



# VAR 4

# Fair Play

Enhancing the experience  
of fair-play in football

Mapping of the current practices in data collection  
among the consortium of NGOs in the project





VAR 4 Fair Play - Enhancing the experience  
of fair-play in football:

## Mapping of the current practices in data collection among the consortium of NGOs in the project

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### Imprint

VAR 4 Fair Play - Enhancing the experience of fair-play in football is a project that strives to design a complex and attractive fair-play learning experience for players. We believe that by identifying how fair-play can be experienced in an attractive and innovative way, we can offer a unique player experience focused on values of inclusion, equality, mutual understanding and cooperation.

In order to provide further evidence to this statement, we are also furthering our expertise in data collection and evaluation. In this regard the work package 3 of this project (Social report framework) shall support the NGOs in providing more effective and structured data to document the impact of their work. As a first step this deliverable maps the current practices in place and shall follow with recommendations and a framework for NGOs to report their social impact.

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### Consortium partners

- Palacký University Olomouc (UPOL), Czech Republic
- Fair Play Point (FPP), Czech Republic
- Trenuj Bycie Dobrym (Train to Be Good, TBD), Poland
- Második Esély Sportegyesület  
(Second Chance Sports Association, MESE 2.0), Hungary

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# INTRODUCTION



## ■ Introduction

This document serves as output *D3.1* for the VAR project. It is based on three case studies outlining the current monitoring and evaluation activities of three non-governmental sport-for-development (SDP) organisations (NGOs) from the Czech Republic, Poland, and Hungary. The goal of the D3.1 deliverable is to provide an overview of existing practices, suggest ideas, and present desirable new methods to be implemented to enhance the monitoring and evaluation of the development of SDP programmes conducted by each organisation.





# CHARACTERISTICS OF PROJECT ORGANISATIONS, THEIR GOALS AND ACTIVITIES

## Characteristics of project organisations, their goal and activities

### Fair Play Point (FPP) Czech Republic

It is a Czech NGO, which offers a platform for youth development through the combination of education, social work and sports. Its core programme is the *"The League of Fair Play Football (LFF)"* which operates currently in 6 regions of the Czech Republic. Its work is implemented mainly in cooperation with local and regional drop-in centres and other social work services. FPP employs just a few persons full-time in the central office and relies on partially contracted regional coordinators, coaches, mediators and social workers.

The target group of FPP's activities consists of children and youth who lack after-school care and support for positive socialisation, and/or young people who have already left the education system.

#### The goal of FPP's activities consists of:

- **Outputs:** Participants participate in the Fair Play Football League, using the Football3 method, with a positive and meaningful experience
- **Outcomes:** Participants improve their social skills and embody ideas of fair play in a safe environment
- **General impact:** Positive changes in the educational, professional and personal life of participants

# Train to Be Good (TBD)

## Poland

TBD is an SDP NGO residing in Mrągowo, Poland. It organises sports programmes across a number of locations in Poland using the *Football3 method*. Its mission is summarised by a motto: *"With football3, we discover superpowers"*, with activities focusing on developing social and life skills.

### TBD focuses on two main goals:

- 1) discovering and developing social and life skills such as respect, helping others, cooperation, gender equality, integration, inclusion, fairness, and empathy*
- 2) ensuring equal treatment and equal access to sports for everyone – using sport and sport-related activities to prevent violence, alcohol abuse, and drug addiction among children, youth, and adults.*

### The target group comprises:

- **Primary school children** (7-10 years old)
- **Teachers - early school educators**
- **Parents**

The goals of TBD's activities consist of promoting social values, involving sports and physical education in preventive programmes (against risks of violence, alcohol abuse, etc), supporting social integration, promoting volunteering activities, building partnerships with public administration bodies and schools on a national and international level and organising inclusive sports-related events.

Currently, the TBD vision for 2030 is to introduce the football3 method to 14,297 schools in Poland and involve more than 65,000 early education teachers. The goal presented by *#vision2030* is to engage over one million children in Football3.

# Second Chance Sports Association MESE 2.0

## Hungary

MESE 2.0 is a Hungarian NGO that utilises the potential of sport as a therapeutic activity, promoting a mentally and physically balanced lifestyle and supporting cohesive communities. MESE 2.0 combines social work with regular training sessions and other sports and movement activities, both on- and off-pitch. MESE 2.0 claims: "Our goal is to support the athletes to be able to gain, or re-gain control over their lives while providing a safe and supportive environment where they can develop. We believe that for a general sense of well-being, mental and physical well-being are equally important. Therefore, a social work approach is combined with sport-based elements."

The target population includes marginalised groups, low-income families, minority groups, migrants and refugees, and children in child protection or correctional facilities. Age groups range from children (6 years old) to adults (up to 35 years old).

### The goal of MESE 2.0's activities:

- **Outputs:** football training sessions linked to social work with the target group
- **Outcomes:** increased soft and hard skills, improved sense of belonging and physical and mental well-being, reduced rate of school dropout, finished secondary education, entering further forms of education and/or gaining and attaining jobs
- **General impact:** Target group persons become active members of society, having control over their lives

# **MONITORING AND EVALUATION (M&E)**

## **U3**

**0.1.  
What is  
collected?**

# FPP

Regularly, FPP administers a set of questionnaires and forms to gather information on players, training sessions, match days, and season summaries:

- **Player's development:** observed individual social behaviour, group interactions, openness to diversity in teams, communication, and fair play
- **Match day assessment:** state of organisation and pitch; overview of matches, discussions, team behaviour, captain's behaviour
- **Match day report:** various statistical figures informing on teams (number of players, gender) and mediators, assessment of teams, coaches, expectations, match aspects such as respect, fair play, no conflicts and open comments
- **Inquiry amongst coaches:** assessment of pitches, details on teams, age and numbers of players, their nationalities/other specific groups, common problems, main observable benefits, specific needs, most important problems
- **Statistical data:** numbers of persons - players, mediators, clubs, cooperating organisations, gender, match days, regions
- **Sociometry data:** gathered from teams informing on the composition of a team and personal relationships within them.

Qualitative data are gathered occasionally, on an irregular basis, such as quotations from testimonies by participants giving feedback on their experience.

Coaches regularly observe their teams, also using travel to match days (organised mostly in a regional capital). It is also a convenient time for discussions and feedback to participants, their behaviour and other relevant information.

# TBD

TBD mainly collects quantitative data on the implementation of Football3 lessons:

- **Questionnaires (online) for teachers:** names, schools, dates, number of children participating in the session (and gender), topic of Football3 scenario, photos

Furthermore, TBD outsources evaluation of its programme (once a year) based on the different projects' funding using various data collection methods:

- **Evaluation workshops**
- **Individual and group interviews** (focus groups) with participants: teachers, children and parents
- **Study visits**
- **Observations**

# MESE 2.0

MESE 2.0 collects the data using the following tools:

- **Quantitative data** is continuously collected using an online database that stores data on each player/client (each contact, phone call or participation in a training session or tournament is recorded here)
- **Fitness surveys** are administered every 6 months, including a physical activity assessment
- **School report (twice a year)** indicates current grades and allows for comparison with previous years

Qualitative data are collected irregularly by coaches and social workers as a part of their individual case management regarding specific players, using semi-structured interview questions and specific aspects of helping conversations. Data is also collected during the informal discussions during training sessions.

## Overview

Each of the three organisations records and stores quantitative data on the participants in the operations. There is a significant difference between MESE 2.0 on one side and TBD with FPP on the other side, concerning the nature of their work with the target group and the related data that is stored. Whereas TBD and FPP focus primarily on programmes involving sports-related activities serving as tools for individual and social development, MESE 2.0 aims at the combination of social work and sports programmes. Therefore, it runs a database continuously storing both quantitative data and all the activities and contacts with the target group (as an inherent part of the social work). TBD and FPP gather data on their participants in relation to specific sports events and activities.

In addition to statistical and other quantified data, all organisations collect qualitative data, sometimes in the form of mixed-methods forms that collect both quantitative and qualitative data. The most elaborate system of data collection and analysis is used by TBD, which contracts an external evaluator to produce an annual report.

# 0.2. What are the evaluation methods?



# FPP

The overall M&E process is based on the data collected. In addition to the formally recorded data, coaches-social workers observe and compare the development and potential changes in the players' "careers" in the respective individual plans that are part of the social work. Because FPP is a national coordinator and works with regional and local organisations and coaches, the specific methods of creating and managing individual plans and databases of participant information vary. The relevant social workers use the data to monitor the potential development of their clients (*League of Fair Play Football players*), regularly evaluate current goals and planned activities to achieve these goals, and reevaluate the plans with the client. The role and influence of the *League of Fair Play Football* are among the factors influencing the plan and the results. Occasionally, the factor of regular attendance is also observed and evaluated on an individual level.

In order to assess the impact of the programme on the clients, the coaches-social workers mainly observe the behaviour of the participants. One of the mentioned examples is the ability to solve conflicts in a calm, non-aggressive way, or a range of activities in which even children with no experience of success in education or other spheres of life can achieve some positive results. On the other hand, coaches express difficulties in identifying direct effects of the sports programme as opposed to other aspects of social work or personal development of the participants. One of the most important aspects here is a long-term collaboration in which coaches can evaluate indicators such as the subjective feeling of social inclusion/exclusion of the participants, the reactions of their peers and the public. A potentially measurable indicator in this regard is the willingness of owners or administrators to rent halls, gyms or pitches for training sessions or match days.

Another indicator is *gender*, namely the participation of girls in training and matches. Based on the experience of coaches, the participation of girls and their feedback can stimulate more girls to come to training sessions and try *Football3* matches. Creativity in adjusting rules for matches in order to accommodate the game for various gender or age groups is observed in this regard. Furthermore, feedback on posts on social networks or in conversations with parents is another source of potential acknowledgement of the work done. Similarly, feedback from teachers or headmasters from participants' school is another source of evaluation.



# TBD

Besides checking and comparing the number of participants, TBD monitors and evaluates its methods and their transfer by giving a task to their workshop participants (school teachers) to prepare a lesson for children using the Football3 methodology. After successfully completing the task, participants (teachers) receive a certificate.

TBD also relies on participating teachers' experience with children taking part in Football3 sessions. They observe and report the development of children in daily activities and interpersonal encounters.

The main evaluation activity is carried out by external evaluators. They visit local events, interview participants (both individually and in groups), and use questionnaires. In addition, "training conferences" have been organised to gather a broad perspective on the programme and its results. After the training conferences, an evaluation questionnaire is sent out asking about the participants' experiences with Football3 and its usefulness in the classroom.

The initial involvement of experienced Football3 coaches was seen as particularly beneficial by the teachers, although not all of them were able to attend the interactive workshops designed to facilitate the adoption of the Football3 method. Furthermore, the complexity of the method and a shorter-than-adequate time frame are mentioned as risk factors for proper learning and implementation of the method. However, such problems can be solved by using online teaching materials and recordings of the correct implementation of Football3 in the classroom. The presentation of various specific moments and common problems during Football3 sessions in physical education classes is mentioned as particularly useful for new users.

# MESE 2.0

In contrast to the other two organisations observed, MESE 2.0 continuously collects data in close relation to social work. Such a working method, based on regular meetings and discussions between social workers and their clients (the programme participants), potentially offers a detailed insight into the development of all participants in the programme. In addition, MESE 2.0 also monitors and evaluates the personal development of the participants' physical condition (mostly running and endurance activities) and their school attendance. The results of these "tests" can also be used to decide who to include in teams for national and international tournaments. MESE 2.0 also uses feedback from parents or guardians.

However, MESE 2.0 does not currently have established methods for evaluating the impact of sports programmes on participants. Its strength lies in the long-term contact with participants through social work, sometimes even after the participant has left the programme. However, these contacts are irregular without a formal follow-up process.

## Overview

Looking at the current approaches to monitoring and evaluation in the observed organizations, all three share some similar aspects: the storage of quantified data to assess and report on the number of participants, age, gender, etc., continuous work with the participants, and thus the ability to use coaches as the main source of group and personal characteristics and changes based on observation, interaction, and the continuous recording of these changes in individual participant records or some form of general evaluation reports.



In contrast, the main differences between the organisations stem from the different uses of the data collected and the nature of the organisations' work. FPP is a coordinating organisation that centrally collects key data (mostly statistical and quantitative), but has no longitudinal source of information on personal development apart from ad hoc and/or general feedback from its coaches and coordinators. This feedback can be fruitful and provide many practical insights, but it is not done on a long-term and regular basis. Detailed data is kept on the basis of social work in FPP's cooperating organisations, each with a specific method of individual work with clients. The complementarity in the data collected has been identified as a key potential for the further development of impact measurement. TBD regularly receives a comprehensive evaluation based on a mixed-methods approach prepared by a contracted external evaluator. It can also use feedback from participating teachers who prepare their own "practical" Football3 sessions. MESE 2.0, as a social work-focused organisation, has detailed and longitudinal individual data on each participant stored in a database.



## **SUMMARY OF THE CURRENT M&E PROCESSES**

## Summary of the current M&E processes

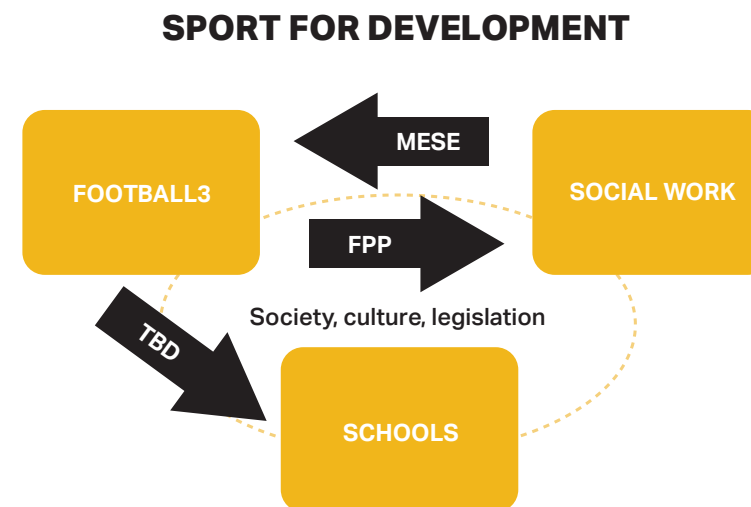
The observed organisations adopt different approaches and modes of operation in the sport for development. Simultaneously, they illustrate how flexible the idea of using sport as a tool and the Football3 method is. Even though each organisation implements a different monitoring and evaluation system (but using similar tools such as questionnaires, observations and interviews or focus groups), they can identify and report similar aspects and outputs or outcomes of their activities related to the participants:

- **Statistical data** (numbers, gender, age, etc.)
- **Behaviour and communication skills**
- **Long-term development** in the case of longitudinal work with the participants
- **Practical, movement skills and competencies**

There were also several challenges identified:

- **Identification of the causalities** between programme aspects and the observable behaviour of the participants
- **Organisations** directly implementing social work in the sports programmes (MESE 2.0) have more detailed and better-structured information on all their participants due to **regular individual meetings and records of activities**
- By contrast, FPP and its programme also involve **social workers**, but the Football3 sessions and tournaments are separated from the individual social work with participants TBD focuses on introducing and developing Football3 in schools without significant links to social work
- **Follow-up activities and contacts** after the participants leave the programme

*Image1. Model of how participating organisations engage their sports programme methodologies (unified by the Sport for Development concept) based on involvement of social work, Football3 method and cooperation with schools. Three modes are identified here: FPP uses the Football3 method and introduces it to social work. MESE 2.0 is based on social work and brings it to the sports and movement activities sector using the Football3 method. TBD primarily uses the Football3 method and instigates its potential at primary schools.*



### Sources of information:

- **Webpages** of the 3 participating organisations
- **Organisations'** strategy documents and internal evaluations
- **Personal interviews** with the coordinators of the participating organisations - see Annex 1
- **Questionnaire data** from the 3 participating organisations - see Annex 1

## **Annex 1 Details on personal interviews and topics covered in interviews and questionnaires:**

Personal interviews were conducted with administrators or coordinators of programmes from each of the observed organisations (FPP, TBD and MESE 2.0) to provide an additional source of data. Prior to the interviews, TBD and MESE 2.0 were asked to complete questionnaires to collect baseline information, which was then expanded upon during the interviews. In the case of the FPP, the research team at UPOL used information that had already been collected during a previous extensive collaboration instead of using questionnaires.

### **Date and length of interviews:**

FPP: 18/02/2025; 68 minutes,  
MESE 2.0: 12/05/2025; 58 minutes,  
TBD: 21/05/2025; 51 minutes.

### **Interview and questionnaire topics:**

#### **1. ORGANISATION**

*1.1. What is your main focus?*

*1.2. How do you work with the concept of social work?*

*What other concepts/pedagogical approaches do you work with?*

*1.3. Who is your main target group?*

*1.4. How do you conceptualise your work (theory of change, logframe, etc.)?*

#### **2. EXISTING MONITORING AND EVALUATION**

*2.1. What kind of data do you collect on your activities?*

*Qualitative/quantitative? Give us an overview and possibly templates (attached to the questionnaire)?*

*2.2. What methods do you use to collect your data?*

*(Questionnaires, interviews, pictures, etc.)*

*2.3. How often do you collect data? At the beginning of the year? Continuously? At the end of the year?*

*2.4. Who do you collect data about? (participants, teachers, mediators, etc.)*

*2.5. Who collects the data? (your staff/anyone external, etc.?)*

*2.6. How do you measure the impact of your activities on the target group?*

*2.7. What kind of reports do you prepare and for whom?*

*2.8. Can you share with us your MPU (Member Profile Update)?*

*2.9. What materials/documents do you collect and use for the promotion of your activities/organisation? (pictures, articles, testimonies, ...)*

*2.10. What else can you share with us concerning your monitoring and evaluation?*

#### **3. NON-EXISTING MONITORING AND EVALUATION**

*3.1. What else would you like to measure, collect data on, and why?*

*3.2. What is missing? What do you like to do more in the area of data collection (M and E)? What do you want to improve in the area of data collection (M and E)?*



