tr>
</tbody>
</table>
Bute Gymnastics Club
Project: Logic Model

Activities:

Building the partnership: Steering group; School; Parents; Diverse Cymru
Establishing and sustaining Mount Stuart classes; leading onto Pavilion classes
Creating the new club committee of parents/family members
Recruit and train coaches; leaders and club directors
Establish class provision out of term-time to retain participant interest
 Recruitment of the two paid positions for the project
Two way learning and acceptance process – between the sport/NGB and the participants/community
Identify and recruit relevant partners and advisors to enable the sustainability of the club in the long term

Bute Gymnastics Club
Project: Logic Model: Performance Metrics

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Project Indicators</th>
<th>Baseline data</th>
<th>Targets</th>
<th>Source of data</th>
<th>Frequency</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop and sustain a women and girls club in Bute/Town of Cardiff with the main focus on ethnic minority families</td>
<td>The continuation of the club following the refocussing of club and the number of girls from the community accessing provision</td>
<td>0</td>
<td>1</td>
<td>WBG Club registration and monitoring (collected through Welsh Gymnastics database of registered clubs)</td>
<td>Annually</td>
<td>Project Chairman and then on-going through the Club Committee</td>
</tr>
<tr>
<td>The development of the club with the support of Welsh Gymnastics</td>
<td>Community ownership of the club with all decision and delivery made by the club</td>
<td>No current club volunteers and all initial decisions delivered by Welsh Gymnastics</td>
<td>Self-sustainable club ran by the community with support from WGS</td>
<td>Project reports (collected through Welsh Gymnastics Registered Club records)</td>
<td>Annually</td>
<td>Project coordinator followed by club committee with support from the Welsh Gymnastics Community and Club Development Officer</td>
</tr>
<tr>
<td>Learning about how to overcome the barriers so this participation group is able to replicate the project in other areas.</td>
<td>Diversity and make-up of ethnicity of participants in the club, and utilization of this information to use in establishing other clubs</td>
<td>Ethnic makeup of the Bute/Town community</td>
<td>To engage with and share best practice</td>
<td>Feedback from parents/Gymnasts and community</td>
<td>Monthly</td>
<td>Project Chairman Club Committee Welsh Gymnastics Research Officer</td>
</tr>
</tbody>
</table>
### Bute Gymnastics Club

**Project: Logic Model: Performance Metrics 2**

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Project Indicators</th>
<th>Baseline data</th>
<th>Targets</th>
<th>Source of data</th>
<th>Frequency</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of female participants that the project impacts upon</td>
<td>Increase in BME females experiencing gymnastics</td>
<td>24</td>
<td>500</td>
<td>Project records (collected through Club and session registers and project data)</td>
<td>6 monthly (formally)</td>
<td>Welsh Gymnastics—project and staff services</td>
</tr>
<tr>
<td>Number of regular female participants accessing provision</td>
<td>Increase in regular participation in BME females</td>
<td>24</td>
<td>324</td>
<td>Club membership data (collected through Club registers and WG membership database)</td>
<td>Monthly</td>
<td>Club committee—WG community liaison</td>
</tr>
<tr>
<td>Number of new activities offered</td>
<td>Number of gymnastics opportunities available to the community</td>
<td>1</td>
<td>3</td>
<td>Club and project records (collected through project reports)</td>
<td>6 monthly</td>
<td>Club coaches</td>
</tr>
<tr>
<td>Number of activity sessions delivered</td>
<td>Number of sessions delivered in the club and the numbers participating</td>
<td>1</td>
<td>13</td>
<td>Project Records (collected through Club registers, coach records)</td>
<td>Quarterly</td>
<td>Club Committee and coaching staff</td>
</tr>
<tr>
<td>Number of new coaches and leaders to be trained and deployed</td>
<td>Members of the community identified and trained to run and support gymnastics sessions</td>
<td>0</td>
<td>119</td>
<td>Project records (collected through WG coaches database—Training records)</td>
<td>Quarterly</td>
<td>WG Welfare—development officer</td>
</tr>
<tr>
<td>Number of new volunteers engaged and trained to lead the club</td>
<td>Members from the community identified and trained to run the club</td>
<td>0</td>
<td>15</td>
<td>Project Records (collected through Training records and attendance at committee meetings)</td>
<td>Quarterly</td>
<td>Project Coordinator</td>
</tr>
</tbody>
</table>

### Bute Gymnastics Club

**Theory of Change Narrative**

- The intended ultimate outcome is to create a sustainable women and girls only gymnastics club that targets ethnic minority females from Bute town.

- The key activities seek to build a new, trusted partnership with Diverse Cymru, Mount Stuart School and parents to engage new participants and recruit/train new coaches and leaders.

- The intermediate outcomes and outputs are increased sustainable physical literacy specifically amongst young girls within BME communities achieved as a result of identifying and then overcoming the barriers to participation. One key outcome is the development of a ‘safe and acceptable’ environment that the girls (and parents) are eager to attend to be coached gymnastics. In turn, the girls have increased confidence and motivation which has wider impacts on issues such as health and more far reaching impacts such as reducing isolation within the BME community.

- Another intermediate outcome is the successful partnership and collaborative working built on developing an appreciation of different organisational cultures and ways of working and the establishment of a management committee for the club with positions filled by members of the community.

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Bute Gymnastics Club
Sport Wales Assessment

- Good application, strong focus on C4A themes
- Reputation for sustainable delivery against outcomes
- Traditional governing body/sports development model – taster sessions, accessible, extend...
- Positive experience of partners
- Project generally self contained and independent
- Requested SW Officer involvement—picked up project as it started (not at assessment stage)
- SW Officer member of project steering group – in supportive capacity
- Overall believe partners will do this well, invest time to develop workforce etc.
- Need to build capacity and sustainability
- Demanding timescale and important focus area
- Learning in different ways of working and expectations – all involved
- Targets on track, timing of ‘PK’ launch slight delay although club set up and affiliated in as planned
- Ultimate measure will be ensuring governance in place to be independent and sustainable – all signs are that this will happen

Bute Gymnastics Club
Evaluation Project Assessment

- **Strengths**
  - At maximum capacity and consistently well attended
  - Strong consultation with community to understand needs
  - Trust built - key factor
  - Perceived as safe environment including clothing rules
  - Dimensions of impact far reaching
  - Project internal evaluation – positive feedback
  - Attracted much media attention
  - Many anecdotes
  - Passion, knowledge and connections
  - Value of community outreach knowledge and connections
  - Broken down conventional barriers/addressed
  - Upskilling workforce to run the club
  - Open approach
  - Building ‘inter-community’ support and networks
  - ‘Touches’ all who experience the project/making a difference
  - Strong partnership relationships built/complementary skills
  - Keenness of community to become involved (now)
  - Transition to Pavilion huge but managed

- **Areas for strengthening**
  - The role of one officer in particular is a critical single component for success
  - There was not 100% take up across all the originally targeted schools. The disappointment was however offset by the unintended benefit that this aided capacity management
Bute Gymnastics Club Evaluation Project Assessment

- Impacts on various dimensions

Participants:

- Social
  - Confidence
  - Self-esteem
  - Self-control
  - Enjoyment
  - Positive social change
  - Increased communication
  - Increased self-confidence
  - Increased sense of achievement
  - Increased self-esteem
  - Increased team work

Mums, Aunts & Sisters:

- Social
  - Increased socialisation
  - Increased bonding
  - Increased communication
  - Increased confidence
  - Increased support

Skills

- Trust
  - Increased trust in each other
  - Increased trust in the environment

Bute Gymnastics Club Evaluation Project Assessment

- Impacts on various dimensions

Project Lead Organisation

- Mind Gymnastics
  - Confidence
  - Self-esteem
  - Enjoyment
  - Positive social change
  - Increased communication
  - Increased self-confidence
  - Increased sense of achievement
  - Increased self-esteem
  - Increased team work

Project/Club

- Increased socialisation
- Increased bonding
- Increased communication
- Increased confidence
- Increased support
Bute Gymnastics Club Evaluation Project Assessment

- Impacts on various dimensions
  - Sport Wales
  - Stakeholders

Bute Gymnastics Club Evaluation Project Assessment

- Counterfactual
  - Pilot was already up and running
  - C4A enabled focus and quicker scalability

- Governance
  - Lead organization formal reports to W/G Board & annual report; Diverse Gymn no structured support
  - Project Steering Group with terms of reference, agenda for meetings etc. – primary aim to establish Management Committee, thereafter act in advisory role until end of 3 years. Membership W/G, project coordinator, SW plus reps of parents, DC, Communities First, Business partners, schools
  - Management Committee comprising volunteers from community – Chair, Secretary and Treasurer appointed plus 2x fundraisers, policies to be developed, meet monthly – Recruitment evening held.........role models
  - Ambition of Management Committee – open more clubs, gain more qualifications etc.
  - Training in club management, safeguarding and protecting children, etc. – provided for committee and any parents who wish – approach to suit needs e.g. timing, female tutor
  - WhatsApp group set up by community for ongoing communications
  - Bringing in strengths and skills of community
  - Clear rules of club set out – expectations
Bute Gymnastics Club
Evaluation Project Assessment

- **Sustainability and Scalability**
  - Coaches trained from community...coach trains trainee
  - Governance roles trained from within community, query knowledge transfer as ctoee members change
  - Small charge for participation/self fundraising activities
  - Seeking grant opportunities and receiving training on this and grant application
  - Explicit sustainability thread, scalability may take time to create right conditions/environment
  - Financially sustainable by end of year 2
  - Clear exit strategy for Welsh Gymnastics

- **VFM**
  - Not in pure financial terms
  - 'High price....but priceless'
  - Will be longer term once sustainable
  - WG large investment – manageable as had capacity at the right time

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Bute Gymnastics Club
Evaluation Project Assessment

- **Learning content and process**
  - Seek support and advice of key partners (experts)
  - Investment of time to building trusting environment is key
  - Importance of appropriate training and awareness of issues
  - Identify and acknowledge barriers......then find a way to overcome
  - Engagement and appropriate communication with community vital - concerns addressed upfront
  - Importance of initial buy in by partners....and those along the way
  - Need links of who to go to – right person at right time may not always work – can Sport Wales facilitate this?
  - Recognise the organisational/ways of working/skills set differences of partners – organisational and 1:1 relationships
  - Approach of club replicated in other parts of school – girls attending other clubs
  - Broken down perceptions of gymnastics - 'leotards and sport for the wealthy'
  - Location is important – within multi cultural community
  - Projects may have benefited from networking/cross learning early in process
  - Sport Wales share learning internally
  - Learning curve for committee members – not undertaken previously
Bute Gymnastics Club
Theory of Change Revisited

- Original ToC as reflected within the application is being delivered in the main
- The core elements remain relevant and core to the projects successful implementation
- However, it could be elaborated further to:
  - Incorporate some of the unexpected learning and links between impacts
  - Include more explicitly the important role model/ambassador outcome
  - Consider the wider involvement/participation of women
  - Include steps to replicate for other groups and in other areas

Bute Gymnastics Club
Evidence Base

- Application and assessment materials
- Project documentation including marketing materials, evaluation report, forms and records
- SW documentation including monitoring materials
- Narrative accounts of activities
- Interviews and discussion with Project Manager, Diverse Cymru lead, Lead Coach (and other coaches), Primary school PE teacher, selection of mums and participants, SW Case Officer, SW appointed 'trainer', Chair of Steering Group, representatives of Management Committee
- 2 x visits to Welsh Gymnastics HQ
- Visit to pilot at Mount Stuart primary school to observe the class
- Visit to pavilion to observe steering group training and 3xclasses
Annex 2: Notes of the C4A Learning Event held 14th September 2016

**EVALUATION OF ‘CALLS FOR ACTION’**

**TACKLING INEQUALITIES**

**LEARNING AND NETWORKING SEMINAR**

**14 SEPTEMBER 2016**

**SOPHIA & BUTE SUITE, SPORT WALES NATIONAL CENTRE, CARDIFF**

**ATTENDEES:**

<table>
<thead>
<tr>
<th>First Name</th>
<th>Surname</th>
<th>Organisation/Representing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rajma</td>
<td>Begum</td>
<td>WCVA</td>
</tr>
<tr>
<td>Clare</td>
<td>Parsons</td>
<td>Brecon Beacons National Park</td>
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<tr>
<td>Billy</td>
<td>Morgan</td>
<td>Brecon Beacons National Park</td>
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<td>Lewis</td>
<td>Cole</td>
<td>Time to Change Wales</td>
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<td>Ryan</td>
<td>Jones</td>
<td>Mind Cymru – Time to Change Wales</td>
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<td>Matt</td>
<td>Pritchard</td>
<td>StreetGames</td>
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<tr>
<td>Louise</td>
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<td>Rhian</td>
<td>Gibson</td>
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<td>Carys</td>
<td>Kizito</td>
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<td>Emma</td>
<td>White</td>
<td>Welsh Cycling</td>
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<td>Georgina</td>
<td>Harper</td>
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<td>Simon</td>
<td>Durbin</td>
<td>Girlguiding Cymru</td>
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<td>Fiona</td>
<td>Reid</td>
<td>Disability Sport Wales via video conference</td>
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<td>Peter</td>
<td>Hybart</td>
<td>Cricket Wales</td>
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<tr>
<td>Ali</td>
<td>Abdi</td>
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<tr>
<td>Hannaa</td>
<td>Zaman</td>
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<tr>
<td>Sophie</td>
<td>Moore</td>
<td>Bridgend CBC</td>
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<tr>
<td>Kiel</td>
<td>Gibson</td>
<td>Bridgend CBC</td>
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<tr>
<td>Sue</td>
<td>Norey</td>
<td>Aneurin Bevan Gwent Public Health Team</td>
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<tr>
<td>Sarah</td>
<td>Evans</td>
<td>Aneurin Bevan Gwent Public Health Team</td>
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<td>Rebecca</td>
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<td>Blackburn</td>
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<td>Kate</td>
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<td>Sue</td>
<td>Maughan</td>
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<tr>
<td>Natalie</td>
<td>Davies</td>
<td>Sport Wales / U Do It Dance</td>
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<tr>
<td>Clive</td>
<td>Grace</td>
<td>UKRCS</td>
</tr>
<tr>
<td>Sandra</td>
<td>Harris</td>
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<tr>
<td>Steve</td>
<td>Martin</td>
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</tr>
<tr>
<td>Nicola</td>
<td>Bolton</td>
<td>UKRCS</td>
</tr>
<tr>
<td>Ruby</td>
<td>Dixon</td>
<td>UKRCS</td>
</tr>
</tbody>
</table>
CONTEXT AND OVERVIEW

CY welcomed all in attendance and introduced the session, outlining its purpose in providing an opportunity for all C4A Phase 2 projects to network, share the aims of each project and consider joint learning opportunities with the focus on tackling inequalities. He introduced CG who was the RCS Project Director of the C4A Evaluation.

CG proceeded to outline the structure of the session and undertook to circulate the presentation slides to all present, following the session.

C4A EVALUATION TO DATE

CG introduced the RCS team and provided an overview of the C4A Evaluation being undertaken on behalf of Sport Wales which was divided into 3 elements, namely Phase 1 Impact; Phase 2 Process and Phase 2 Impact. After reminding those present of the aims of the overall C4A programme, he outlined the key recommendations following the Phase 2 process review and suggested areas of learning. CG went on to cover the 11 Phase 2 projects, outlined the case study approach taken by RCS and highlighted key aspects of learning from each, that had been identified through the Phase 2 Impact evaluation.

LEARNING/IDEAS MARKETPLACE

The learning/ideas marketplace then took place where each project/lead organisation presented to a ‘visiting’ organisation the key activities, outcomes and barriers relating to their respective C4A project. This took place at 8 minute intervals to allow a full rotation of all projects and thus maximise learning

Of the 11 Phase 2 Projects, Trivallis (formerly known as RCT Homes) and Street Football were unable to attend.

PARTICIPANT FEEDBACK ON LEARNING/IDEAS WORKPLACE: All participants were asked to make a note of something that they had learned during the learning/ideas market place and to place them on a ‘graffiti wall’. Set out below are the results of both the graffiti wall and the verbal feedback that picked up key aspects of what about C4A had challenged organisations to deliver to new audiences:

- Good to connect back to projects who identify barriers and how to overcome them – all can then take back to respective projects
- Extent to which underestimated the barriers at first – steps and mindsets involved
- Belonging to a group is the driver, sport comes after – social & belonging can become primary reason for engaging – physical activity is by-product
- Not using sport in messaging – packaging has an image
- Target people at the right time, understanding/celebrate that there will be lots of ways of delivery, diversity of delivery is good – same goal, menu of delivery mechanisms
- Hooked on something…. connection in a safe place is key
- We have created ‘Safe spaces’, building trust is key
- Demonstrating the social value to other agencies
- Reduction of isolation and impact on mental health biggest impact
- Some projects changed course, divergence not always an issue, need to layer and provide direction particularly if innovative project or new ‘audience’
- Consider difference pathways, not necessarily sport e.g. volunteering
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respected Partner</td>
<td>Overview of all projects</td>
</tr>
<tr>
<td>Power of the people</td>
<td>The huge impact the sessions have had in engaging the ‘hard to reach’ communities</td>
</tr>
<tr>
<td>Similar challenges; passionate partners; the need to connect more; training opportunities for our network and volunteers</td>
<td>Important of doing the hard work of engaging young girls and working with NGBs - partnerships not duplication</td>
</tr>
<tr>
<td>TRUST</td>
<td>Making Sport fun and user led; communication</td>
</tr>
<tr>
<td>Use of community insiders</td>
<td>Balls of energy</td>
</tr>
<tr>
<td>Marketing to the target audience</td>
<td>Belonging - being part of a group</td>
</tr>
<tr>
<td>Everyone facing similar barriers</td>
<td>Mainstream mental health awareness into sport</td>
</tr>
<tr>
<td>Belief, passion and drive for the cause</td>
<td>Listening to the target audience</td>
</tr>
<tr>
<td>‘Energy balls’ in communities are the key to success in communities and sustainability</td>
<td>Community champions; gatekeepers to work with</td>
</tr>
<tr>
<td></td>
<td>Commonality of issues among many projects</td>
</tr>
<tr>
<td></td>
<td>Partnership working to reach the target audience</td>
</tr>
<tr>
<td></td>
<td>Sport would like to work with us more - culture/lifestyle of young people</td>
</tr>
<tr>
<td></td>
<td>Brilliiant work that isnt shouted about. People need to hear about the impact from these projects (not just in events like today)</td>
</tr>
<tr>
<td></td>
<td>Community champions; gatekeepers to work with</td>
</tr>
<tr>
<td></td>
<td>Common issues/barriers affirmation</td>
</tr>
<tr>
<td></td>
<td>Breaking down barriers on how sports are perceived</td>
</tr>
<tr>
<td></td>
<td>Listening and learning from community</td>
</tr>
<tr>
<td></td>
<td>Trust intermediaries and settings eg community halls are important</td>
</tr>
<tr>
<td></td>
<td>Diversity of projects but synergy; working towards same objective; partnership working</td>
</tr>
<tr>
<td></td>
<td>Trust intermediaries and settings eg community halls are important</td>
</tr>
</tbody>
</table>
Biggest challenges ahead:

- WC – getting 15-18 year old girls on bikes
- Sustainability of local groups – establish governance to support success
- Grow projects ‘v’s investing in stronger projects to sustain
- Recognition of Mental health awareness within coaching curriculum
- Coaching curriculum – challenges of coaching in different ways to suit target groups

EVALUATION OF C4A: KEY EVALUATION THEMES 2016/17 & OVERALL EVALUATION APPROACH 2016-18

SM introduced the session that outlined the approach to the C4A Evaluation for 2016/17 within the wider context of the 2015-2018 timeline. Overall the approach was:

- **2017-2018: Further Thematic Studies/Case Study Conclusions** (to be decided summer 2017): Report to Sport Wales officers July 2018, Final Report to Sport Wales November 2018

Looking specifically at the thematic evaluations to be undertaken during 2016/17, they would look at:

- Participation
- Governance including partnerships
- Value for Money

SM outlined the essence of each thematic and sought feedback from the projects. There was a general consensus that these were the correct issues to focus on and the timeframes were outlined as:

- Research design – Sept to Nov 2016
- Contact Projects to advise of approach – late Autumn 2016
- Data Gathering – Nov/Dev to May 2017

OVERALL FEEDBACK

In terms of overall feedback of the event the following key points were made:

- Projects were pleased to see and broad approach being taken and not just a focus on numbers
- Consider learning from elsewhere e.g. MIND
- Advice sought on how to measure value for money of ‘happiness’ and other evidence rather than anecdotes
Discussion ensued on the remit of the evaluation in offering frameworks and learning from elsewhere (and how to use them) as opposed to developing specifics for projects. It was suggested that Sport Wales needed to be flexible, dynamic and agile in its approach to meet the project’s needs. TO noted that the C4A Programme was delivering outcomes and that Sport Wales would need to consider the wider approach on where to invest in sport and physical activity moving forward.

The summary of the formal feedback is contained below.

Tackling Inequalities Learning Event – 14th September 2016

What did you think about the programme today? Please rate, where 1 is a low rating and 5 is high

Sixteen forms were completed – the average scores are highlighted green

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Communication about the event from Sport Wales</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentations from UKRCS</td>
<td></td>
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<td></td>
<td></td>
<td>G</td>
</tr>
<tr>
<td>The Marketplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>G</td>
</tr>
<tr>
<td>Opportunities for networking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>G</td>
</tr>
</tbody>
</table>

What do you think worked well?

1. Layout – plenty of networking opportunities. Chance to tell others work you are doing
2. Pulling everything together to understand that you are part of something much bigger. Listening and sharing experiences
3. We loved the marketplace and the opportunity to find out about the other projects and meet other people working towards our vision of ‘more people, more active, more often’!!
4. The marketplace was really useful, learning about great projects that need to be shouted about more to a wider audience. All working towards same goals but through different activities and interventions
5. Networking. Learning from other projects
7. The marketplace – presenting our project to other projects and generally sharing key lessons learnt and best practice
8. The marketplace and applying key learning across projects
10. Marketplace – great idea because it had just one speaker at a time, rather than both speaking at once and listening – not busy thinking about what to say next! Great to share experiences with other projects
11. The marketplace and sharing knowledge and learning. Identifying common success criteria, and new ideas. Developing project links
12. Sharing project learning, identifying common challenge and what has had a positive impact on the project. The networking. The opportunity to ask questions
13. The marketplace was an excellent way to network and learn more about the other projects
14. Opportunity to share and affirm commonalities
15. Opportunity to hear about all projects. Identify common themes across projects
16. The marketplace. The info on the evaluation. Opportunity to feedback to evaluators. The presentations/project intro from each project in the market place
What could we have done better?

1. Less sitting down the better – so maybe shorter presentations
2. Not enough time (market place)
3. The invite for the event went to the named project lead but not the project manager. Perhaps it should go to a few people next time?
4. Bigger space for market place, slightly longer conversations
5. The people at tables to have opportunity to talk to other projects
6. More time with UKRCS presentations. More network opportunities. Initial, interim and end network meetings
7. Longer than 8 mins but reciprocal discussion + learning so that both team members learn from each project together
8. More time for the marketplace: 8 mins allowed time to understand project but not gain key learning
9. Larger room for market place
10. Organisation of the marketplace – more structure about where to go next
11. The presentation were at times a bit too ‘wordy’ on slides. Good information, but could have been made more digestible to project coordinators
12. PowerPoints were too busy, too much information to absorb key points.
13. Marketplace was a bit intense, could have been a bigger room, longer time
14. A bit more time for marketplace. Opportunity for all partners to hear from projects instead of one officer at table and one moving around
15. The room was a bit small for so many conversations in close proximity – maybe a larger room

Do you have any suggestions for future learning events?

1. Time to meet and make links
   Looking at organisations outside of sport even more
   Great vibe and energy in the room
2. Recognising common themes and creating opportunities to share experiences and answers
3. Hold it outside of Cardiff. If in Cardiff a later start time (the traffic is mental!)
4. Follow up by showcasing the key stories on social media etc.
5. A break in between
6. As above (6.)
7. Presentation via video or PowerPoint overview by each project on how things are going – it was well presented by evaluators but much more organic if from project leads
8. As much participation and shared learning as possible in the time available
9. More please
10. More often? More opportunity to talk with other C4A project
11. Regular meetings. Project links and shared learning. Set up online forum?
12. Continuing to share the learning
13. List of emails for key people in each project
14. VFM framework

   Thank you for taking the time to give your feedback.

The session drew to a close and was followed by lunch and further networking.

Last updated 20/09/16 (SH)
Annex 3: The ‘Long List’ and explication of possible Thematic Study Topics

Possible Thematic Evaluations for 2016-2017

- **Participants**: A key issue. What do participants themselves think and feel? What do typical participant “journeys” into sport tell us? What lies behind and beneath the numbers reported by the Projects?

- **Counterfactuals**: Whether C4A participants, partners and activities would have taken place in any event, and to what extent and how.

- **Partnerships**: This theme would combine detailed assessment of the character and course of ‘new’ partnerships, and the opportunities to link traditional and new partners.

- **Governance**: Governance is fundamental to successful complex projects. How can it best help reduce risk and provide confidence? Public investment needs to be accounted for, projects need strong governance as these can underpin tangible impacts, and SW should have confidence.

- **Sport Wales Officers**: Sport Wales’ officers are the intermediaries, and have a sensitive role. They need to be even-handed and to assist, but also ‘regulate’. The complexity and importance of this role should be explored.

- **Ways of Working**: There is a risk of treating gender, poverty, disability and ethnic minority communities as homogenous when each is complex and multi-faceted. Another is to miss cross cutting issues. Another is the link between governance and sustainability as between the particular needs of the four target groups.

Possible Thematic Evaluations for 2016-2017

- **Value for Money**: Projects rarely measure VFM. What methodologies can assess value for money? What data are needed to measure it? What ‘benchmarks’ should C4A type interventions be compared against? Can VFM calculations take account of longer term outcomes (including savings for other services)?

- **Ongoing Learning**: Most learning so far has been informal and internal to projects. How does the evidence base to support learning from C4A need to be strengthened? Can the existing learning mechanisms be improved? How well are projects and Sport Wales capturing and sharing what they are learning? How can future initiatives build in an expectation to promote and pass on learning?

- **Sport Wales as a Project/Case Study**: Calls for Action is both an expression of changes that have already begun to take place in the organisation, and also a potential stimulus to further positive change, but in what ways exactly? Should the C4A approach become mainstream to Sport Wales, and does it have the skill sets and culture to do that? How does Sport Wales balance the C4A approach with ‘excellence’? How can Sport Wales persuade partners and other funders of the value of the C4A approach?

- **The 10th Theme?**