

Exercises

Exercise 1. Organisations currently active in SDP

Organisation	Programme name	Programme objectives	Lead contact

Exercise 2. Agreement with shared Commonwealth values

Name of sport organisation/NGO: _____

Commonwealth Core Values and Principles	Agree	Disagree
Democracy	<input type="checkbox"/>	<input type="checkbox"/>
Human Rights	<input type="checkbox"/>	<input type="checkbox"/>
International Peace and Security	<input type="checkbox"/>	<input type="checkbox"/>
Tolerance, Respect and Understanding	<input type="checkbox"/>	<input type="checkbox"/>
Freedom of Expression	<input type="checkbox"/>	<input type="checkbox"/>
Separation of Powers	<input type="checkbox"/>	<input type="checkbox"/>
Rule of Law	<input type="checkbox"/>	<input type="checkbox"/>
Good Governance	<input type="checkbox"/>	<input type="checkbox"/>
Sustainable Development	<input type="checkbox"/>	<input type="checkbox"/>
Protecting the Environment	<input type="checkbox"/>	<input type="checkbox"/>
Access to Health, Education, Food and Water	<input type="checkbox"/>	<input type="checkbox"/>
Gender Equality	<input type="checkbox"/>	<input type="checkbox"/>
Importance of Young People in the Commonwealth	<input type="checkbox"/>	<input type="checkbox"/>
Recognition of the Needs of Small States	<input type="checkbox"/>	<input type="checkbox"/>
Recognition of the Needs of Vulnerable States	<input type="checkbox"/>	<input type="checkbox"/>
The Role of Civil Society	<input type="checkbox"/>	<input type="checkbox"/>

Are there any aspects of the organisation's constitution, operations or programmes that indicate that it is not demonstrating a commitment to the shared values?

Exercise 3. Commitment to the Millennium Development Goals

Millennium Development Goal	High government priority	Low government priority
1. Eradicating extreme poverty and hunger	<input type="checkbox"/>	<input type="checkbox"/>
2. Achieving universal primary education	<input type="checkbox"/>	<input type="checkbox"/>
3. Promoting gender equality and empowering women	<input type="checkbox"/>	<input type="checkbox"/>
4. Reducing child mortality	<input type="checkbox"/>	<input type="checkbox"/>
5. Improving maternal health	<input type="checkbox"/>	<input type="checkbox"/>
6. Combating HIV and AIDS, malaria and other diseases	<input type="checkbox"/>	<input type="checkbox"/>
7. Ensuring environmental sustainability	<input type="checkbox"/>	<input type="checkbox"/>
8. Developing a global partnership for development	<input type="checkbox"/>	<input type="checkbox"/>

Exercise 4. Commitment to international or regional development goals

International and regional development goals	Government priority
<i>Briefly describe goal</i>	High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/>
	High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/>
	High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/>
	High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/>
	High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/>
	High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/>
	High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/>
	High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/>
	High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/>
	High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/>
	High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/>
	High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/>

Exercise 5. National development strategy

Is there a national development strategy? Yes No

If yes, list the name of the document and the period (dates) that it covers below:

Name of document:

Period covered:

Exercise 6. Matching government development goals with SDP

Importance of goal to government					Government development goal	Probable contribution of SDP to achieving the goal				
High	Moderate			Low		High	Moderate			Low
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Importance of goal to government					Government development goal	Probable contribution of SDP to achieving the goal				
High	Moderate			Low		High	Moderate			Low
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exercise 8. Existing programmes that address identified government development goals

Government objective selected

<div style="border: 1px solid black; height: 80px; width: 100%;"></div>	Yes <input type="checkbox"/> No <input type="checkbox"/> Is there an existing programme to achieve this objective?	Yes <input type="checkbox"/> No <input type="checkbox"/> Is there an existing programme that could be modified to meet this objective?	Yes <input type="checkbox"/> No <input type="checkbox"/> Will a new programme need to be developed to meet this objective?
	↓	↓	↓
	Name of programme: _____	Name of programme: _____	Name of organisation to develop programme _____
Can programme be scaled up? Yes <input type="checkbox"/> No <input type="checkbox"/>		Can programme be scaled up? Yes <input type="checkbox"/> No <input type="checkbox"/>	

Government objective selected

<div style="border: 1px solid black; height: 80px; width: 100%;"></div>	Yes <input type="checkbox"/> No <input type="checkbox"/> Is there an existing programme to achieve this objective?	Yes <input type="checkbox"/> No <input type="checkbox"/> Is there an existing programme that could be modified to meet this objective?	Yes <input type="checkbox"/> No <input type="checkbox"/> Will a new programme need to be developed to meet this objective?
	↓	↓	↓
	Name of programme: _____	Name of programme: _____	Name of organisation to develop programme _____
Can programme be scaled up? Yes <input type="checkbox"/> No <input type="checkbox"/>		Can programme be scaled up? Yes <input type="checkbox"/> No <input type="checkbox"/>	

Government objective selected

<div style="border: 1px solid black; height: 80px; width: 100%;"></div>	Yes <input type="checkbox"/> No <input type="checkbox"/> Is there an existing programme to achieve this objective?	Yes <input type="checkbox"/> No <input type="checkbox"/> Is there an existing programme that could be modified to meet this objective?	Yes <input type="checkbox"/> No <input type="checkbox"/> Will a new programme need to be developed to meet this objective?
	↓	↓	↓
	Name of programme: _____	Name of programme: _____	Name of organisation to develop programme _____
Can programme be scaled up? Yes <input type="checkbox"/> No <input type="checkbox"/>		Can programme be scaled up? Yes <input type="checkbox"/> No <input type="checkbox"/>	

Exercise 9. List of potential members for working group on SDP policy environment analysis

Government/Ministry	Sport organisations or NGOs

Exercise 10. The policy principles assessment tool

Principle 1: SDP must be explicitly linked to the Commonwealth's shared values and commitment to promoting development, democracy and diversity

Check the box that best describes the current situation.

Indicator 1.1 Commitment of sport and development stakeholders to SDP

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Government, National Olympic Committee/National Paralympic Committee, national sport organisations (NSOs) and youth organisations strongly committed to SDP and working together. <input type="checkbox"/> 4 points	Multiple stakeholders working together to support SDP activities and influence government and civil society. <input type="checkbox"/> 3 points	Some organisations and government departments championing SDP and building stakeholder support. <input type="checkbox"/> 2 points	Some commitment to SDP from individual youth or sport organisations or departments/agencies. <input type="checkbox"/> 1 point	No SDP commitment from government, youth or sport organisations. <input type="checkbox"/> 0 points

Indicator 1.2 Policy framework for SDP

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
National sport policy includes SDP and is supported by stakeholders. <input type="checkbox"/> 4 points	Inclusion of SDP in national sport policy being developed. <input type="checkbox"/> 3 points	Decision made that a national policy framework is required, planning underway. <input type="checkbox"/> 2 points	SDP not included in national sport policy; preliminary discussion underway with key stakeholders. <input type="checkbox"/> 1 point	No national awareness of the need for an SDP policy framework. <input type="checkbox"/> 0 points

Indicator 1.3 Integrity, governance and administration guidelines, co-ordination and support for sport organisations

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Sport and/or youth organisations registered based on ratification of governance and administration guidelines and codes of conduct; compliance with guidelines a pre-condition for government funding. <input type="checkbox"/> 4 points	Most sport and youth organisations have approved integrity, governance and administration guidelines and codes of conduct. <input type="checkbox"/> 3 points	Some sport and youth organisations have integrity, governance and administration guidelines, policies and codes of conduct. <input type="checkbox"/> 2 points	Some awareness of the need for sport and youth organisations to have integrity, governance and administration guidelines, policies and codes of conduct. <input type="checkbox"/> 1 point	No awareness of the need for integrity, governance and administration guidelines and support for sport organisations. <input type="checkbox"/> 0 points

Calculating the score for Principle 1

Add together your scores for each indicator to get the total score:

The maximum possible score for this principle is 12 points.

$$\left(\frac{\text{Total score for principle}}{12 \text{ (maximum score)}} \right) \times 10 = \text{Score for Principle 1}$$

Score for Principle 1

Principle 2: SDP should leverage sustainable, quality and on going sport activity and be intentionally planned to realise specific developmental goals

Check the box that best describes the current situation.

Indicator 2.1 Resource mobilisation and allocation for SDP

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
SDP funding in core budgets of government departments, national sport councils, NSOs and event rights holders. <input type="checkbox"/> 4 points	Multi-year government and sport organisation funding for SDP projects and activities. <input type="checkbox"/> 3 points	Regular government and sport organisation funding for SDP projects and activities. <input type="checkbox"/> 2 points	Occasional government and sport organisation funding for SDP projects and activities. <input type="checkbox"/> 1 point	No government and sport organisation funding for SDP projects and activities. <input type="checkbox"/> 0 points

Indicator 2.2 SDP planning, risk management and monitoring and evaluation (M&E) systems

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
SDP planning, risk management and M&E systems in place in all organisations delivering SDP programmes, with staff trained in M&E and regular reports made public. <input type="checkbox"/> 4 points	SDP planning, risk management and M&E systems in place in many organisations delivering SDP programmes, with some staff trained in M&E and some reports made public. <input type="checkbox"/> 3 points	SDP planning, risk management and M&E systems in place in a number of organisations delivering SDP programmes, with a few staff trained in M&E and reports occasionally made public. <input type="checkbox"/> 2 points	Some awareness of the need for planning, risk management and M&E activities among organisations delivering SDP programmes, and rudimentary processes in place in some organisations. <input type="checkbox"/> 1 point	No awareness of the need for planning, risk management and M&E activities among organisations delivering SDP programmes. <input type="checkbox"/> 0 points

Indicator 2.3 SDP capacity building

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Formal degree programme and/or electives in SDP offered; recognition of SDP capability in national (or regional) accreditation framework; SDP resource depository established and available to sport, youth and other development sectors. <input type="checkbox"/> 4 points	High-quality capacity-building opportunities in SDP available and delivered to sport departments, sport federations and youth and wider development organisations. <input type="checkbox"/> 3 points	National SDP symposiums, workshops and forums conducted; opportunities for capacity building in SDP available from outside agencies. <input type="checkbox"/> 2 points	Few opportunities for capacity building in SDP available. <input type="checkbox"/> 1 point	No opportunities for capacity building in SDP available. <input type="checkbox"/> 0 points

Indicator 2.4 Developmental messaging integrated into major sporting events and further promotion through sporting role models

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Developmental messaging fully integrated into major sporting events and regular promotion through sporting role models. <input type="checkbox"/> 4 points	Developmental messaging regularly integrated into major sporting events and some promotion through sporting role models. <input type="checkbox"/> 3 points	Developmental messaging sometimes integrated into major sporting events and some promotion through sporting role models. <input type="checkbox"/> 2 points	Developmental messaging rarely integrated into major sporting events and infrequent promotion through sporting role models. <input type="checkbox"/> 1 point	Developmental messaging not integrated into major sporting events and little promotion through sporting role models. <input type="checkbox"/> 0 points

Indicator 2.5 Development legacy programmes incorporated into major sporting events and championships

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Development legacy programmes incorporated into almost all major sporting events and championships. <input type="checkbox"/> 4 points	Development legacy programmes incorporated into most major sporting events and majority of championships. <input type="checkbox"/> 3 points	Development legacy programmes incorporated into some major sporting events and championships. <input type="checkbox"/> 2 points	Development legacy programmes incorporated into a few major sporting events and championships. <input type="checkbox"/> 1 point	No development legacy programmes incorporated into major sporting events and championships. <input type="checkbox"/> 0 points

Indicator 2.6 SDP networks, forums and symposiums

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Well-developed national SDP network and frequent forums or symposiums where organisations can learn about SDP. <input type="checkbox"/> 4 points	Well-developed informal SDP network and some forums or symposiums where organisations can learn about SDP. <input type="checkbox"/> 3 points	Developing informal SDP network and some forums or symposiums where organisations can learn about SDP. <input type="checkbox"/> 2 points	Rudimentary SDP network and occasional forums or symposiums where organisations can learn about SDP. <input type="checkbox"/> 1 point	No SDP network and no forums or symposiums where organisations can learn about SDP. <input type="checkbox"/> 0 points

Calculating the score for Principle 2

Add together your scores for each indicator to get the total score:

The maximum possible score for this principle is 24 points.

$$\left(\frac{\text{Total score for principle}}{24 \text{ (maximum score)}} \right) \times 10 = \text{Score for Principle 2}$$

Score for Principle 2

Principle 3: SDP is most effective when integrated with the development sector in support of regional, national and local development priorities

Check the box that best describes the current situation.

Indicator 3.1 References to the value and contribution of SDP in non-sport policy frameworks and strategies

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
SDP is referenced as a tool to achieve defined non-sport development policy objectives and included in strategies. <input type="checkbox"/> 4 points	Frequent reference to SDP in non-sport development policy frameworks and inclusion in strategies. <input type="checkbox"/> 3 points	Occasional reference to SDP in non-sport development policy frameworks and infrequent inclusion in strategies. <input type="checkbox"/> 2 points	Rare reference to SDP in non-sport development policy frameworks and strategies. <input type="checkbox"/> 1 point	No mention of SDP in non-sport development policy frameworks and strategies. <input type="checkbox"/> 0 points

Indicator 3.2 The alignment of SDP structures with youth engagement, education and health provision structures

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Formal communication and structured collaboration between SDP organisations and youth engagement, education and health structures and delivery mechanisms. <input type="checkbox"/> 4 points	Frequent communication between SDP organisations and youth engagement, education and health, with informal alignment of structures and programmes. <input type="checkbox"/> 3 points	Frequent communication between SDP organisations and youth engagement, education and health, with some informal collaboration. <input type="checkbox"/> 2 points	Some communication between SDP organisations and youth engagement, education and health, with occasional collaboration. <input type="checkbox"/> 1 point	No communication between SDP organisations and youth engagement, education and health structures. <input type="checkbox"/> 0 points

Indicator 3.3 The inclusion of SDP stakeholders in multi-sector and cross-departmental initiatives

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
SDP stakeholders included in multi-sector and cross-department initiatives; suggestions actively sought. <input type="checkbox"/> 4 points	SDP stakeholders frequently included in multi-sector and cross-department initiatives; suggestions accepted. <input type="checkbox"/> 3 points	SDP stakeholders sometimes included in multi-sector and cross-department initiatives; suggestions occasionally accepted. <input type="checkbox"/> 2 points	SDP stakeholders rarely included in multi-sector and cross-department initiatives; suggestions rarely accepted. <input type="checkbox"/> 1 point	SDP stakeholders excluded or ignored. <input type="checkbox"/> 0 points

Indicator 3.4 Resources invested in SDP initiatives by non-sport actors

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Significant resources invested in SDP initiatives by non-sport actors (trusts, foundations, funding agencies and/or corporate entities) and multiple ministries; requests for resource support actively sought from SDP organisations. <input type="checkbox"/> 4 points	Resources invested in SDP initiatives by non-sport actors; requests for support encouraged. <input type="checkbox"/> 3 points	Some resources invested in SDP initiatives by non-sport actors; requests for support actively considered when received. <input type="checkbox"/> 2 points	Occasional resources invested in SDP initiatives by non-sport actors; requests for support sometimes considered when received. <input type="checkbox"/> 1 point	No resources invested in SDP initiatives by non-sport actors; requests for support rejected. <input type="checkbox"/> 0 points

Calculating the score for Principle 3

Add together your scores for each indicator to get the total score:

The maximum possible score for this principle is 16 points.

$$\left(\frac{\text{Total score for principle}}{16 \text{ (maximum score)}} \right) \times 10 = \text{Score for Principle 3}$$

Score for Principle 3

Principle 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

Check the box that best describes the current situation.

Indicator 4.1 Focus on safeguarding and protection of children and vulnerable adults in sport policy and within broader legislation, policy and mechanisms

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Strong policy on safeguarding children and vulnerable adults in SDP organisations in place within a strong legislative framework; mechanisms for effectively dealing with complaints or suspected behaviours in place and well-known to participants and leaders.	Policy on safeguarding children and vulnerable adults in SDP organisations adopted and in place; stronger legislation being sought; mechanisms for effectively dealing with complaints or suspected behaviours in place.	Policy on safeguarding children and vulnerable adults in SDP organisations being developed; stronger legislation being sought; mechanisms for effectively dealing with complaints or suspected behaviours being developed.	Awareness of the need for policy on safeguarding children and vulnerable adults in SDP organisations; weak or non-existent legislation; no (or poorly defined) mechanisms for effectively dealing with complaints or suspected behaviours.	No policy on safeguarding children and vulnerable adults in SDP organisations; weak, non-existent or unenforced legislation; no mechanism for effectively dealing with complaints or suspected behaviours.
<input type="checkbox"/> 4 points	<input type="checkbox"/> 3 points	<input type="checkbox"/> 2 points	<input type="checkbox"/> 1 point	<input type="checkbox"/> 0 points

Indicator 4.2 Guidelines and resources to support safeguarding and protection in sport (inclusive of designated SDP initiatives)

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Strong guidelines relating to safeguarding and protecting participants in sport adapted for SDP programmes; specific resources for programme leaders and participants readily available. <input type="checkbox"/> 4 points	Detailed guidelines relating to safeguarding and protecting participants in sport and SDP programmes developed; resources for programme leaders and participants available. <input type="checkbox"/> 3 points	Detailed guidelines relating to safeguarding and protecting participants in sport developed; some resources for SDP programme leaders available. <input type="checkbox"/> 2 points	Broad guidelines relating to safeguarding and protecting participants in sport developed; resources for SDP programmes not available. <input type="checkbox"/> 1 point	No sport guidelines or resources relating to safeguarding and protecting participants in sport available. <input type="checkbox"/> 0 points

Indicator 4.3 Designated authorities responsible for safeguarding and protection in sport (inclusive of designated SDP initiatives)

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Authorities responsible for safeguarding and protection in sport clearly identified and well known; scope of responsibilities and authority clear; access to authorities well-defined with strong protection of complainants. <input type="checkbox"/> 4 points	Authorities responsible for safeguarding and protection in sport clearly identified; scope of responsibilities and authority clear. <input type="checkbox"/> 3 points	Authorities responsible for safeguarding and protection in sport identified; scope of responsibilities and authority unclear. <input type="checkbox"/> 2 points	Authorities responsible for safeguarding and protection in sport poorly defined or unknown. <input type="checkbox"/> 1 point	No authorities responsible for safeguarding and protection in sport. <input type="checkbox"/> 0 points

Indicator 4.4 Focus on equality and inclusion within sport; policy and broader legislation, policy and mechanisms

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Equality and inclusion provisions clearly articulated in sport policy, broader legislation and legal frameworks; sport identified as a model of good practice in campaigns to raise awareness and advocate for equality and inclusion in other sectors. <input type="checkbox"/> 4 points	Policy on equality and inclusion provisions established in sport policy; ongoing work on broader legislation and legal frameworks. <input type="checkbox"/> 3 points	Work underway on equality and inclusion provisions established in sport policy and broader legislation and legal frameworks. <input type="checkbox"/> 2 points	Recognition of the need for equality and inclusion provisions in sport policy and broader legislation and legal frameworks. <input type="checkbox"/> 1 point	No recognition of equality and inclusion provisions in sport policy and broader legislation and legal frameworks. <input type="checkbox"/> 0 points

Indicator 4.5 Guidelines and resources to support equality and inclusion in sport (inclusive of designated SDP initiatives)

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Adherence to guidelines relating to equality and inclusion in sport a prerequisite for funding and support; specific resources for initiatives and projects focused on strengthening equality and inclusion readily available. <input type="checkbox"/> 4 points	Detailed guidelines relating to equality and inclusion in sport and SDP programmes developed; resources for programme leaders and participants available. <input type="checkbox"/> 3 points	Broad guidelines relating to equality and inclusion in sport developed; some resources for SDP programme leaders available. <input type="checkbox"/> 2 points	Broad guidelines relating to equality and inclusion in sport developed; resources for SDP programmes not available. <input type="checkbox"/> 1 point	No guidelines or resources available relating to equality and inclusion in sport. <input type="checkbox"/> 0 points

Indicator 4.6 Designated authorities responsible for strengthening equality and inclusion in sport (inclusive of designated SDP initiatives)

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Dedicated unit in place to lead on strengthening equality and inclusion in sport; access to authorities well defined with strong protection of complainants. <input type="checkbox"/> 4 points	Authorities responsible for strengthening equality and inclusion in sport clearly identified; scope of responsibilities and authority clear. <input type="checkbox"/> 3 points	Authorities responsible for strengthening equality and inclusion in sport identified; scope of responsibilities and authority unclear. <input type="checkbox"/> 2 points	Authorities responsible for strengthening equality and inclusion in sport poorly defined or unknown. <input type="checkbox"/> 1 point	No authorities responsible for strengthening equality and inclusion in sport. <input type="checkbox"/> 0 points

Calculating the score for Principle 4

Add together your scores for each indicator to get the total score:

The maximum possible score for this principle is 24 points.

$$\left(\frac{\text{Total score for principle}}{24 \text{ (maximum score)}} \right) \times 10 = \text{Score for Principle 4}$$

Score for Principle 4

Principle 5: Decentralised programming should involve intended beneficiaries and their communities in the planning process and take needs and assets into consideration
Check the box that best describes the current situation.

Indicator 5.1 Decentralised co-ordination, strategies and funding mechanisms for increasing sport participation and strengthening SDP programming

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Clear strategy and decentralised funding mechanism for increasing participation in sport and strengthening SDP programming; special projects implemented to engage under-represented communities. <input type="checkbox"/> 4 points	Clear strategy and centralised funding mechanism for increasing participation in sport and strengthening SDP programming. <input type="checkbox"/> 3 points	Weak strategy and centralised funding mechanism for increasing participation in sport and strengthening SDP programming. <input type="checkbox"/> 2 points	Poorly articulated strategy and weak funding mechanism for increasing participation in sport and strengthening SDP programming. <input type="checkbox"/> 1 point	No formalised strategy or funding mechanism for increasing participation in sport and strengthening SDP programming. <input type="checkbox"/> 0 points

Indicator 5.2 Opportunities for participatory SDP policy development and programme design

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Participatory SDP policy development and programme design involving a wide range of members of the SDP field, broader development stakeholders and community leaders. <input type="checkbox"/> 4 points	Good opportunities for participatory SDP policy development and programme design. <input type="checkbox"/> 3 points	Some opportunities for participatory SDP policy development and programme design. <input type="checkbox"/> 2 points	Limited opportunities for participatory SDP policy development and programme design. <input type="checkbox"/> 1 point	No opportunities for participatory SDP policy development and programme design. <input type="checkbox"/> 0 points

Indicator 5.3 Platforms for community-based SDP stakeholders to network

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Platform for community-based SDP stakeholders to network and share good practice established, continuously updated and extensively used. <input type="checkbox"/> 4 points	Platform or opportunity for community-based SDP stakeholders to network established and operational. <input type="checkbox"/> 3 points	Platform or opportunity for community-based SDP stakeholders to network being actively developed. <input type="checkbox"/> 2 points	Rudimentary platform or opportunity for community-based SDP stakeholders to network. <input type="checkbox"/> 1 point	No platform or opportunity for community-based SDP stakeholders to network. <input type="checkbox"/> 0 points

Indicator 5.4 Resources, rewards and recognition for community-based SDP initiatives

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Web, print-based and social media communication platforms regularly used to promote SDP and recognise good practise; regular, high-profile recognition, rewards or resources for community-based SDP initiatives. <input type="checkbox"/> 4 points	Communication platforms used to promote SDP and recognise good practise; regular recognition, rewards or resources for community-based SDP initiatives. <input type="checkbox"/> 3 points	Some recognition, rewards or resources for community-based SDP initiatives. <input type="checkbox"/> 2 points	Infrequent and irregular recognition, rewards or resources for community-based SDP initiatives. <input type="checkbox"/> 1 point	No rewards, recognition, rewards or resources for community-based SDP initiatives. <input type="checkbox"/> 0 points

Calculating the score for Principle 5

Add together your scores for each indicator to get the total score:

The maximum possible score for this principle is 16 points.

$$\left(\frac{\text{Total score for principle}}{16 \text{ (maximum score)}} \right) \times 10 = \text{Score for Principle 5}$$

Score for Principle 5

Principle 6: Programming should be designed on the basis of evidence-based models and conducted with systematic measurement of progress and appropriate monitoring and evaluation
Check the box that best describes the current situation.

Indicator 6.1 SDP research projects and initiatives backed by a commitment from the higher education sector

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
National and international research agencies allocate significant funds to SDP research; strong competition among research groups to undertake SDP investigations. <input type="checkbox"/> 4 points	International development funding agencies allocate funds to SDP research and require funded SDP programmes to partner with higher education researchers to evaluate the impact of programmes and refine evaluation tools. <input type="checkbox"/> 3 points	Individuals and research groups within higher education undertake research and programme development in collaboration with community-based SDP stakeholders. <input type="checkbox"/> 2 points	Some individuals within higher education undertake research and programme development. <input type="checkbox"/> 1 point	No interest in SDP research shown by the higher education sector. <input type="checkbox"/> 0 points

Indicator 6.2 Monitoring and evaluation of sport participation

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Policy development and strategic planning informed by national sport and physical activity participation survey; progressive M&E of sport participation trends (including identifying communities with low participation rates). <input type="checkbox"/> 4 points	Baseline data collected on participation in sport by different communities; ongoing M&E of outcomes from participation in sport undertaken by sport organisations in collaboration with governments and higher education. <input type="checkbox"/> 3 points	Ongoing M&E of outcomes from participation in sport undertaken by governments or higher education. <input type="checkbox"/> 2 points	Limited M&E of outcomes from participation in sport or of reasons for participation and for dropping out. <input type="checkbox"/> 1 point	No M&E of outcomes from participation in sport. <input type="checkbox"/> 0 points

Indicator 6.3 Monitoring and evaluation of the contribution made by sport-based interventions to development objectives

Fully developed	Well developed	Ongoing development	Some development	Undeveloped
Identifiable body of data and evaluation evidencing the contribution of sport to national development priorities; ongoing collaboration between development agencies and sport-based initiatives in the M&E of the contribution made by sport. <input type="checkbox"/> 4 points	Ongoing collaboration between development agencies and sport-based initiatives in the M&E of the contribution made by sport. <input type="checkbox"/> 3 points	Occasional collaboration between development agencies and sport-based initiatives in the M&E of the contribution made by sport. <input type="checkbox"/> 2 points	Limited M&E of the contribution made by sport-based interventions to development objectives. <input type="checkbox"/> 1 point	No M&E of the contribution made by sport-based interventions to development objectives. <input type="checkbox"/> 0 points

Calculating the score for Principle 6

Add together your scores for each indicator to get the total score:

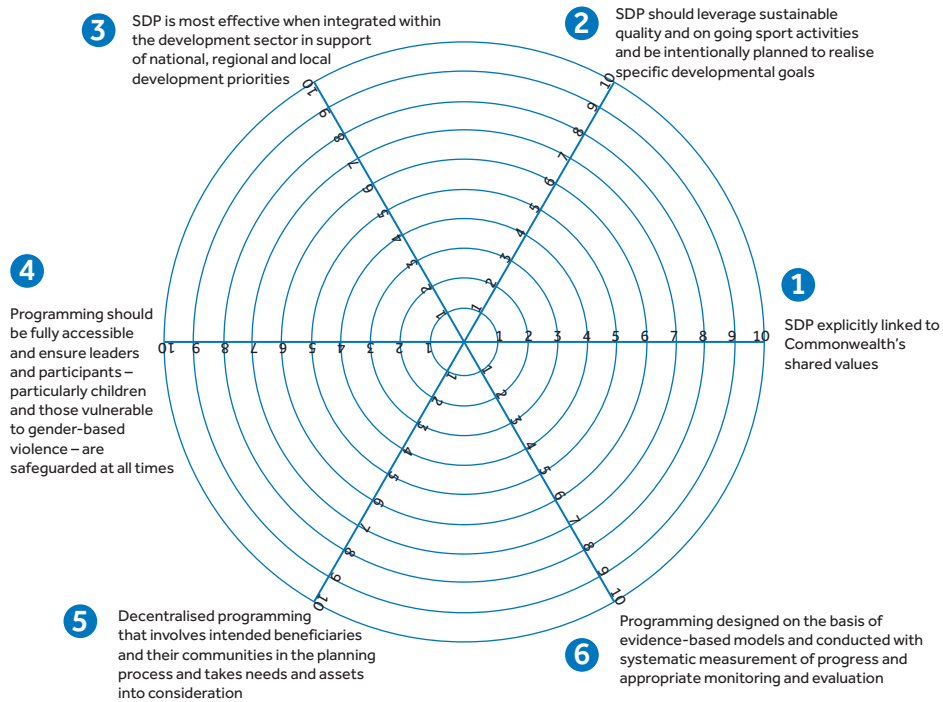
The maximum possible score for this principle is 12 points.

$$\left(\frac{\text{Total score for principle}}{12 \text{ (maximum score)}} \right) \times 10 = \text{Score for Principle 6}$$

Score for Principle 6

Exercise 11. Scoring the policy principles

How well do you score on the six policy principles? Mark your score for each principle on the relevant axis for that principle. Points nearer the centre of the chart indicate policy areas that may need to be revised or updated.



Exercise 12. Determine programme resources

Contribution	Government contribution	Organisational contribution
Funding		
Facilities		
Personnel		
Equipment		
Other (specify)		
Other (specify)		

Exercise 13. The target population for the planned programme

1. Will the programme focus on females only, males only or both females and males?
 - Females only
 - Males only
 - Females and males

2. Approximately what age group(s) will the programme target?
 - 0–5 years
 - 6–10 years
 - 11–15 years
 - 16–20 years
 - 21–25 years
 - 26–30 years
 - 31–50 years
 - 50+ years

3. What other characteristics are important?
 - None – programme for all
 - Unemployed/under-employed
 - Known to police (actual or potential for crime)
 - Out of school
 - Drug users (actual or potential)
 - High-risk sexual activity (actual or potential)
 - Other _____
 - Other _____
 - Other _____

Based on the answers to the questions posed above, describe as completely as possible the target population for the proposed SDP programme:

Exercise 14. The target communities for the planned programme

1. Which are the potential communities for hosting the planned programme?

2. In which communities are programmes likely to be most successful? Use Exercise 15 to help you make your decision.

Exercise 15. Community selection for SDP programmes

Programme match*					Community name	Community support for programme					Rank**
High	Moderate		Low	High		Moderate		Low			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Programme match: Is the targeted problem an issue in the community?
 ** Rank the communities 1, 2, 3 etc. from most to least suitable

Exercise 16. Checklist for SMART objectives

Who is to achieve this objective?

Programme participants Programme leaders

Age of target individuals _____ Educational level _____

Other information on target individuals _____

Is this objective related to

Knowledge Attitudes Behaviour Skills Other _____

Proposed objective: _____

Is this a SMART objective?

Specific Measurable Attainable Relevant Time-based

Who is to achieve this objective?

Programme participants Programme leaders

Age of target individuals _____ Educational level _____

Other information on target individuals _____

Is this objective related to

Knowledge Attitudes Behaviour Skills Other _____

Proposed objective: _____

Is this a SMART objective?

Specific Measurable Attainable Relevant Time-based

Who is to achieve this objective?

Programme participants Programme leaders

Age of target individuals _____ Educational level _____

Other information on target individuals _____

Is this objective related to

Knowledge Attitudes Behaviour Skills Other _____

Proposed objective: _____

Is this a SMART objective?

Specific Measurable Attainable Relevant Time-based