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Erasmus Plus Cooperation Partnership in Sport

SAME-SAME

A Capacity Building and Empowerment e-Mentorship Program for People with Intellectual/Developmental Disabilities (IDD)

ASSESSMENT TOOLKIT

A practical framework for monitoring and evaluating e-
mentorship programmes for people with IDD

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1. Introduction

The SAME SAME Assessment Toolkit was developed within the framework of the SAME SAME project, co-funded by the Erasmus+ Sport programme, with the aim of supporting the monitoring and evaluation of inclusive e-mentorship programmes for people with intellectual and developmental disabilities (IDD).

The project addressed a key challenge identified across Europe: the limited opportunities for people with IDD to actively participate in structured physical activity programmes, not only as participants but also as leaders and contributors within their communities. In this context, SAME SAME introduced an innovative approach based on peer-led e-mentorship, where adults with IDD are trained and empowered to guide others in physical activity and healthy lifestyle practices.

To ensure the quality, effectiveness, and impact of this approach, a structured assessment strategy was implemented throughout the project. This included baseline assessments, continuous monitoring, and post-intervention evaluation, combining both quantitative and qualitative methods. The data collected provided valuable insights into participants' quality of life, physical activity behaviours, social interaction, and personal development.

This toolkit consolidates the main assessment tools, methodologies, and indicators used during the project, transforming them into a practical and transferable framework. Its main objective is to support organisations, coaches, facilitators, and practitioners in systematically assessing participant progress and evaluating the effectiveness of similar programmes in real-world settings.

By bridging scientific approaches with practical implementation, the SAME SAME Assessment Toolkit contributes to the wider goal of promoting inclusion, empowerment, and active participation of people with IDD through structured and evidence-based methodologies.



2. Conceptual Framework of the SAME SAME Methodology

The SAME SAME methodology is based on an inclusive, participant-centred approach that combines physical activity, personal development, and social interaction through a peer-led e-mentorship model.

At its core, the methodology promotes the active role of people with intellectual and developmental disabilities (IDD), not only as participants but as mentors who are capable of leading and supporting others within structured physical activity contexts. This shift from a passive to an active role is a key element of the project, contributing to empowerment, autonomy, and social inclusion.

The model is structured around three interconnected components:

- **PEER-LED MENTORSHIP**
 - Participants with IDD are trained to take on the role of mentors, guiding mentees through physical activity sessions and promoting healthy behaviours. This approach strengthens self-confidence, leadership skills, and a sense of responsibility, while fostering interaction and engagement between mentors and mentees.
- **STRUCTURED PHYSICAL ACTIVITY**
 - The programme is built around regular, structured physical activity sessions that aim to improve functional fitness, promote healthy lifestyles, and encourage consistent participation. Activities are adapted to the needs and capacities of participants, ensuring accessibility and inclusiveness.
- **DIGITAL SUPPORT (e-MENTORSHIP)**
 - The methodology integrates digital tools, including an online platform and microlearning videos, to support the learning process and provide continuous access to training content. This allows participants to engage with the material at their own pace and reinforces key concepts throughout the programme.



These components are supported by a multidisciplinary approach that addresses multiple dimensions of participant development:

- **Physical dimension** → improvement of fitness and activity levels
- **Psychological dimension** → self-confidence, motivation, and wellbeing
- **Social dimension** → interaction, communication, and inclusion
- **Behavioural dimension** → adoption of healthier habits and routines

The SAME SAME methodology is designed to be flexible and adaptable, allowing implementation across different organisational contexts, such as sport clubs, community organisations, and educational settings. Its structure enables replication while maintaining a strong focus on participant needs and local realities.

This conceptual framework provides the foundation for the assessment strategy presented in this toolkit, ensuring that evaluation is aligned with the objectives and core components of the programme.

3. Assessment Strategy

The SAME SAME assessment strategy was designed to ensure a structured, continuous, and multidimensional evaluation of participants and programme implementation.

The strategy follows a longitudinal approach, combining different moments of assessment to capture both initial conditions and changes over time. This allows for a comprehensive understanding of participant development and programme effectiveness.

3.1 Assessment Phase

The assessment process is organised into three main phases:

BASELINE ASSESSMENT (BEFORE THE PROGRAMME)

Initial data collection is conducted to understand participants' starting point. This includes information related to quality of life, physical activity habits, and personal perception. The baseline assessment provides a reference point for measuring progress.



ONGOING MONITORING (DURING THE PROGRAMME)

Continuous monitoring is carried out throughout the implementation phase. This includes tracking participation, engagement, and behaviour during sessions, as well as observations from facilitators and interaction with digital tools.

POST-INTERVENTION ASSESSMENT (AFTER THE PROGRAMME)

Final evaluation is conducted after the completion of the programme. The results are compared with baseline data to identify changes in physical activity levels, social interaction, confidence, and overall wellbeing.

3.2 Multidimensional Approach

The assessment strategy combines both quantitative and qualitative methods to provide a comprehensive evaluation:

- **Quantitative data** → questionnaires, participation records, platform usage
- **Qualitative data** → observations, feedback from mentors, mentees, and facilitators

This approach ensures that both measurable outcomes and participant experiences are taken into account.

3.3 Roles in the Assessment Process

The implementation of the assessment strategy involves different stakeholders:

- **Facilitators** → responsible for data collection, monitoring, and reporting
- **Mentors** → actively involved in feedback and self-assessment
- **Organisations** → responsible for coordination, data consolidation, and analysis

This shared responsibility ensures consistency and reliability across all partner organisations.



3.4 Data Use and Interpretation

The collected data is used to:

- Monitor participant progress;
- Evaluate the effectiveness of the programme
- Identify strengths and areas for improvement
- Support decision-making for future implementation

The interpretation of results should consider both individual progress and overall programme outcomes, taking into account the specific context and characteristics of participants.

4. Assessment Tools and Instruments

The assessment process in the SAME SAME methodology is based on a combination of structured tools that allow practitioners to evaluate participants before, during, and after the programme.

Rather than using isolated instruments, the methodology integrates different types of tools to capture both measurable outcomes and participant experiences.

4.1 Baseline Assessment

At the beginning of the programme, it is essential to establish a clear understanding of each participant's profile. At the beginning of the programme, it is essential to establish a clear understanding of each participant's profile.

This can be achieved through the use of standardised questionnaires, such as WHOQOL, combined with simple questions related to physical activity habits, lifestyle behaviours, and self-perception.

The objective of this phase is not only to collect data, but to identify individual needs, expectations, and potential barriers to participation. For example, baseline results can help identify participants with lower activity levels or reduced confidence, allowing facilitators to adapt the intensity and structure of sessions accordingly.



4.2 Ongoing Monitoring

During the programme, continuous monitoring should be implemented to ensure that participants remain engaged and to identify any changes over time.

This can be done through simple and practical tools, such as attendance tracking, facilitator observations, and short notes on participant behaviour during sessions. Monitoring should focus on consistency of participation, level of engagement, and interaction between mentors and mentees.

For example, facilitators can identify participants who show reduced participation or motivation and adjust the sessions or provide additional support. This allows timely intervention and helps maintain engagement throughout the programme.

4.3 Progression Assessment

To evaluate the effectiveness of the programme, it is important to compare participants' situation before and after the intervention.

This involves analysing changes in physical activity levels, confidence, social interaction, and overall wellbeing. Progression can be assessed through simple comparisons between baseline and post-intervention results, supported by observations and feedback.

For instance, an increase in session participation, improved communication during activities, or greater willingness to take initiative can be considered indicators of positive development.

4.4 Feedback Collection

Collecting feedback from participants is a key element of the assessment process.

Mentors, mentees, and facilitators should be encouraged to share their experience, highlighting what worked well and what could be improved. This can be done through informal discussions, short questionnaires, or structured feedback sessions.



This qualitative information provides context to the data collected and helps to better understand the impact of the programme from the participants' perspective.

4.5 Use of Digital Tools

Digital tools can support both learning and assessment.

Online platforms and video content allow participants to engage with the programme outside of sessions and provide additional data on participation and engagement. Tracking the use of these tools, such as access to modules or video views, can help understand how participants interact with the content.

This information can be used to improve accessibility, adjust content delivery, and reinforce key learning points.

5. Key Indicators and Metrics

The evaluation of the programme is based on a set of key indicators that allow practitioners to understand participation, engagement, and impact.

These indicators should be interpreted together, as they provide complementary information about how the programme is implemented and what changes it generates.

5.1 Measuring Participation

Participation is the first indicator of programme success.

Tracking the number of participants, attendance rates, and retention over time allows organisations to understand how consistently participants are engaged. For example, comparing the number of participants who start and complete the programme provides a clear indication of retention.

A high retention rate, such as observed in the SAME SAME project, suggests that the programme is accessible, relevant, and well-adapted to participants' needs.

5.2 Measuring Engagement

Engagement reflects how actively participants are involved in the programme.



This can be observed through participation in activities, interaction between mentors and mentees, and willingness to take initiative during sessions. Facilitators can identify engagement levels through observation, noting behaviours such as active participation, collaboration, and responsiveness.

Low engagement may indicate the need to adapt activities, provide additional support, or adjust the structure of sessions.

5.3 Measuring Impact

Impact should be assessed through observable changes in participants over time.

Key aspects include improvements in physical activity habits, increased confidence, better social interaction, and higher levels of autonomy. These changes can be identified through a combination of questionnaire results, observations, and participant feedback.

For example, participants who demonstrate increased participation in physical activity, improved communication, or greater independence in activities can be considered to have achieved positive outcomes.

5.4 Measuring Reach and Visibility

In addition to participant-level impact, it is important to evaluate the reach of the programme.

Indicators such as participation in events, use of digital platforms, and engagement with online content help to understand how widely the programme is disseminated. For example, the number of participants in events or views of digital content can indicate the level of visibility achieved.

5.5 Interpretation of Indicators

Indicators should always be interpreted in context.

Rather than focusing only on numerical results, it is important to consider participant characteristics, programme conditions, and qualitative feedback. A



lower participation rate, for example, may reflect contextual factors rather than programme quality.

A combined analysis of quantitative and qualitative data provides a more accurate and meaningful understanding of programme outcomes and supports informed decision-making.

6. Implementation Guidelines

The implementation of the SAME SAME assessment approach should be simple, structured, and adapted to the context of each organisation.

Rather than requiring complex procedures, the assessment process is designed to be integrated into the normal delivery of the programme, ensuring that evaluation supports practice instead of creating additional burden.

6.1 Before the Programme

Before starting the programme, it is important to prepare the assessment process and understand the participants.

This includes conducting a baseline assessment to identify participants' initial profile, including their level of physical activity, self-perception, and social context. At this stage, facilitators should also define how data will be collected and recorded throughout the programme.

It is recommended to ensure that all participants understand the purpose of the assessment and feel comfortable with the process.

6.2 During the Programme

Before starting the programme, it is important to prepare the assessment process and understand the participants. During implementation, assessment should be continuous and integrated into regular activities.

Facilitators should monitor attendance, observe participant behaviour, and take simple notes on engagement and interaction between mentors and mentees. This



allows for early identification of potential challenges, such as reduced participation or lack of motivation.

For example, if a participant shows low engagement, facilitators can adapt the session, adjust the level of difficulty, or provide additional support to maintain involvement.

6.3 After the Programme

After the completion of the programme, a post-intervention assessment should be conducted.

This involves comparing the initial situation (baseline) with the final outcomes, focusing on changes in physical activity, confidence, social interaction, and autonomy. Feedback from mentors, mentees, and facilitators should also be collected to complement the assessment.

The results should be used to evaluate the effectiveness of the programme and identify areas for improvement.

6.4 Roles and Responsibilities

A clear distribution of roles supports the implementation of the assessment process:

- **Facilitators** are responsible for conducting assessments, monitoring participants, and recording data
- **Mentors** contribute through participation and feedback
- **Organisations** ensure coordination, data management, and overall evaluation

This shared responsibility ensures consistency and reliability in the assessment process.



6.5 Adapting to Different Contexts

The SAME SAME methodology is flexible and can be adapted to different settings, such as sport clubs, community organisations, or educational environments.

Organisations should adjust the assessment tools and processes according to:

- Number of participants
- Available resources
- Type of activities
- Participant needs

The key principle is to maintain a balance between structure and flexibility, ensuring that the assessment remains meaningful and applicable.

7. Results from the SAME SAME Project

The implementation of the SAME SAME methodology across partner organisations provided clear evidence of its effectiveness in promoting participation, personal development, and inclusion among people with intellectual and developmental disabilities (IDD).

The programme achieved strong levels of participation across all countries. A total of 54 mentors were recruited, of which 46 completed the qualification process, resulting in a retention rate of 85.2%. In parallel, 98 mentees were recruited, with 81 completing the pilot intervention. These results demonstrate a high level of engagement and continuity throughout the programme, confirming that the methodology is accessible and well-adapted to participants' needs.

The assessment process showed positive changes in several areas. Participants demonstrated improvements in quality of life, including better self-perception, increased confidence, and greater satisfaction with social relationships. There was also a clear increase in physical activity levels, with participants engaging more frequently in structured and varied activities.



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In addition, mentors developed communication and leadership skills, showing increased autonomy and a more active role within their organisations and communities. Participants also demonstrated greater willingness to engage in physical activity, reduced sedentary behaviour, and improved interaction with others, reinforcing the inclusive nature of the programme.

The pilot intervention resulted in the development of additional practical resources, including exercise guidelines and activity cards covering flexibility, strength, aerobic capacity, balance, and games. These materials supported the delivery of sessions and contribute to the future use of the methodology.

In some cases, participants continued their involvement in the organisations where the pilot was implemented, demonstrating the potential of people with IDD to take on active roles in physical activity contexts.

The project also achieved relevant results in terms of digital engagement and dissemination. The project website registered 3,522 page views, while microlearning videos reached 778 views. Multiplier Sport Events involved more than 240 participants across partner countries, and the final event, SAME SAME Day, involved 270 participants and generated additional online engagement.

8. Transferability and Replication

The SAME SAME methodology and assessment approach were designed to be transferable and adaptable to different organisational contexts.

The tools and processes presented in this toolkit can be applied by sport clubs, community organisations, educational institutions, and other entities working with people with intellectual and developmental disabilities (IDD), regardless of their size or available resources. The methodology does not require complex systems, allowing organisations to implement it using simple and practical tools.

The core structure of the approach—baseline assessment, ongoing monitoring, and post-intervention evaluation—can be maintained across different settings, while adapting elements such as session structure, programme duration, and type of activities to local needs.





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Although developed for adults with IDD, the methodology can also be adapted to other target groups, including young people with IDD, mixed-ability groups, and community-based programmes. The assessment tools can be adjusted accordingly, ensuring relevance and applicability.

The combination of peer-led mentorship, structured physical activity, and a simple assessment strategy makes the SAME SAME model easy to replicate. Organisations can implement similar programmes by training mentors, applying basic assessment tools, monitoring participation, and collecting feedback.

The results of the project demonstrate that people with IDD can take on active roles within physical activity programmes, creating opportunities for further implementation, integration into training programmes, and development of new initiatives.

9. Conclusion

The SAME SAME Assessment Toolkit provides a practical and accessible framework for monitoring and evaluating inclusive e-mentorship programmes for people with intellectual and developmental disabilities (IDD).

Based on the experience and results of the SAME SAME project, the toolkit combines structured assessment methods with practical implementation, allowing organisations to evaluate participant progress, programme effectiveness, and overall impact in real-world settings.

The approach presented is flexible and adaptable, enabling its use across different contexts while maintaining a focus on inclusion, participation, and personal development.

By supporting evidence-based practice and promoting the active role of people with IDD, the toolkit contributes to the development of more inclusive and sustainable physical activity programmes.