

# How do you prove a youth programme works?

A sample monitoring and evaluation framework and results dashboard for a youth sport-for-development programme in Botswana.

## THE REAL CONTEXT

### Young Batswana are more educated, but many are out of work

**28.9%**

Youth unemployment in 2024/25, against 21% for all adults (Statistics Botswana)

**92%**

of young Batswana (18–35) have secondary or post-secondary schooling (Afrobarometer, 2023)

**60%**

of young Batswana say they are looking for a job (Afrobarometer, 2023)

Donors increasingly fund what can be shown to work, so every youth programme needs clear evidence of results.

#### ILLUSTRATIVE PROGRAMME FOR THIS SAMPLE

### Tsela Youth Sport Programme

Weekly football plus life-skills and work-readiness sessions, mentoring and links to employers. Tsela means "path" in Setswana. The programme and its results are invented to show how we measure impact.

**300**

young people

**16–24**

age range

**3 sites**

Gaborone, Francistown, Maun

**12 months**

plus 6-month follow-up

## WHAT THIS SAMPLE SHOWS: THREE THINGS EVERY DONOR ASKS FOR

### 1. A clear logic

How activities lead to results: the theory of change (page 2).

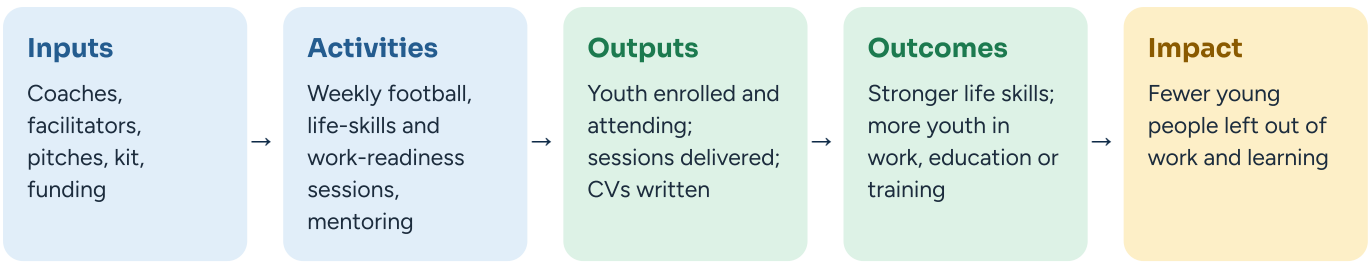
### 2. The right indicators

What to measure, how and when: the results framework (page 2).

### 3. Honest results

What changed, what didn't, and what to do next: the dashboard (page 3).

## From a football pitch to a first job



The key assumption to test: that regular attendance, not just enrolment, is what builds skills and leads to work. That is why attendance is tracked every week.

RESULTS FRAMEWORK

## Six indicators, each with a source and a schedule

| LEVEL   | INDICATOR                                     | BASELINE              | TARGET         | DATA SOURCE            | HOW OFTEN             |
|---------|-----------------------------------------------|-----------------------|----------------|------------------------|-----------------------|
| Output  | Youth enrolled (share young women)            | 0                     | 300 (50%)      | Registration forms     | Monthly               |
| Output  | Average session attendance                    | —                     | 75% or more    | Session registers      | Weekly                |
| Output  | Participants completing work-readiness module | 0                     | 240            | Module records         | Quarterly             |
| Outcome | Life-skills score (0–100)                     | Measured at enrolment | +10 points     | Pre/post assessment    | Start and end         |
| Outcome | Share in work, education or training          | Measured at enrolment | 40%            | Follow-up phone survey | 6 months after        |
| Impact  | Share not in work, education or training      | Measured at enrolment | Down 20 points | Follow-up phone survey | 6 and 12 months after |

**How data is collected.** Coaches take attendance on tablets with KoboToolbox, which works offline. Participants complete a short life-skills assessment at the start and end, and a phone survey 6 and 12 months later.

**Protecting participants.** Participants aged 16 and 17 join with written consent from a parent or guardian. Analysis files use ID numbers, not names, in line with the Botswana Data Protection Act, 2024.

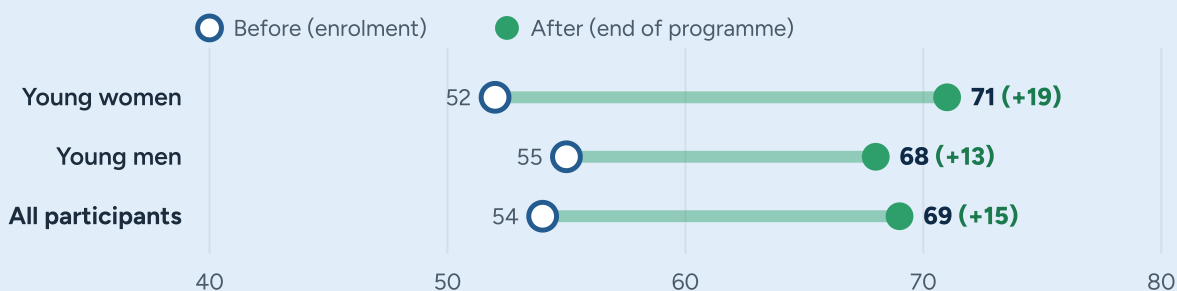
# What the donor report would show

Illustrative data for an invented programme, shown to demonstrate the format. Not real results.

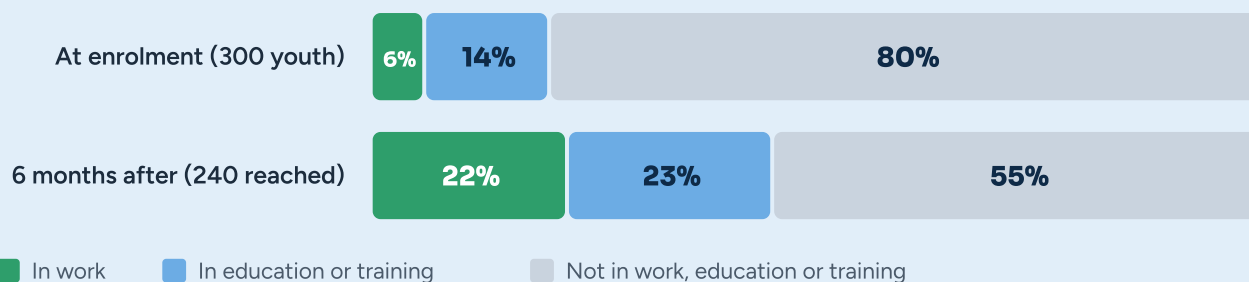
## AVERAGE ATTENDANCE BY SITE AND QUARTER



## LIFE-SKILLS SCORE, BEFORE AND AFTER (0-100)



## IN WORK, EDUCATION OR TRAINING



### Target met

45% of those reached are in work, education or training, up from 20% at enrolment. Target: 40%.

### Act on Maun

Attendance fell to 61% in Q3, below target. Ask participants why before the next funding round.

### Read with care

60 of 300 were not reached at follow-up. Those who were may be doing better than those who weren't.



## Need evidence for your donors?

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