Increasing the diversity of women participating in sport from BAME and faith backgrounds
CASE STUDY: Muslim Women in Sport

Increasing participation and positive perceptions of sport within the female Muslim community

In 2016, the Muslim Women’s Sport Foundation were awarded funding by Sport England to deliver projects in Bradford and Ilford that focused on addressing barriers to physical activity within the female Muslim community. This case study shows how the tools and resources in Sport England’s Evaluation Framework could have been used to develop and implement a measurement and evaluation approach to provide evidence of the project’s impact and useful learnings for the organisations involved in funding, developing and implementing the project.

This case study includes examples and guidance on the following resources:
Step 1/ Define intervention purpose & rationale

**Purpose and Rationale Form**

Defining the purpose of your project is one of the most critical steps in the M&E process – it will act as the foundation for all of the decisions you will make about what you need to measure and how you will measure it.

As shown here, this might include things such as the current levels of participation in physical activity amongst your target group, or particular barriers and challenges that they face.

The outcomes of your project are the observable impacts or changes that you want to bring about as a result of your intervention. They should enable you to answer the question “what difference has it made?”.

Outcomes need to be expressed in a way that is more specific than your overarching objectives. You can see in this example specific references to:

- Who they are trying to impact and...
- The changes in particular attitudes / behaviour they aim to bring about

You don’t need to think at this stage about exactly how you will measure each outcome, but try to be as specific as possible.

**Tip:** Rather than completing this form on your own, work with other people involved in the project to define and agree what you are aiming to achieve and how you expect it to work.

**CASE STUDY: Muslim Women in Sport**

**Name of programme / project: Muslim Women in Sport**

**STEP 1 Define intervention purpose & rationale**

<table>
<thead>
<tr>
<th>Key Stakeholders:</th>
<th>Provide details of the key internal and external stakeholders i.e. the people you need to involve or consult.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The key stakeholders for this project are:</td>
<td>local women’s and community groups; local activity providers; NGBs for Swimming, Badminton and Running; Sport England (funder).</td>
</tr>
</tbody>
</table>

**Programme Purpose:** Briefly describe the reason for doing the funding stream or project, who you aim to reach, what you aim to achieve (aims & objectives) and how this links to your strategic priorities.

BAME women & girls are under-represented groups in sport and physical activity participation. One of the demographic groups with the lowest participation within this population is Muslim women: 40% less Muslim women are achieving 1 x 30 per week participation compared to the national average. There are a number of challenges behind this, relating to both supply and demand factors, that must be addressed to improve activity levels amongst this audience.

This programme aims to support the local sports industry/sector to understand and address barriers to participation amongst the target audience in order to enhance the physical activity offer for BAME women and increase participation levels amongst this demographic.

**Outcomes:** Describe the short, medium and long-term outcomes that you are aiming to achieve.

**Long-term outcomes:** The project’s long-term aim is to increase levels of physical activity participation amongst South Asian (Bangladeshi, Pakistani and Indian) Muslim women in two cities with large BAME communities: Bradford and Ilford by improving knowledge and understanding of this audience within the physical activity provision sector.

**Medium-term outcomes:** To achieve the project’s long-term objective, the project aims to:
- enhance local activity provider’s knowledge and understanding of BAME women to support local sport provision to better meet the needs of this target audience
- improve the supply of appropriate physical activity opportunities in the local area
- increase the number of young Muslim females in the target locality doing physical activity at least once a week

**Short-term outcomes:** To support in achieving the project’s long- and medium-term objectives, the project aims to:
- improve the understanding and confidence of local activity providers in catering for the needs of diverse communities through training workshops
- improve awareness amongst the target population about the opportunities and activities on offer in the local area via a targeted communications campaign
- encourage at least 100 local women to take part in at least one of the subsidised activity sessions; and 80 women to take part regularly, over the 15-week period.
1/ Define intervention purpose & rationale

**Purpose and Rationale Form**

Overview: The **Purpose & Rationale Form** is designed to help you document the key decisions you make about what your project is aiming to achieve, your intended outcomes and how you plan to deliver them.

In the Programme Approach section you should outline what you plan to do to achieve your objectives. This might include a range of activities such as recruitment, marketing and communication, training, as well as the specific activities you plan to offer your target audience.

In the Rationale section you need to explain why your chosen approach is the right one to achieve your project objectives. Using the evidence that you summarized above, you should try to explain how the activities and interventions that you are employing will lead to the changes you’re aiming to bring about.

**CASE STUDY: Muslim Women in Sport**

**PROJECT SUMMARY**

1) **Define intervention purpose & rationale**
- **Rationale:** Low physical activity participation amongst Muslim women due to lack of local provision tailored to meet audience’s needs
- **Purpose:** Increase local opportunities tailored for BAME women to increase participation levels
- **Approach:** Enhancing understanding of this target audience within local sport sector to improve physical activity provision

2) **Identify measurement & evaluation priorities**

3) **Decide level of measurement & evaluation**

4) **Select data collection methods and tools**

5) **Develop and implement measurement tools**

6) **Reflect on learning to improve delivery**

**Summary of Evidence:** Briefly summarise the existing evidence that you will use to inform your approach.

Research into South Asian Muslim women’s relationship with physical activity has been conducted by organisations including Sporting Equals, Women in Sport, Muslim Women’s Sport Foundation and Sport England. Research supports a localised approach and the involvement of local communities (Sporting Equals, 2014).

The concept of tailoring activities to ensure participants feel comfortable, supported and welcomed is also backed up by research (Sport England, 2015). Material constraints may also be a barrier to the target audience (Women in Sport, 2010) therefore subsidising the cost of some sessions is planned.

**Programme Approach:** Describe the approach you plan to take to bring about the outcomes you identified. This may include the types of activities you plan to deliver, how they will be delivered and how you plan to reach your target audience.

Due to the complex and varied nature of the challenges and barriers faced by the target audience in relation to physical activity, a highly localised approach has been selected in an effort to engage local community groups and tackle specific, locally identified issues.

This approach will include:

- Training and upskilling local physical activity providers to increase their confidence in working with diverse communities and offering opportunities that meet their needs
- Developing a targeted communications campaign to ensure the target audience is reached through channels that are appropriate and likely to engage them
- Establishing tailored sports sessions that address the barriers to physical activity participation for the target audience, with the aim of becoming self-sustaining after the project is over. Activity sessions will be held weekly for 15 weeks

The project will also engage and work with the National Governing Bodies of the sports / activities chosen to ensure that activities offered are to a high standard and coaching is available to individuals and groups who would like it.

**Programme Rationale:** Describe the rationale for the approach adopted. Explain why you think this is the best approach to achieve the outcomes and what assumptions it is based on.

This approach is expected to successfully achieve the intended outcomes as the methodology is based on best practice and mirrors successful pilots that have been conducted previously.

By focusing both on targeted communication which utilises trusted community members and working with the Muslim female community to design activity offers that appeal to them and adhere to their requirements, it is expected that the target audience will be engaged and participation will be sustainable.
1/ Define intervention purpose & rationale

Logic Model

Overview: A Logic Model is a tool for visually illustrating relationships between a project’s inputs, activities, outputs and outcomes. It can be used to help clarify the outcomes and select relevant interventions to reach the target audience.

CASE STUDY: Muslim Women in Sport

1) Define intervention purpose & rationale

- **Rationale**: Low physical activity participation amongst Muslim women due to lack of local provision tailored to meet audience’s needs
- **Purpose**: Increase local opportunities tailored for BAME women to increase participation levels
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2) Identify measurement & evaluation priorities

- **Step 1**: Begin by listing your intended outcomes. Focus on the short- and medium-term outcomes as these are likely to be the most observable and measurable.
- **Step 2**: Next, identify the resources available that will enable the delivery of the project – include all financial resources, human resources, and any specific knowledge or insights that will support project delivery.
- **Step 3**: Next, detail all of the activities or interventions you plan to carry out to deliver the targeted outcomes. Make sure activities are realistic and achievable based on the inputs identified at step 2.
- **Step 4**: Finally, specify the planned outputs from the activities (e.g., attendance, throughput). These should be realistic based on the activities conducted and should represent a logical progression towards the intended outcomes.

3) Decide level of measurement & evaluation

- **Step 5**: Develop and implement measurement tools
- **Step 6**: Reflect on learning to improve delivery

4) Select data collection methods and tools

5) Develop and implement measurement tools

- **Step 6**: Reflect on learning to improve delivery
Overview: The M&E Priorities Form is designed to help guide and develop your M&E approach by identifying what questions you are aiming to answer, who will use the outputs and what your key measures of success (outcome indicators) will be.

M&E Priorities Form

A useful way of defining your M&E priorities is to ask a series of questions that you would like to answer. These are likely to include questions about the impact of your work:
- Have we delivered the changes we intended to?
- How much progress have we made against our outcomes?
You should also include questions about the things you want to learn about the effectiveness of your approach or intervention:
- Was the approach we chose effective?
- What could we have done differently or better?

Identifying the audience for your M&E is critical, as it will shape the type and amount of data you need to collect. If you’re not sure, speak to potential users and ask them what they want. Don’t forget to think about yourself, your team or your whole organisation as an audience for your M&E; if done properly, you stand to benefit more than anyone.

Outcome indicators are things that can be measured which show progress towards your planned outcomes. They can be expressed as a number or percentage.

Completing an ‘Outcomes Hierarchy’ (download from Step 2) is a good way to define indicators for your funding stream or project.

Tip: Work hard with stakeholders to identify and agree the key priorities - it’s better to answer a few key M&E questions well than to try and measure too much and end up doing it badly.
Overview: An Outcomes Hierarchy helps you to define a set of ‘indicators’ that are suitable for measuring the impact of your project. Indicators are things we can measure that provide us with a way of assessing if, and to what extent, a project’s outcomes have been achieved.

### CASE STUDY: Muslim Women in Sport

**STEP 1:** Start with the primary aim(s) or objective(s) of the project. If you have more than one key objective, you may need to create an outcome hierarchy for each of your objectives.

Get more Muslim women in target areas to adopt a regular, sustained physical activity habit

**STEP 2:** Next, think about what changes in behaviour or attitude will be observable in the medium-term. In this example, improving the provision of sport, the perception of local opportunities and increasing physical activity levels have been identified, as they are all changes that will contribute to achieving the primary outcome.

**STEP 3:** Finally, you need to identify a series of measurable outcomes that will be evident during or soon after your intervention that are good indicators of progress towards achieving the secondary and primary outcomes (above).

In the example above, a number of ‘measurable’ indicators – e.g. improvements in activity provision, customer experience, awareness and participation – have been identified. These are all things that can be measured during or after the project which can serve as indicators of progress towards the project’s over-arching objectives.
3/ Decide on level of M&E

M&E Level Decision Tree

Overview: Sport England has developed an M&E level decision tree to help colleagues and partners to decide on what the most appropriate and proportionate level of measurement is for your funding stream or project.

The decision tree is intended as a guide to help you decide what level of impact measurement is appropriate. Work from the top to the bottom, answering each question to the best of your knowledge.

In this example, the existing evidence base supporting the approach was high, there were no specific requirements set by the funder, and the value of the investment was relatively high, so level 2 was deemed an appropriate level of impact measurement. See the ‘Data Collection Requirements’ to find out what this means in terms of what data you need to collect and how you measure the impact of your work.
Overview: The Data Collection Guidelines have been developed to help you identify the elements of measurement and evaluation that you will need to include in your approach based on the level of measurement you have chosen.

### Project Summary

1. Define intervention purpose & rationale
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2. Identify measurement & evaluation priorities
   - **M&E audience:** delivery team, local partners, NGOs, funder (Sport England), Bradford council
   - **Key outcomes:** Improved customer experience; increased awareness of local offer; improved confidence; increase in 1 x 30 participation
   - **Learning priorities:** Test effectiveness of localised approach and involvement of community leaders

3. Decide level of measurement & evaluation
   - **Level of measurement:** Level 2
   - **Independent supplier required:** Yes (surveys)
   - **Resource requirements:** Most evaluation to be conducted internally with existing resource

4. Select data collection methods and tools

5. Develop and implement measurement tools

6. Reflect on learning to improve delivery

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<table>
<thead>
<tr>
<th>Type of Data Collection</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written progress reports from project / delivery teams</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Recording basic characteristics of projects and the people involved (e.g. gender, age, disability)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Recording the number of participants and attendance figures at the start of the intervention</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Recording outcome measures at the start of an intervention (‘baseline’) (e.g. activity level, subjective wellbeing)</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Measuring basic outputs achieved (e.g. participants, throughput / total attendances)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Measuring short-term outcomes at the end of an intervention (e.g. sustained activity level, subjective wellbeing)</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Measuring medium and long-term outcomes after the intervention (e.g. self-efficacy, social trust)</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Tracking one or more control group or setting (a similar group or setting outside of your funding stream or project)</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Using an independent evaluation supplier</td>
<td>No</td>
<td>Maybe</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Overview: The M&E Plan helps you to summarize your M&E approach and define how you will measure the success of your project. You will need to consider how and from where you will obtain the data you need to measure progress towards your outcomes.

It is important to select the right data collection tools or data sources that will provide you with the data that will enable you to monitor your indicator measures. We have developed a data collection guide that will help you to choose the right methods and tools – these can be found on the ‘Tools & Resources’ section of the website.

### EVALUATION OF... | PROJECT OBJECTIVES | INDICATOR MEASURES | DATA COLLECTION TOOLS & SOURCES | ASSUMPTIONS & RISKS
---|---|---|---|---
**Inputs** (Process Evaluation) | - Provide training to local activity providers. | - % planned training sessions complete | - Volunteer logs | - Recruitment of volunteers
- Provide resources (staff, money) to coordinate activities and hire facilities | - Project actual spend vs. planned spend | - Expenditure forms | - Reliance on NGBs providing coaching resources
**Activities** (Process Evaluation) | - Marketing campaign to raise awareness. | - Individuals reached by comms campaign | - Baseline/endline survey | Risk: Dependent on suitable venues being found for activities
- Delivery of 4 x 15-week programmes of women-only swimming and badminton | - # of activity sessions delivered | - Session registers | |
- Participant demographics | - Participant registration forms | - Participant registration forms | |
**Outputs** (Process Evaluation) | Targets: | - % participants per week | Participant registration forms | There is demand amongst target audience for these activities (based on recent insight)
- Average weekly participation = 100 | - Total unique participants = 120 | - Activity feedback forms | |
- 75% likely or ‘very likely to continue’ | - Likelihood to sustain activity | - Endline survey | |
**Outcomes** (Impact/Outcome Evaluation) | | | | |
- Increase in local women-only activities | - % of target group rating local provision as ‘good’ or ‘very good’ | | Risk: Small & localised target population may be too small to see changes in local authority participation data
- Improved ‘customer experience’ | - Average customer satisfaction scores | |
- Improved awareness of local offer | - % of target group aware of at least one BAME-tailored physical activity offer | |
- Increase in weekly activity participation | - % of target group doing at least 1 session (30 mins) of physical activity per week | |
**Economic** (Economic Impact Evaluation) | N/A | N/A | N/A | N/A

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3. **Decide level of measurement & evaluation**
   - **Level of measurement:** Level 2
   - **Independent supplier required?:** Yes (surveys)
   - **Resource requirements:** Most evaluation to be conducted internally with existing resource

4. **Select data collection methods and tools**
   - **Data collection methods:** Surveys & interviews
   - **Data collection tools:** Volunteer logs, baseline & end-line behaviour/attitude survey, registration forms, attendance forms, case study interviews

5. **Develop and implement measurement tools**

6. **Reflect on learning to improve delivery**
**CASE STUDY: Muslim Women in Sport**

**4/ Select data collection methods and tools**

Sport England Question Bank

**Overview:** Sport England has developed this Question Bank in an attempt to develop consistency in how data is collected on participant demographics and for the measurement of some common physical activity-related outcomes.

<table>
<thead>
<tr>
<th>QUESTION BANK - DEMOGRAPHICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEMOGRAPHIC</strong></td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Age</td>
</tr>
<tr>
<td>Ethnicity</td>
</tr>
<tr>
<td>Disability</td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Religion</td>
</tr>
<tr>
<td>Identity</td>
</tr>
<tr>
<td>Socio-economic status</td>
</tr>
</tbody>
</table>

Most interventions and projects will need to collect some demographic information. This data will help you tailor activities to meet the needs of your participants and enable you to check that you are reaching the people you aimed to reach. Use the relevant questions from the question bank in your surveys or registration forms to ensure you are collecting the data you need to answer the ‘M&E questions’ you set out in Step 2.

If any of the outcomes you are trying to achieve match the strategic outcomes that have been set out in the government’s sport strategy (physical wellbeing; mental wellbeing; individual development; community development; economic development), Sport England recommend using the measurement tools defined here to monitor the impact of your project.

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**CASE STUDY: Muslim Women in Sport**

### 5/ Develop & implement measurement

**Process, Roles & Responsibilities**

Overview: The Process, Roles & Responsibilities template is designed to help you decide and document how and when data collection will be conducted – and who is responsible for managing the process at each stage.

Don’t underestimate the time it can take to enter, collate and analyse your data. Interviews, for example, may need to be transcribed, which can take a lot of time. Thinking ahead about who will do these activities and when can help to raise issues allowing you to make any necessary changes to how you collate and analyse data so they don’t become major problems later on.

<table>
<thead>
<tr>
<th>DATA COLLECTION METHOD</th>
<th>DEVELOP DATA COLLECTION TOOLS</th>
<th>COLLECT M&amp;E DATA</th>
<th>COLLECT / ENTER M&amp;E DATA</th>
<th>ANALYSE &amp; REPORT M&amp;E DATA</th>
</tr>
</thead>
</table>
| **Participant registration forms** | Who: M&E assistant to develop online & paper registration forms  
When: By opening data for registrations (Aug 24[rd]) | Who: Activity co-ordinators to ensure all participants have registered  
When: Registrations to remain open throughout project | Who: M&E assistant responsible for analysing & reporting on demographics  
When: Weekly reports to project team from opening date (Aug 24[rd]) |  |
| **Session registers** | Who: Standard form, available via intranet  
When: N/A | Who: Activity co-ordinators to complete attendance forms  
When: At every activity session | Who: M&E assistant responsible for analysing & reporting  
When: Reports produced every 4 weeks |  |
| **Activity feedback survey** | Who: M&E assistant to develop feedback survey  
When: Prior to first round of feedback collection (Sep 15[th]) | Who: Activity co-ordinator hands out and collects feedback surveys  
When: After 3rd session, half-way point and upon completion of programme | Who: M&E assistant to collect forms and enter response data  
When: Complete within 1 week of receiving feedback forms | Who: M&E assistant to analyse and develop activity feedback reports  
When: Reports produced every 4 weeks |  |
| **Baseline/Endline Survey (Behaviours & Attitudes)** | Who: M&E assistant to work with research agency to develop survey  
When: Prior to commencing baseline survey – planned 3rd August | Who: Research agency to recruit sample of participants and collect data  
When: Baseline: Aug 15[th],  
Endline: Jan 28[th] | Who: Research agency to manage data entry process  
When: Baseline: Aug 22[nd],  
Endline: Feb 5[th] | Who: Project manager and M&E assistant to analyse and develop reports  
When: Baseline: Aug 29[th],  
Endline: Feb 15[th] |  |
| **Case study interviews: (participants & activity coordinators)** | Who: M&E assistant to develop interview/focus group questions  
When: By end of December | Who: Research agency to run interviews and focus groups  
When: Between Jan 5[th] and Jan 20[th] | Who: Research agency to transcribe  
When: By end of January | Who: Research agency and delivery team to analyse interview transcripts  
When: Workshop – Feb 10[th] |  |

Many funding programmes and projects do not spend enough time planning out the logistics of their data collection and analysis processes – or miss it altogether. While it may seem a laborious task, it is a really critical step that will ensure your data collection runs smoothly. It may also help you identify potential challenges – such as lack of resources or timing conflicts – that are better dealt with as early as possible so they do not effect the quality of your data collection.

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5) Develop and implement measurement tools
   - Process step | Accountability  
   - Develop tools  
   - Collect data  
   - Collate data  
   - Analyse & report  
   - Project manager & agency

6) Reflect on learning to improve delivery
### 6/ Reflect on learning to improved delivery

**Reflection Meeting Learning Log**

**Overview:** The Reflection Meeting Learning Log is a guide to help you structure the reflection meetings that you conduct during and after the project to discuss and share learning. The template can be used to document discussion points from your meetings.

It is worth conducting regular reflection and learning meetings or workshops while your project is underway. A final meeting after the project has finished can then be used to pull together and document all of the learnings you have identified during the project. It is up to you how you structure and co-ordinate your reflection workshops, but asking the questions outlined below for each of the topics in the table rows will help you to tease out learnings on a range of topics – and ensure you don’t miss anything important.

<table>
<thead>
<tr>
<th>REFLECTION AND LEARNING LOG</th>
<th>WHAT WENT WELL? AND WHY</th>
<th>WHAT DIDN’T GO WELL?</th>
<th>WHAT COULD HAVE BEEN IMPROVED? HOW?</th>
<th>HOW CAN THIS LEARNING BE APPLIED?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PURPOSE, RATIONALE &amp; SCOPE</strong></td>
<td>Clear, achievable outcomes were identified at the outset</td>
<td>Nothing identified</td>
<td>Nothing identified</td>
<td>N/A</td>
</tr>
<tr>
<td>GATHERING INSIGHT</td>
<td>Good insight was gathered to support approach and project design, which was fundamental in achieving outcomes</td>
<td>Nothing identified</td>
<td>Nothing identified</td>
<td>N/A</td>
</tr>
<tr>
<td>PROJECT PLANNING &amp; DESIGN</td>
<td>The localised, customer-centric approach proved to be very effective</td>
<td>Nothing identified</td>
<td>Nothing identified</td>
<td>N/A</td>
</tr>
<tr>
<td>PROJECT DELIVERY</td>
<td>General feedback from participants was very positive about all the activities</td>
<td>Some activities had challenges with venues and had to move location during the course of the programme</td>
<td>Venues could have been assessed to ensure they met requirements prior to selecting them to host activities</td>
<td>Future projects should build in lead times for thorough checking of potential activity venues</td>
</tr>
<tr>
<td>PROJECT OUTCOMES</td>
<td>Many outcomes were achieved with significant improvements in awareness and perception</td>
<td>Concerns that some local providers may cease activities after support / supervision of MWSF is withdrawn</td>
<td>More focus on sustainability could improve chances of activity providers sustaining an enhanced activity offer</td>
<td>All future projects to include a sustainability plan that sets out how improvements will be maintained</td>
</tr>
<tr>
<td>MEASUREMENT &amp; EVALUATION</td>
<td>Baseline &amp; endline survey managed well</td>
<td>Nothing identified</td>
<td>Nothing identified</td>
<td>N/A</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>Fortnightly stakeholder meetings were a good forum for discussing project progress and resolving issues</td>
<td>Some NGB representatives were less engaged / involved than others</td>
<td>More work up front to involve NGBs in the project may have improved their engagement</td>
<td>Continue ongoing relationship building with key NGBs such as swimming and badminton</td>
</tr>
</tbody>
</table>

### CASE STUDY: Muslim Women in Sport

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   - **Approach:** enhancing understanding of this target audience within local sport sector to improve physical activity provision

2) Identify measurement & evaluation priorities
   - **M&E audience:** delivery team, local partners, NGBs, funder (Sport England), Bradford council
   - **Key outcomes:** improved customer experience; increased awareness of local offer; improved confidence; increase in 1 x 30 participation
   - **Learning priorities:** test effectiveness of localised approach and involvement of community leaders

3) Decide level of measurement & evaluation
   - **Level of measurement:** Level 2
   - **Independent supplier required?** Yes (surveys)
   - **Resource requirements:** Most evaluation to be conducted internally with existing resource

4) Select data collection methods and tools
   - **Data collection methods:** Surveys & interviews
   - **Data collection tools:** Volunteer logs, baseline & end-line behaviour/attitude survey, registration forms, attendance forms, case study interviews

5) Develop and implement measurement tools
   - **Process step:** Accountability
   - **Develop tools:** M&E assistant
   - **Collect data:** Co-ordinators & M&E assistant
   - **Collate data:** M&E assistant
   - **Analyse & report:** Project manager

6) Reflect on learning to improve delivery
   - **Key learnings:**
     - Assess venues properly to ensure suitability
     - Develop sustainability plans outlining how to maintain and measure long-term outcomes
     - Families are key to female Muslim engagement
6/ Reflect on learning to improve delivery

Learning Dissemination Plan

Overview: The Learning Dissemination Plan is a template to help you identify any organisations, partners and internal colleagues who will benefit from the project’s findings/learnings, so you can create a plan for how you will share relevant information.

If you don’t document and share what you learn, no-one will benefit from the valuable information and enhanced understanding that every project can provide. Most importantly, your own colleagues and partners will not be able to benefit from what you have learnt.

Ensure you put time aside to consider who these learnings need to be shared with and the best way of doing this. This may include workshops, training activities or distributing reports and presentations.

CASE STUDY: Muslim Women in Sport

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Process step | Accountability | M&E assistant | Co-ordinators & M&E assist. | M&E assistant | Project manager
--- | --- | --- | --- | --- | ---
Develop tools | | | | | |
Collect data | | | | | |
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Analyse & report | | | | | |

6) Reflect on learning to improve delivery
• Key learnings:
  – Assess venues properly to ensure suitability
  – Develop sustainability plans outlining how to maintain and measure long-term outcomes
  – Families are key to female Muslim engagement

PROJECT SUMMARY

1) Define intervention purpose & rationale
• Rationale: Low physical activity participation amongst Muslim women due to lack of local provision tailored to meet audience’s needs
• Purpose: increase local opportunities tailored for BAME women to increase participation levels
• Approach: enhancing understanding of this target audience within local sport sector to improve physical activity provision

2) Define intervention purpose & rationale
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