



# Framework for Evaluating a Participation Legacy



*Laura Hills  
Brunel University  
March 2013*

## Forward

This framework provides a resource for evaluating a participation legacy for young people from disadvantaged backgrounds. The StreetGames Legacy projects were designed to provide young people with inspiring sporting opportunities using the doorstep approach, before, during and after London 2012. This framework is based on the findings from this initiative as well as other relevant resources.



The framework is designed for programme coordinators, managers, and practitioners working in deprived communities. It sets out considerations for planning and conducting evaluations with the goal of helping to incorporate mega-events into programme planning, delivery, and evaluation.

One of the tenets of this guide is the understanding that mega-events themselves do not automatically lead to increased sports participation. Young people may enjoy watching sporting spectacles, feel inspired by performances, and experience social connectedness during the event; however, these experiences will not necessarily lead to behaviour change unless support structures are put in place that link the 'feel good' factor of Olympic and Paralympic sport with desirable local opportunities. The Legacy projects that form the basis for this framework focused on increasing opportunities for sports participation while drawing on some of the enthusiasm, publicity, and spirit generated by the games.

This framework addresses the following components of building a participation legacy:

- Mega-events and participation
- Planning
- Developing aims, objectives, and outcome indicators
- Approaches to and methods of evaluation
- An evaluation checklist

## Contents

Forward .....	1
Contents .....	2
What is a Participation Legacy?.....	3
Mega sports events and participation.....	3
Why Evaluate?.....	4
Planning the Evaluation.....	5
Programme Aims.....	5
Objectives.....	6
Population .....	7
Approaches to Evaluation .....	9
Methods of Evaluation .....	10
Evaluation Checklist.....	12
Notes for Evaluation Checklist .....	13
Conclusion .....	18
References.....	19
Resources on Evaluation .....	19

## What is a Participation Legacy?

The London2012 legacy action plan included the promise “Make the UK a world-leading sporting nation”. Community sport broadly and StreetGames specifically were designated as crucial to fulfilling legacy ambitions of inspiring young people through sport and getting people more active.

The participation legacy, therefore, focused on enhancing and increasing opportunities for engaging in quality sport from grassroots to elite levels. Increasing participation has been shown to be challenging and there was little increase in participation figures in England in the two decades prior to London 2012. The British government was aware from the beginning that a participation legacy would not occur without specific, focused efforts.

*“There is nothing inevitable or God-given about the legacy of the 2012 Games”.*

*(Tessa Jowell, former Culture, Media and Sport Secretary and Olympic*

Increases in participation require substantial resource and planning as well as an ability to tackle the complex combination of factors that shape individual decisions to initiate and sustain participation in sport.

### Mega sports events and participation

Mega-events do not automatically influence mass participation; however, the publicity, excitement, attention to sport, festival-like qualities, and inspiration that they can generate have been used to develop and enhance sports delivery (Weed, Coren,& Fiore, 2009). Conceptually, the links between mega sports events and participation include:

- Mega sports events may inspire already active participants to increase participation or to try new activities. This trickle-down approach does not work for everyone and needs to be supported through community initiatives.
- The festival-like atmosphere of mega sports events may encourage active and less active members of the population to get involved in local activities linked to this festive spirit.
- The appearance of new sports on the sporting landscape may create an interest in trying these activities.
- Mega sports events may help to foster a sense of community and social connectedness that facilitate individuals’ willingness to get involved in local sport as a participant, volunteer, or coach.

### Examples of linking to mega-event activities

- Joining with national initiatives
- Joining with local partners such as schools, colleges, charities, and local authorities to host events
- Link provision to festival activities giving a young people a chance to try the sport and meet people (local, club, university, elite) who play it regularly
- Mega-sports related tournament
- Sports-related activities such as ‘back to netball’
- Develop taster programmes that include a series of free sessions in local indoor/outdoor venues that are free with no advance booking
- Taster sessions of mega-sport events to existing groups
- Fitness activities linked to broader values of activity associated with the mega-event
- Combinations of local and regional activities to increase interactions between communities

- The creation of new local facilities may increase opportunities for access to attractive, dedicated sporting spaces.
- Information and knowledge about sporting opportunities may be increased.

Most importantly, the use of mega sport events needs to be part of more comprehensive community-based initiatives (Girginov & Hills, 2008). Most programmes are delivered by drawing on the enthusiasm a mega-event can generate to offer new opportunities for participation, to attract new people, and to enhance current provision. For example, Smith and Fox (2007) discuss the value of event-themed rather than event-led activities which are embedded in community values and local partnerships rather than focusing on sports fans and supporters.

## Why Evaluate?

Evaluation of community youth sport typically focuses on how particular programmes work. This provides a basis for understanding what elements lead to desired changes and what aspects of a programme might need to be improved. Evaluation can be done quite quickly to understand and address specific problems or over a longer period to assess whether a programme is leading to change.

Evaluations of community sport may also be done to help demonstrate how a programme is positively impacting young people's lives as a basis to support funding or marketing efforts. Impact-based evaluation is designed to show change related to a particular intervention which can again be used to demonstrate the effectiveness of a programme and to illustrate what is working and why, as well as what might need to be improved.

*'The purpose of an evaluation is to assess the effects and effectiveness of something, typically some innovation or intervention, policy, practice or service'*  
(Robson, 1993: 170)

### **Evaluation helps to...**

- Improve programmes
- Gain understanding of participant's views of programmes
- Involve participants in service design
- Demonstrate whether an activity is helpful
- Examine particular features of a programme such as coaching, volunteer experience, benefits
- Provide process based information that allows for refining practices during a project
- Demonstrate impact for funders and stakeholders
- Provide information for quality assurance

## Planning the Evaluation

The evaluation strategy should be incorporated into the planning of the programme or intervention. This includes consideration of what your programme is designed to do, what factors will illustrate whether it has been effective, or what factors will help you understand 'what is working'? Most importantly, the evaluation should reflect the aims and objectives of the programme.

## Programme Aims

Aims are broad statements about the overall goals of the programme. They are typically developed in relation to particular community needs and are usually initiated during a period of planning and consultation where resources, facilities, and target population are considered. Sports programmes often incorporate a combination of sport and non-sport related aims that shape the planning, delivery, and evaluation. Aligning evaluation with aims and objectives will help to clarify what will indicate success.

Sport-related aims are often related to participation and progression. Common sport-related aims for community-based programmes for young people would be to:

- Increase physical activity levels of young people from socially disadvantaged backgrounds
- Introduce new sporting opportunities for young people
- Increase opportunities for progression
- Increase numbers of peer mentors, volunteers, and coaches
- Encourage more individuals to attain qualifications
- Develop programmes to attract greater numbers of inactive young people

Non-sporting aims may be incorporated as part of sports initiatives formally or informally. Non-sporting aims that have often been linked to StreetGames and other community-based programmes for young people include:

- Improve health
- Improve pro-social skills such as helping behaviours
- Increase social affiliation through social capital, cohesion or citizenship
- Develop career-related skills such as time management, leadership,
- Reduce anti-social behaviour
- Address inequalities in opportunities
- Improve psychological factors such as confidence and self-esteem
- Increase sports citizenship or sporting capital

*'The setting of aims and objectives and related, measurable, performance targets is central to the allocation of resources, the process of programme design and management and the monitoring and evaluation of performance.'*

*(Coalter, 2008:13)*

## Objectives

Objectives are more specific than aims and provide a template for how aims will be achieved. Clear objectives will help programme coordinators assess progress towards aims, provide a blueprint for reaching aims, and highlight areas that may need more work.

Sports programmes typically incorporate objectives that support increased physical activity provision such as initiating programmes or activities designed to initiate and sustain participation as well as addressing the causes of inactivity within communities. Objectives can also be related to factors that pre-dispose individuals to be active such as increasing activity-related skills and knowledge or enhancing self-confidence about participation.

### **SMART Objectives**

Useful objectives are typically SMART objectives.

**Specific:** Clear outline of a specific action or activity that will help to achieve the aim.

**Measurable:** It should be evident whether an objective has been accomplished or not. This will help to assess progress and to establish the effectiveness of the objective.

**Attainable:** Objectives need to be realistic and doable. Workers need to understand how to implement the objective.

**Relevant:** The objective needs to match up to the aim. It may also be necessary to link an objective to an aspect of the mega-event if that is deemed important for the programme.

**Timely:** The objective needs to be implemented in a timely manner that will enable aims to be met. (adapted from Coalter, 2008)

## Outcome Indicators

The evaluation of activities associated with mega-events should be incorporated into the overall aims and objectives of programmes. Outcome indicators represent measurable targets that demonstrate whether you are achieving your aims and objectives.

Outcome indicators related to measuring increases in activity levels often focus on factors such as: frequency, time, intensity, and type. (Cavill, Roberts, & Rutter, 2012: 9). Frequency refers to how often someone takes part, time includes the amount of time spent engaging in activities, intensity focuses on the level of exertion, and type refers to the activity.

Outcome indicators can also support activities designed to market and recruit. For example, creating opportunities to allow your target group to learn about or try your programme. Indicators can also relate to factors that may be improved through participation such as individual attitudes, knowledge, or approach to sport or indicators of enhanced social skills.

## **Population**

In addition to aims and objectives, population plays a key role in planning programmes and evaluation. StreetGames programmes focus on young people from socially disadvantaged backgrounds and activities are designed using the 'doorstep sport' approach. Socially disadvantaged young people constitute a diverse group and programmes can be further tailored to meet their different needs and interests.

### ***Interest and experience in sport***

- Young people who are active already or who have positive associations with sport will be more motivated to participate, will potentially have more interest in and identification with mega sports events.
- Young people who have had negative experiences of sports, who have limited knowledge of sport, who may not have an interest in sporting events, and who are less active will be more effectively recruited through programmes that they perceive as fun, and designed with their interests in mind. They may initially have less affiliation with mega sporting events.

### ***Gender***

- Young women have been identified as a group with lower participation rates than their male peers. Often community sports programmes are more successful at attracting males and different approaches may be required to recruit young women. Particularly young women who feel that they are not sporty and who are less experienced.
- Young women may be less likely to identify as sports fans and to spend time spectating sport or engaging in consumption based activities such as reading or conversing about sport. Mega-sports events are often perceived as different from typical sporting events and it may be possible to generate and build on their broader appeal.
- Sporty young women may be happy to join in mixed gender activities and may be motivated by the same marketing styles as boys. However, many young women prefer female-only sports activities. This may be due to religious reasons, but it may also relate to previous negative mixed sport experiences. Developing new programmes designed to recruit less active girls and women may need to be delivered as girls' only spaces, at least initially.
- Sporty young men may be highly motivated by mega-events. They may, however, need more encouragement to try less traditional sports.
- Non-sporty young men may enjoy opportunities to try new sporting activities rather than traditional sports where they may have experienced less success.

### ***Social Disadvantage***

- Streetgames' doorstep sport approach has a proven track record of meeting the needs of young people from disadvantaged backgrounds. It brings sports to communities 'where



## Approaches to Evaluation

Evaluation can occur before, during and after your programme begins. This means that evaluation should be part of the planning of your programme in order to allow time for pre-test or baseline measures. In addition, planning your evaluation early helps to ensure that the design of the evaluation fits the aims and objectives of your programme.

### Impact Evaluation

- Typically employs a pre/post design
- Most commonly used to demonstrate the effectiveness of an intervention designed to change behaviours, attitudes, knowledge, or skill

### Process or Formative Evaluation

- Provides insight into 'what is happening?'
- Helps to explain and contextualise outcome and impact findings
- Provides opportunities to modify programmes

### Outcome Evaluation

- Focuses on understanding the effects of the programme
- Useful when establishing a baseline or conducting a pre-test is not feasible or desirable

**Impact evaluation** investigates specific changes that result from a programme or intervention. In an impact evaluation participants are assessed prior to and at the end of the programme. Impact evaluations are challenging as it is often difficult to ascertain causal relationships, i.e. be certain that any changes are due to the programme; however, they can be important for demonstrating the value of a programme.

**Process evaluation** is useful for understanding whether a programme is working, what elements are working well, and what might need to be changed.

**Outcome evaluation** occurs at the end of the programme and explores how well the programme met its aims and objectives. It often focuses on participants' reports of what happened as well as more quantitative measures of success related to attendance or fitness levels.

*'Outcome evaluation alone is not sufficient as it does not explore the reasons why an intervention has been successful. We must ask what, how and why a sport/physical activity intervention is successful if the evaluation is to be meaningful'.  
(Dugdill & Stratton, 2007: 5)*

## Methods of Evaluation

There are a number of potential evaluation methods that programmes can use depending on the approach to evaluation.

### *Pre/Post Methods of Evaluation*

Pre/Post Evaluations entails measuring variables of interest before and after the initiation of a programme. For StreetGames programmes baseline measure will generally entail self-report surveys comparing levels of activity, skill, knowledge, or attitudes before and after the programme. Fitness testing, skill testing, and psychological measures are common pre/post methods used in research but these typically need to be conducted by specialists and may be less feasible for community programmes to implement. These also need to be considered carefully as young people may have concerns or be uncomfortable with fitness testing and or completing some types of psychological measures.

### *Process Methods of Evaluation*

Process evaluations use a variety of methods to ascertain how well a programme is working and what could be improved. Process evaluations can include interviews, focus or discussion groups, surveys, diaries, observations, social media responses, and documents.

### *Outcome Methods of Evaluation*

Outcome evaluations often include the final descriptive data on numbers of people who engaged in the programme. It also often includes final feedback on participants' experiences which may be ascertained through focus groups, discussions, and surveys. Sample Aims, Objectives, Indicators and Source of Information

The tables below provide examples of project aims, possible objectives related to the aim, outcome indicators that represent measurable targets, and the sources of information that might be used to evidence progress. The sources of information link to methods of evaluation.

**Example 1: Increase Physical Activity Participation**

<b>Aim</b>	<b>Objectives</b>	<b>Outcome Indicators</b>	<b>Sources of Information</b>
Increase participation in physical activity	Develop free multi-sport programme based on event-themes	<ul style="list-style-type: none"> <li>Number of young people who attend sessions</li> <li>Intensity of participation in sessions</li> <li>Proportion of young people who begin other activities or progress to other programmes</li> </ul>	<b>Documents</b> Number of marketing sessions Number of participants Records of progression
	Market to 3 intact groups with non-active young people		<b>Self-Report Survey</b> Level of Exertion Participation in other activities PAQ-C, PAQ-A
	Develop partnerships to support a progression pathway		<b>Observations</b> Coach records/diary of intensity

**Example 2: Increase Awareness of Physical Activity Programmes**

Aim	Objectives	Outcome Indicators	Sources of Information
Increase awareness of physical activity programmes	Organise an event-themed sports festival	<ul style="list-style-type: none"> <li>Number of people who attend festival</li> <li>Number of people who attend programmes (i.e. use gym passes)</li> <li>Number of visitors to the webpage</li> <li>Participants' awareness of opportunities</li> </ul>	<b>Documents</b> Record of Attendance Record of Visitors to web page
	Distribute incentives for attendance such as gym passes		<b>Survey</b> Participant feedback on festival and awareness of activities
	Discuss opportunities for participation with participants		<b>Focus groups</b> Participant feedback on festival and awareness of activities
	Post on web or social media		

**Example 3: Improve Social Cohesion**

Aim	Objectives	Outcome Indicators	Sources of Information
Improve social cohesion	Start an inter-neighbourhood basketball programme	<ul style="list-style-type: none"> <li>Recruit a number of young people from different neighbourhoods to a sports programme</li> <li>Develop a team of young people from different neighbourhoods to work with staff to plan programme activities.</li> <li>Introduce social activities</li> </ul>	<b>Documents</b> Attendance records
	Plan opportunities for young people to meet each other		<b>Focus Groups or Interviews</b> Participant perceptions on social networks within and outside of programme
	Create opportunities for young people to work together on a project		<b>Observations</b> Staff or planning team diaries
			<b>Surveys</b> On relationships with peers and staff, changing attitudes, safety concerns

**Example 4: Improve Health**

Aim	Objectives	Outcome Indicators	Sources of Information
Improve health	Initiate fitness based programmes such as Zumba or gymwork	<ul style="list-style-type: none"> <li>Level of exertion during sessions</li> <li>Increase in fitness-related self-confidence</li> <li>Progress on fitness indicators such as duration, quantity or level of exertion</li> </ul>	<b>Surveys</b> Self-report measures of self-confidence, changes in fitness levels and activity, feelings of health, knowledge
	Set goals and provide incentives when they are reached		<b>Questionnaire</b> Evaluate fitness levels and progress towards goals each session
	Provide instruction on exercising for health		<b>Observations</b> Staff records of change

## Evaluation Checklist

The Evaluation Checklist is designed to help practitioners go through the stages of designing a programme that incorporates planning for evaluation. It also provides space for considering how the programme will link to a particular mega-event. Notes accompanying the checklist outline the types of information that can facilitate planning and evaluation at each stage of the process.

<b>Overview of Programme</b>	<b>Completed</b>
1. Title of programme	
2. Link to mega-event	
3. Programme aims and objectives	
4. Rationale for programme	
5. Funding for programme	
6. Sponsors/funders interests and requirements	
<b>Planning including assessment of resources</b>	
7. Facilities and location	
8. Staffing	
9. Duration of programme including number of sessions	
10. Target population	
11. Time of day	
12. Activities	
13. Cost for participants	
14. Equipment	
15. Cost of delivering programme	
16. Organisation and style of delivery?	
<b>Evaluation</b>	
17. Focus of evaluation	
18. Who will conduct the evaluation	
19. Methods of evaluation	
20. Demographics	
21. Timetable of evaluation	
a. Pre/Post data	
b. Outcome data	
c. Process data	
22. Analysis	
23. Dissemination	

Evaluation checklist adapted from Cavill, Roberts and Rutter (2012)

## Notes for Evaluation Checklist

### 1. Title of programme

The name you will use to advertise the specific programme. The title will ideally appeal to the target population and reflect the aims of the programme.

### 2. Link to Mega-event

There are many ways to link your programme to mega-events. Consider what elements of the mega-event will appeal to your target population and be creative. Sometimes a combination of events is most effective as you can engaged participants who prefer different types of activities. Examples are provided above and in the resource section below.

### 3. Programme Aims and Objectives

Aims help define the broad focus of the programme. What are you trying to achieve overall? Objectives are more specific indicators of what you will do to reach your aims.

### 4. Rationale for the programme

The rationale is the underpinning evidence for how your programme or intervention will work. The rationale may be based on previous research or indicators that support the need for your programme and the way that you have designed it.

For example, research indicates that young Asian women have lower participation rates than many of their peers. One of the challenges facing organizers was finding activities that women could do in traditional clothing. Through consultation organizers found that a number of women in the community wanted to try cycling. The organizers then initiated a cycling programme where women could have access to bicycles in a traffic-free area.

### 5. Funding for the programme

Evaluate the best way to use funds to help meet programme aims. StreetGames projects focus funds on staff and facility hire. Other costs that may help with linking to the mega-event theme, meeting your aims and objectives, or increasing participants' interest, motivation and enjoyment include: Incentives, trips, equipment, healthy snacks, free passes, membership cards, marketing, and prizes.

### 6. Sponsor/Funders interests and requirements

If funding is provided by a sponsor insure your use of funds is consistent with any requirements or aims attached to the funding.

### 7. Facilities and Location

Where will your session take place? Some event planners in StreetGames have saved money by organizing sessions during off-peak hours, sharing facilities, offering activities to intact groups using their facilities, using community spaces like churches and schools,

offering activities in public outdoor spaces. StreetGames' participants tend to prefer convenient, accessible, and familiar places. Travel may be necessary to access particular facilities but this needs to be arranged in consultation with participants to insure it will work.

#### 8. Staffing

Who will run the sessions? Will they need training or support? Are they able to match their delivery style to the needs of the population? For example, many young people in StreetGames value low key approaches to leadership rather than traditional organized coaching sessions. In addition, workers often feel that they need support and training in order to manage young people's need to discuss personal issues and problems.

#### 9. Timescale

Evaluation planning is facilitated by a clear timetable of when programmes will begin and end and when the evaluation needs to take place. If programmes are on-going there can still be mileposts for conducting the evaluation.

#### 10. Target Population

Are you trying to attract a specific group? What is the underpinning rationale for including this group? Do members of this population have particular needs, interests, or face potential barriers that need to be considered? Do you need to consult with this group to insure that your programme will recruit effectively?

#### 11. Time of Day

Is there a particular time that will work best for the group that you are hoping to recruiting? Are there considerations in relation to facilities, convenience, or potential conflicts with other obligations?

#### 12. Activities

What activities are you hoping to deliver and what are the implications for the aims of the programme and the desired population? Are the activities associated with the mega-event? Do you want to consider introducing new sports or will traditional activities work best? Are you interested in more fitness based activities?

#### 13. Cost for participants

Will there be a cost to participants? How will this impact the ability of the programmes to attract participants? Is it possible to offer some if not all sessions at no cost?

#### 14. Equipment

Is the necessary equipment available to run the sessions? Do you need to buy or borrow more equipment to run the programme or conduct the evaluation? Recording devices for interviewing, research diaries, access to computers and printing, and pedometer represent some of the equipment that is used in evaluating sports programmes.

#### 15. Cost of programme

Is there a workable budget for the programme? Do you need to allocate money to support the evaluation? Are external researchers required?

#### 16. Delivery

The delivery is an essential part of successfully running and evaluating the programme. Programme coordinators and coaches need to be clear about what the programme is trying to achieve, the aims and objectives, and any strategies or particular interventions that can best facilitate the process. Ideally coaches will be involved in some elements of the planning process so they can be clear on what their role is and how the programme ideally should be organized and delivered.

#### 17. Focus of evaluation

What elements of the programme will be evaluated? These should be created with specific attention to aims, objectives and outcome indicators as discussed previously.

#### 18. Who will conduct the evaluation?

Will the evaluation be conducted by programme coordinator, coaches, administrative staff, or is there a need for external researchers to be involved?

If analysis is conducted internal or in partnership programme coordinators and coaches may be asked to help with the evaluation by distributing surveys and questionnaires, providing observational data, keeping a diary, monitoring attendance, or progress, signposting to other sports clubs, recruiting new participants, involving peer mentors or volunteers in the delivery, or conducting focus groups or interviews.

#### 19. Methods of evaluation

There are a range of possible methods of evaluation as outlined on page 10 of this report. The design of specific materials can be informed by previous research and evaluation reports.

In some cases programmes will need assistance from research-specialists to access, design, and implement the evaluation. The use of external, recognized research professionals may be particularly important where findings will be used to attract future funding, report to sponsors, to disseminate information, or to market programmes.

Evaluation can also be conducted by practitioners. This may be useful for gaining feedback on particular sessions or planning for the future. Practitioners often do this informally but there may be some value in collecting information in a more formal, systematic way.

StreetGames programmes already have a format for recording key performance indicators including numbers of participants, volunteers, and qualifications. Individual

programmes might want to consider whether they wish to systematically record other indicators of success.

Surveys and interview guides can be designed to suit a particular purpose or adapted from other evaluations. In addition, standardized questionnaires may be available on some topics. Designing more complex surveys may require external assistance. Surveys can also be short and focused. For example, participants could be asked to provide written feedback at the end of a session about what they enjoyed, what they would change, and what they learned. Or participants at a festival could be asked what would motivate them to become more active. These types of surveys can also be linked to a quantitative sliding scale with questions such as 'How much did you enjoy this session?' with a scale ranging from 1 'very enjoyable' to 5 'Did not enjoy the session'. This type of feedback can be helpful in assessing what worked, what could be changed, and what participants gained from attending the session or festival.

Similarly focus groups or interviews can be conducted to help gain understanding of participants' views on the activities, what they enjoy, what they might like to see changed, and what they might wish to do in the future. Focus groups can be helpful in process evaluation and can highlight what could be improved as well as what is working well.

Coaches or participants can complete research diaries which help to record change over time. Compliance can be an issue for this type of evaluation and specific strategies to motivate individuals to engage in the activity will need to be in place.

Fitness testing or the use of psychological measures will typically be conducted by specialists. The implementation of these types of measures needs to be considered quite carefully as young people may not be receptive to their use.

#### 20. Timetable of evaluation

When will data need to be collected? How will school holidays, time of year, season, facilities, and space impact the ability to collect data? When will participants be available for data collection? How much time will participants be prepared to spend engaging in data collection? Is there a suitable space available for interviews or focus groups? Will weather influence data collection?

#### 21. Analysis

Analysis will involve collating information that has been collected. Some data is best presented in tables or graphs, while qualitative data is often presented as quotations, pen portraits, or case studies. Quantitative data may require some statistical analysis. Qualitative analysis can be more challenging; however, initially responses can be grouped by topic or question in order to get a sense of participants' views on particular issues.

## 22. Dissemination

What are your plans for disseminating your findings? How do you anticipate the data will be used? What style of report will work best? Who needs to know about your findings? Findings can feed be used to inform or create marketing materials, web-based resources, conference/meeting presentations, training materials, reports, and information sheets.

## Conclusion

London 2012 demonstrated that mega-events can 'inspire' a nation. Active and non-active members of the population were affected by the excitement of the Olympic and Paralympic sporting spectacle. The scope and characteristics of the transference of this inspiration into physical activity participation is still in the process of being assessed.

This report provides an Evaluation Framework for Building a Participation Legacy for community-based programmes in deprived areas. A central tenet of the Framework is that mega-events will not inevitably lead to a participation legacy, but can be used as resources for achieving programme aims and objectives. Plans for participation legacies must account for the complexity of addressing local community needs, the range of personal, social and environmental factors that influence participation and the resources available to organizations. Subsequently, the Framework will be most helpful when used with other available resources about strategies for delivering sport to disadvantaged young people.

The framework presents an overview of key factors that can help in planning for evaluation. There are additional resources available that provide more detail on designing specific methodological tools and data analysis techniques. Logic models have also been used in programme planning and there is detailed information about how to develop these widely available in other resources such as Coalter (2008). Other resources on evaluating physical activity have been provided at the end of this report. It is hoped that this framework will prove to be a useful tool for programme planning and evaluation in general, as well as in the specific context of planning associated with sporting mega-events.

## References

- Cavill N, Roberts K, Rutter H. (2012) Standard Evaluation Framework for physical activity interventions. Oxford: National Obesity Observatory.
- Coalter, F. (2008) Sport-in-Development: A Monitoring and Evaluation Manual. UK Sport. <http://www.sportanddev.org/en/toolkit/?uNewsID=17>
- Dugdill, D. & Stratton, G. (2007) Evaluating Sport and Physical Activity Interventions: A guide for practitioners. The Design and Print Group University of Salford.
- Girginov, V. and Hills, L. (2008) A sustainable sports legacy: creating a link between the London Olympics and Sports participation. *International Journal of the History of Sport*, 25(14), 2091-2116.
- Robson, C. (1993) Real world research: A resource of social scientists and practitioner-researchers. Oxford: Blackwell.
- Smith and Fox (2007) From 'Event-led' to 'Event-themed' Regeneration: The 2002 Commonwealth Games Legacy Programme. *Urban Stud*, 44: 1125-1143.
- Weed, M., Coren, E., Fiore, J. (2009) A Systematic Review of the Evidence Base for Developing Physical Activity and Health Legacy from the London 2012 Olympic and Paralympic Games. Department of Health: UK.

## Resources on Evaluation

- Cavill N, Roberts K, Rutter H. (2012) Standard Evaluation Framework for Physical Activity Interventions. Oxford: National Obesity Observatory.
- Coalter, F. (2008) Sport-in-Development: A Monitoring and Evaluation Manual. UK Sport. <http://www.sportanddev.org/en/toolkit/?uNewsID=17>
- Dugdill, D. & Stratton, G. (2007) Evaluating Sport and Physical Activity Interventions: A guide for practitioners. The Design and Print Group University of Salford.
- New Philanthropy Capital (2009) Go Play baseline report <http://www.inspiringscotland.org.uk>.
- US Department of Health and Human Services. *Physical Activity Evaluation Handbook*. Atlanta, GA: US Department of Health and Human Services, Centers for Disease Control and Prevention; 2002.