

Chapter 3

Stage Two: Planning

Once analysis has been completed, the planning of SDP programmes can begin. The steps in the planning process are shown in Figure 3, with each step further explained following the diagram.

Planning step 1 (P1): Select broad objectives to be addressed through SDP

Based on the completed exercises in stage one, use Exercise 7 in the back section of this book to determine the broad national and regional objectives to be addressed through SDP in collaboration with potential sport/civil society partner organisations.

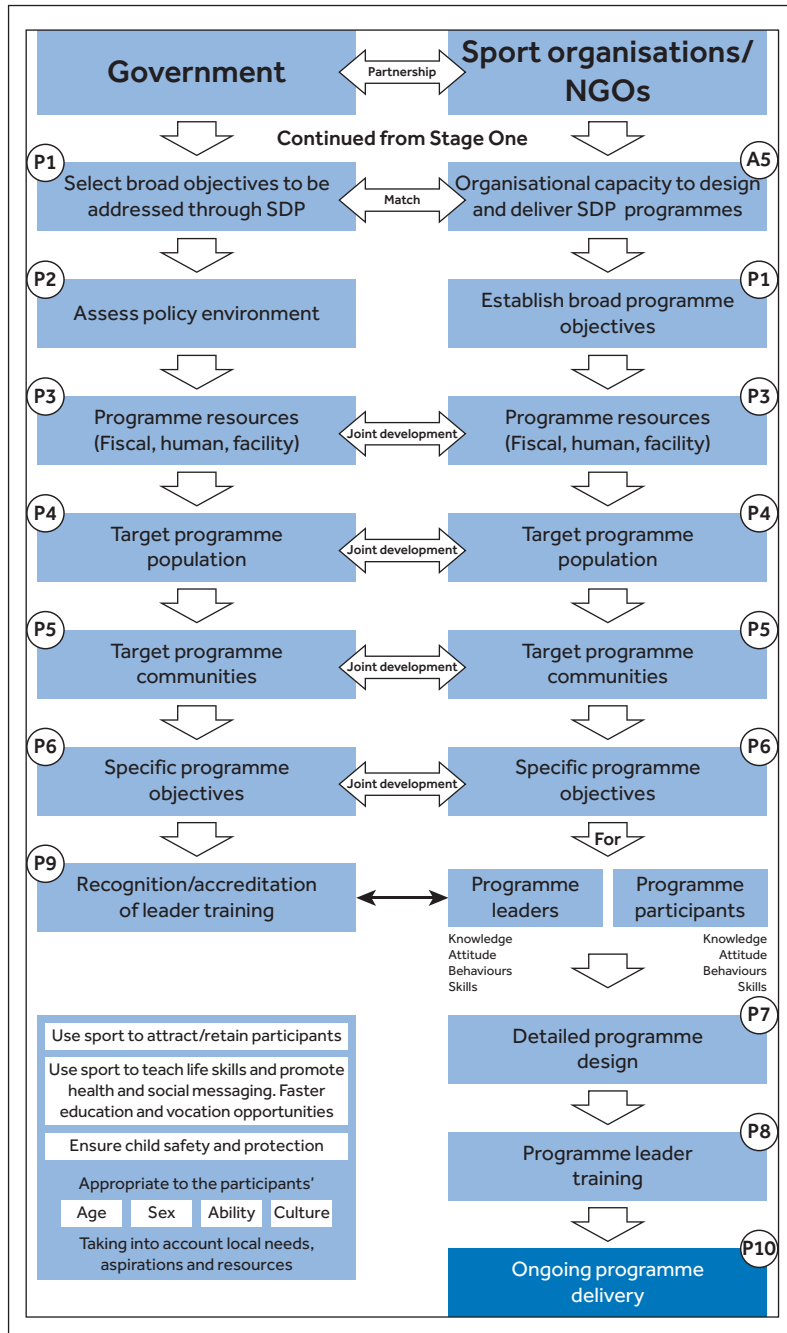
Once the broad objectives have been identified, it is necessary to determine whether suitable programmes already exist. Use Exercise 8 in the back section of this book to help in this process.

Planning step 2 (P2): Assess current policy, strategy and support mechanisms

There are a number of principles that should form the basis for the use of sport to promote democracy and good governance by public and civil society organisations and to prevent and resolve conflict:

1. SDP must be explicitly linked to the Commonwealth's shared values and commitment to promoting development, democracy and diversity.
2. SDP should leverage sustainable, quality and on going sport activity and be intentionally planned to realise specific developmental goals.
3. SDP is most effective when integrated with the development sector in support of regional, national and local development priorities.
4. Programming should be fully accessible and ensure leaders and participants – particularly children and those vulnerable to gender-based violence – are safeguarded at all times.

Figure 3. Stage Two: Steps in planning SDP programmes



5. Decentralised programming should involve intended beneficiaries and their communities in the planning process and take needs and assets into consideration.
6. Programming should be designed on the basis of evidence-based models and conducted with systematic measurement of progress and appropriate monitoring and evaluation.

Each of these principles is associated with a number of indicators for analysing the status of policy, strategy and support mechanisms. As SDP can only fully contribute to a nation's development goals if a supportive policy environment exists, it is recommended that a small group of five to seven eminent government and NGO persons assess the government's current policy environment to determine which policies and strategies support SDP and where changes might be desirable. Use Exercise 9 in the back section of this book to plan who should be involved in the assessment process.

Exercise 10 in the back section of this book provides a tool for assessing the six principles.

How to use the assessment instrument:

1. Arrange a working group made up of five to seven individuals from both government and NGOs/sport organisations and set aside approximately two hours for a face-to-face meeting to complete the assessment.
2. Appoint a chair and a recorder from within the group. The role of the chair is to convene the meeting and to manage discussion. The role of the recorder is to systematically record the decisions of the group.
3. For each section of the assessment, have those present read the rubrics concerning the current state of the policy environment.
4. The chair should then seek opinions concerning which rubric statement most accurately reflects the current state of policy.
5. After allowing adequate discussion among the group, the chair should seek consensus on assigning a score for each statement. If consensus is not achieved then a formal vote on which score to record should be taken.
6. Once the scores have been recorded for each statement, the recorder should calculate the score for each policy principle using the method indicated in the assessment.

7. The recorder should then complete the chart that provides a visual representation of all the scores (Exercise 11).
8. The results of the assessment should be conveyed to appropriate ministers and, where deemed to be necessary, policies should be created or modified.

It is recommended that the assessment exercise be completed every 12 to 18 months so that changes in the policy environment can be tracked and progress evaluated.

Planning step 3 (P3): Determine programme resources

This workbook assumes that the government will enter into an agreement with an arms-length, quasi-government agency (for example, a National Sport Council), a sport organisation or an NGO for the delivery of SDP programme(s).

In an iterative process, agreement will need to be reached on the resources that will be made available to undertake the programme. Where a programme is to operate in a number of different locations, it will be necessary to review resources at both the programme and individual site levels.

Use Exercise 12 in the back section of this book to determine your programme resources.

Planning step 4 (P4): Define the programme target population

Based on the broad objectives agreed to in step P1, use Exercise 13 in the back section of this book to define the target population for the planned programme.

Planning step 5 (P5): Define the programme target communities

Based on the broad objectives agreed to in step P1 and the target population identified in P4, use Exercises 14 and 15 in the back section of this book to determine the target communities for the planned programme.

Planning step 6 (P6): Define specific programme objectives

Based on the broad objectives agreed to in step P1 and on the profile of the target programme participants and communities (from steps P4 and P5), detailed programme objectives need to be developed. These should be concise statements that state *who* will make *what* change, by *how much*, *where* and by *when*.

Without detailed objectives, quality programme design and development is not possible. In addition, having detailed objectives enables the programme to be more easily evaluated by both government and programme personnel.

Objectives need to be defined for two critical groups of individuals: programme participants and programme leaders. They should be appropriate to the age, gender, culture and educational level of those involved. In addition, capacity development and organisational effectiveness objectives may also be set for the programme delivery agency, although these are not covered here.

It is helpful when developing objectives to use the SMART approach to ensure they are:

- S Specific
- M Measureable
- A Attainable
- R Relevant
- T Time-based

Examples of good and poor objectives

Poor example: *Participants will be able to protect themselves against HIV and AIDS*

- | | |
|---------------------|---|
| Specific: | No, there is no reference to how they will protect themselves or how we will know if they have achieved this objective. |
| Measureable: | No, we have no way of measuring what they are able to do to protect themselves. |

Continued

Attainable:	Since we do not know how they will protect themselves, we do not know if this objective is attainable.
Relevant:	Yes.
Time-based:	No, there is no indication of when this is to be achieved by.

Better example: *By the end of the 13-week programme, participants will know how HIV is transmitted from person to person and will know three ways to protect themselves.*

Specific:	Yes, we have defined what they should have learned (three ways to protect themselves).
Measureable:	Yes, we can measure whether they know three ways to protect themselves or not and could use questionnaires or interviews to collect the information.
Attainable:	Yes, the objective is attainable because having participants learn three ways to protect themselves is a realistic expectation and is within their control.
Relevant:	Yes.
Time-based:	Yes, the objective is to be attained by the end of the 13-week programme.

What can objectives be about?

While an objective can describe many different things, in SDP there are generally four major types of objectives:

- Knowledge:** Describe what we want participants or leaders to know as a result of taking part in the SDP programme. *Example: Know what employers are looking for during a job interview.*
- Attitudes:** Describe the change in attitude we want to see in leaders or participants taking part in the SDP programme. *Example: To be more accepting of persons with an intellectual disability.*
- Skills:** Describe the skills we want participants or leaders to be able to demonstrate after taking part in the SDP programme. *Example: Demonstrate (through simulation) the ability to avoid taking illegal drugs without antagonising friends.*

Behaviours: Describe the behaviours we want participants and leaders to demonstrate in their lives as a result of taking part in the SDP programme. *Example: Use a condom for every act of sexual intercourse.*

Exercise 16 in the back section of this book gives a SMART programme objective checklist.

Planning step 7 (P7): Design the programme

Detailed programme design instructions are beyond the scope of this document, but the following should be taken into account.

Programme location

Should be accessible to participants and leaders who must rely on public transportation and should have disability access (as required).

Meeting times

Should be carefully considered to enable maximum participation – for example, at times appropriate for parents of young children or those at work/school – and should take into account lighting (both for activities and for participants’ return home).

Meeting duration

Individual sessions should be between one and two hours in duration and provide sufficient time for:

- Warm-up.
- Learning activities – sport and life-skills.
- Debriefing – linking the activity to a life-skill or other objective.
- Informal games.

Programme content

Should:

- Be stage of development (age) appropriate.
- Be attractive to participants.
- Achieve sport skill improvement and attain non-sport objectives.
- Be conducted in a safe environment with participants protected from physical, psychological and sexual harm.

- Be systematic – building on previous activities in a systematic way and introducing more advanced activities in a progressive manner.
- Make explicit the link between the activity being done and its non-sport component.
- Provide opportunities for participants to take progressive leadership roles within the programme.

Planning step 8 (P8): Train programme leaders

Initially, programme leaders should, whenever possible:

- Be respected members of and be drawn from the local communities in which programmes operate.
- Have undertaken specific training in using SDP as an approach to positive youth development.

Potential SDP leaders from the youth development community will need training in coaching techniques. On the other hand, those from the sport community will need more training in youth engagement and development techniques. One effective practice in SDP programmes has been to pair sport leaders and youth development leaders to work together and share their expertise.

SDP programmes should also offer young people opportunities for taking on leadership and organisational roles. Where possible, the programmes should therefore be youth-led and youth organised.

Planning Step 9 (P9): Recognition of programme leader training

Training takes time and effort and is more likely to be undertaken by youth when it leads to some form of certification – that is, when it is recognised by external agencies (including governments) – and can be used to bolster employment applications outside of SDP. Governments (both national or regional) should consider ways in which well-structured and organised training could be formally recognised within existing recognition structures.

Planning Step 10 (P10): Ongoing programme delivery

Programme delivery must be organised, consistent, and reliable for maximum benefit, and should be conducted over an extended period of time.