

# Implementing The Commonwealth Guide to Advancing Development through Sport

A Workbook for Analysis, Planning and Monitoring

*Commonwealth Secretariat*



The Commonwealth

# Implementing The Commonwealth Guide to Advancing Development through Sport

A Workbook for Analysis, Planning  
and Monitoring

Colin Higgs

Based on *The Commonwealth Guide to Advancing  
Development through Sport* by Tess Kay and Oliver Dudfield



The Commonwealth

Commonwealth Secretariat

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# Contents

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Acknowledgments	iii
List of figures	vii
Abbreviations and acronyms	viii
<b>1. Introduction</b>	<b>1</b>
Sport for development and peace	1
Using this workbook	2
<b>2. Stage One: Analysis</b>	<b>5</b>
Analysis step 1 (A1): Using SDP in national development	5
Analysis step 2 (A2): Commonwealth and organisational values	6
Analysis step 3 (A3): International and regional development goals and national development strategy	10
Analysis step 4 (A4): National action plan on SDP	10
<b>3. Stage Two: Planning</b>	<b>12</b>
Planning step 1 (P1): Select broad objectives to be addressed through SDP	12
Planning step 2 (P2): Assess current policy, strategy and support mechanisms	12
Planning step 3 (P3): Determine programme resources	15
Planning step 4 (P4): Define the programme target population	15
Planning step 5 (P5): Define the programme target communities	15
Planning step 6 (P6): Define specific programme objectives	16
Planning step 7 (P7): Design the programme	18
Planning step 8 (P8): Train programme leaders	19
Planning Step 9 (P9): Recognition of programme leader training	19
Planning Step 10 (P10): Ongoing programme delivery	19
<b>4. Stage Three: Monitoring</b>	<b>20</b>
Monitoring step 1 (M1): Programme monitoring and evaluation	21

<b>Exercise 1. Organisations currently active in SDP</b>	<b>23</b>
<b>Exercise 2. Agreement with shared Commonwealth values</b>	<b>24</b>
<b>Exercise 3. Commitment to the Millennium Development Goals</b>	<b>25</b>
<b>Exercise 4. Commitment to international or regional development goals</b>	<b>26</b>
<b>Exercise 5. National development strategy</b>	<b>28</b>
<b>Exercise 6. Matching government development goals with SDP</b>	<b>29</b>
<b>Exercise 7. National and regional objectives</b>	<b>30</b>
<b>Exercise 8. Existing programmes that address identified government development goals</b>	<b>31</b>
<b>Exercise 9. List of potential members for working group on SDP policy environment analysis</b>	<b>32</b>
<b>Exercise 10. The policy principles assessment tool</b>	<b>33</b>
<b>Exercise 11. Scoring the policy principles</b>	<b>46</b>
<b>Exercise 12. Determine programme resources</b>	<b>47</b>
<b>Exercise 13. The target population for the planned programme</b>	<b>48</b>
<b>Exercise 14. The target communities for the planned programme</b>	<b>49</b>
<b>Exercise 15. Community selection for SDP programmes</b>	<b>50</b>
<b>Exercise 16. Checklist for SMART objectives</b>	<b>51</b>

## List of figures

---

Figure 1. Three stages of creating an SDP programme	3
Figure 2. Stage One: Analysis of SDP programme potential	5
Figure 3. Stage Two: Steps in planning SDP programmes	13
Figure 4. Stage Three: Monitoring and evaluation of SDP programmes	20
Figure 5. Overview of the evaluation of SDP programmes	22

## Abbreviations and acronyms

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<b>M&amp;E</b>	monitoring and evaluation
<b>MDG</b>	Millennium Development Goal
<b>NGO</b>	non-governmental organisation
<b>NSO</b>	national sport organisation
<b>SDP</b>	sport for development and peace
<b>SMART</b>	specific, measureable, attainable, relevant, time-based

# Chapter 1

## Introduction

---

Governments have used sport to achieve a number of national and international objectives, of which the two most common – in fact, almost universal – have been the development of high-performance sport to raise their country's profile on the international stage and the encouragement of physical activity, including recreational sport, to enhance population health and reduce the negative consequences of obesity and physical inactivity.

### Sport for development and peace

Since the early 1990s an additional national objective for sport has been gaining increased recognition: its use as a tool in positive national (often youth) development and as a way of reducing violence and conflict. This process has become known as sport for development and peace (SDP), a term used to describe the planned and intentional use of sport to contribute to achieving specific non-sport development objectives including, but not limited to, the Millennium Development Goals (MDGs). It is recognised and supported by the Commonwealth Secretariat, the United Nations and a wide range of international development agencies and national governments.

SDP has gained widespread support from international donors and national governments because it is a cost-effective intervention in ongoing efforts to reduce the negative consequences of non-communicable diseases, slow the spread of HIV and AIDS and other infectious diseases, reduce gender-based and gang-related violence and advance the lives of the world's most disadvantaged people – including those living in extreme poverty, women and girls, and persons with a disability.

The specific national development goals that are most usually identified as being effectively pursued through the use of SDP activities are:

- Fostering positive child and youth development and education, including enhancing child safety and protection.

- Achieving health objectives in the areas of both communicable and non-communicable diseases and enhancing mental health.
- Promoting gender equality and advancing the lives of marginalised and disadvantaged communities and groups.
- Enhancing the physical and mental health and social inclusion of persons with physical, sensory and intellectual disabilities.
- Improving social cohesion and preventing or reducing conflict and violence.

### Using this workbook

Effective SDP programmes require careful planning, delivery and evaluation if they are to make the most productive contribution to the optimum development of a country or region.

This workbook is designed to provide a roadmap to help governments and non-governmental organisations (NGOs)<sup>1</sup> work together through the many steps that need to be taken over the lifecycle of an SDP programme. Like any roadmap, it should be used as a guide and not every step will be of equal value to all users. It is based on *The Commonwealth Guide to Advancing Development through Sport*, published by the Commonwealth Secretariat in 2013.<sup>2</sup>

The workbook makes the following assumptions:

- There are already SDP programmes in place in many jurisdictions.
- The most effective SDP programmes are developed locally, are to the greatest possible extent youth-led and organised and are based on specific local needs, aspirations and resources.
- Governments wish to partner with sport organisations or other NGOs in the design (or modification) and delivery of SDP programmes since they generally do not have the resources (or desire) to directly deliver programmes throughout their countries.
- Governments have the responsibility for establishing national development priorities and the policy environment in which these will be pursued.

- Governments support evidence-based decision-making when considering the contribution that SDP can make to national development. They are committed to planned and systematic monitoring and evaluation of SDP programmes.
- Many sport and civil society organisations have knowledge about, and expertise in, SDP.

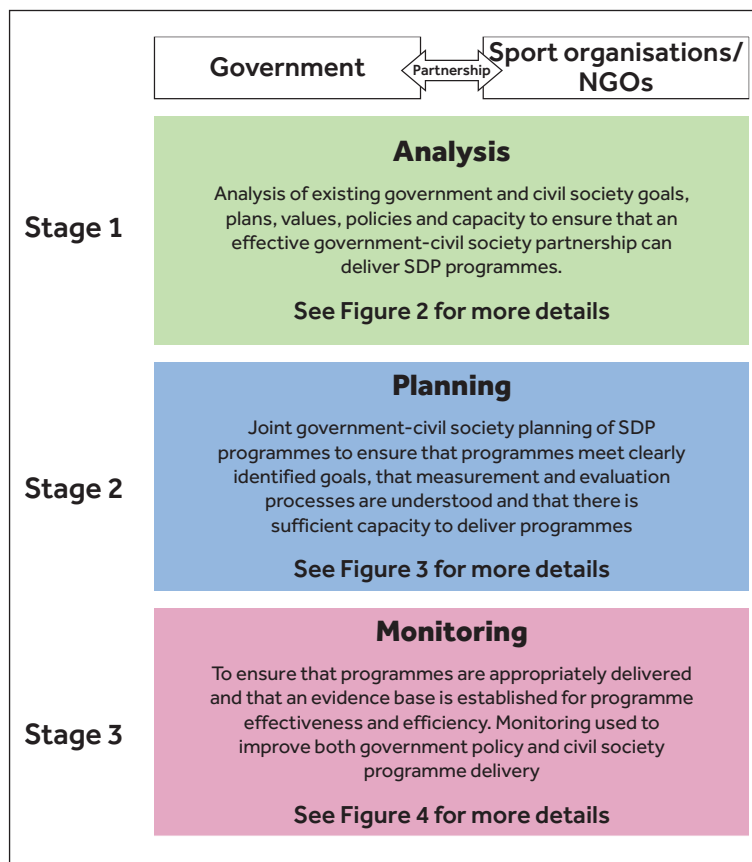
The workbook outlines three stages in effective SDP programming (see Figure 1):

**Analysis:** What is the current situation?

**Planning:** What needs to be done?

**Monitoring:** How are we doing?

Figure 1. Three stages of creating an SDP programme



These stages are further broken down into steps in Figures 2, 3 and 4. Each step is then described in more detail and critical questions asked.

A major part of the planning stage is a self-assessment of the current policy environment to determine whether there are policies and strategies that support SDP and where there might be need for changes (step P2).

Exercises are provided for each step to help you identify what is needed for effective analysis, planning and monitoring and thus ensure successful SDP programming. The exercises are grouped together at the back of the book for ease of use. If additional pages are required to complete the exercises, they can be either photocopied or printed from the PDF version.

## Notes

- 1 The term 'government' is used to mean national governments and regional organisations, and the term 'non-governmental organisation (NGO)' includes sport organisations and other civil society organisations such as community groups.
- 2 Kay, T and O Dudfield (2013), *The Commonwealth Guide to Advancing Development through Sport*, Commonwealth Secretariat, London, available at: <https://publications.thecommonwealth.org/the-commonwealth-guide-to-advancing-development-through-sport-982-p.aspx#982> (accessed 31 January 2014).

## Chapter 2

### Stage One: Analysis

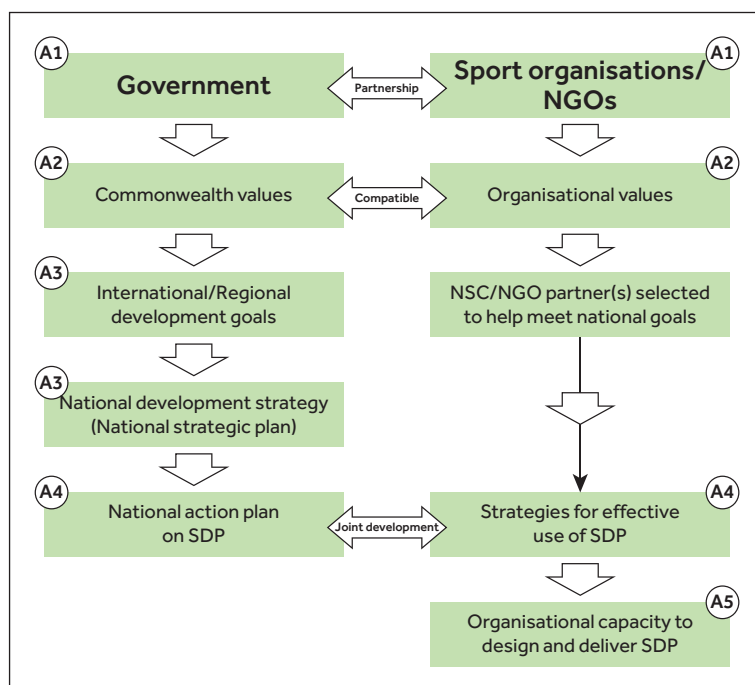
The analysis stage is predominantly the responsibility of national governments or their agents. It is comprised of five steps that examine the environment in which SDP programmes operate and that are concerned with development values and the alignment between existing SDP programmes, and national strategic objectives.

#### Analysis step 1 (A1): Using SDP in national development

It is highly likely within many jurisdictions that there are already SDP programmes and organisations with expertise in the field.

Use Exercise 1 in the back section of this book to summarise your current situation.

Figure 2. Stage One: Analysis of SDP programme potential



## Analysis step 2 (A2): Commonwealth and organisational values

Partnerships between governments and NGOs are most effective when both share common values. Therefore, governments need to assess the core values of organisations with which they may be contemplating a partnership in the design and delivery of SDP programmes.

Governments within the Commonwealth have agreed the following core values and principles:<sup>1</sup>

1. *Democracy*: We recognise the inalienable right of individuals to participate in democratic processes, in particular through free and fair elections in shaping the society in which they live. Governments, political parties and civil society are responsible for upholding and promoting democratic culture and practices and are accountable to the public in this regard. Parliaments and representative local governments and other forms of local governance are essential elements in the exercise of democratic governance. We support the role of the Commonwealth Ministerial Action Group to address promptly and effectively all instances of serious or persistent violations of Commonwealth values without any fear or favour.
2. *Human Rights*: We are committed to the Universal Declaration of Human Rights and other relevant human rights covenants and international instruments. We are committed to equality and respect for the protection and promotion of civil, political, economic, social and cultural rights, including the right to development, for all without discrimination on any grounds as the foundations of peaceful, just and stable societies. We note that these rights are universal, indivisible, interdependent and interrelated and cannot be implemented selectively.

We are implacably opposed to all forms of discrimination, whether rooted in gender, race, colour, creed, political belief or other grounds.

3. *International Peace and Security*: We firmly believe that international peace and security, sustainable economic growth and development and the rule of law are essential to the progress and prosperity of all. We are committed to an effective multilateral system based on inclusiveness, equity, justice and international

law as the best foundation for achieving consensus and progress on major global challenges including piracy and terrorism.

We support international efforts for peace and disarmament at the United Nations and other multilateral institutions. We will contribute to the promotion of international consensus on major global political, economic and social issues. We will be guided by our commitment to the security, development and prosperity of every member country.

We reiterate our absolute condemnation of all acts of terrorism in whatever form or wherever they occur or by whomsoever perpetrated, with the consequent tragic loss of human life and severe damage to political, economic and social stability. We reaffirm our commitment to work together as a diverse community of nations, individually and collectively under the auspices and authority of the United Nations, to take concerted and resolute action to eradicate terrorism.

4. *Tolerance, Respect and Understanding*: We emphasise the need to promote tolerance, respect, understanding, moderation and religious freedom, which are essential to the development of free and democratic societies, and recall that respect for the dignity of all human beings is critical to promoting peace and prosperity.

We accept that diversity and understanding the richness of our multiple identities are fundamental to the Commonwealth's principles and approach.

5. *Freedom of Expression*: We are committed to peaceful, open dialogue and the free flow of information, including through a free and responsible media, and to enhancing democratic traditions and strengthening democratic processes.
6. *Separation of Powers*: We recognise the importance of maintaining the integrity of the roles of the legislature, executive and judiciary. These are the guarantors in their respective spheres of the rule of law, the promotion and protection of fundamental human rights and adherence to good governance.
7. *Rule of Law*: We believe in the rule of law as an essential protection for the people of the Commonwealth and as an assurance of limited and accountable government. In particular we support an independent, impartial, honest and competent judiciary and recognise that an independent,

effective and competent legal system is integral to upholding the rule of law, engendering public confidence and dispensing justice.

8. *Good Governance*: We reiterate our commitment to promote good governance through the rule of law, to ensure transparency and accountability and to root out, both at national and international levels, systemic and systematic corruption.
9. *Sustainable Development*: We recognise that sustainable development can help to eradicate poverty by pursuing inclusive growth whilst preserving and conserving natural ecosystems and promoting social equity.

We stress the importance of sustainable economic and social transformation to eliminate poverty and meet the basic needs of the vast majority of the people of the world and reiterate that economic and social progress enhances the sustainability of democracy.

We are committed to removing wide disparities and unequal living standards as guided by internationally agreed development goals. We are also committed to building economic resilience and promoting social equity, and we reiterate the value in technical assistance, capacity building and practical cooperation in promoting development.

We are committed to an effective, equitable, rules-based multilateral trading system, the freest possible flow of multilateral trade on terms fair and equitable to all, while taking into account the special requirements of small states and developing countries.

We also recognise the importance of information and communication technologies as powerful instruments of development: delivering savings, efficiencies and growth in our economies, as well as promoting education, learning and the sharing of culture. We are committed to strengthening its use while enhancing its security, for the purpose of advancing our societies.

10. *Protecting the Environment*: We recognise the importance of the protection and conservation of our natural ecosystems and affirm that sustainable management of the natural environment is the key to sustained human development. We recognise the importance of multilateral co-operation,

sustained commitment and collective action, in particular by addressing the adaptation and mitigation challenges of climate change and facilitating the development, diffusion and deployment of affordable, environmentally friendly technologies and renewable energy, and the prevention of illicit dumping of toxic and hazardous waste as well as the prevention and mitigation of erosion and desertification.

11. *Access to Health, Education, Food and Water:* We recognise the necessity of access to affordable health care, education, clean drinking water, sanitation and housing for all citizens and emphasise the importance of promoting health and well-being in combating communicable and non-communicable diseases.

We recognise the right of everyone to have access to safe, sufficient and nutritious food, consistent with the progressive realisation of the right to adequate food in the context of national food security.

12. *Gender Equality:* We recognise that gender equality and women's empowerment are essential components of human development and basic human rights. The advancement of women's rights and the education of girls are critical preconditions for effective and sustainable development.
13. *Importance of Young People in the Commonwealth:* We recognise the positive and active role and contributions of young people in promoting development, peace, democracy and in protecting and promoting other Commonwealth values, such as tolerance and understanding, including respect for other cultures. The future success of the Commonwealth rests with the continued commitment and contributions of young people in promoting and sustaining the Commonwealth and its values and principles, and we commit to investing in and promoting their development, particularly through the creation of opportunities for youth employment and entrepreneurship.
14. *Recognition of the Needs of Small States:* We are committed to assisting small and developing states in the Commonwealth, including the particular needs of small island developing states, in tackling their particular economic, energy, climate change and security challenges, and in building their resilience for the future.
15. *Recognition of the Needs of Vulnerable States:* We are committed to collaborating to find ways to provide immediate

help to the poorest and most vulnerable, including least developed countries, and to develop responses to protect the people most at risk.

16. *The Role of Civil Society*: We recognise the important role that civil society plays in our communities and countries as partners in promoting and supporting Commonwealth values and principles, including the freedom of association and peaceful assembly, and in achieving development goals.

Use the check boxes in Exercise 2 in the back section of this book to assess whether a sport organisation or other NGO agrees with the shared Commonwealth values.

### Analysis step 3 (A3): International and regional development goals and national development strategy

There are likely to be international and regional development goals to which the government has agreed that may affect an SDP programme. There may also be an existing national development strategy.

Use the exercises in the back section of this book to record existing government commitment to the MDGs (Exercise 3), to record commitments made to other international or regional goals (Exercise 4) and to record details of a national development strategy, if applicable (Exercise 5).

### Analysis step 4 (A4): National action plan on SDP

An effective SDP programme requires a systematic plan. At the core of such a plan is an analysis of:

- the current national development goals and objectives; and
- how SDP could most effectively be used to meet those goals and objectives.

One way to undertake this analysis is to create a small working group made up of government officials who are knowledgeable about the country's development goals and individuals from the field of SDP who are able to make recommendations about which of the country's development goals might most effectively be addressed using an SDP approach.

Use Exercise 6 in the back section of this book to identify the high-priority government goals that are most amenable to an SDP approach.

### Note

- 1 Charter of the Commonwealth 2012, available at: <http://thecommonwealth.org/sites/default/files/page/documents/CharteroftheCommonwealth.pdf> (accessed 9 June 2014).

## Chapter 3

### Stage Two: Planning

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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.

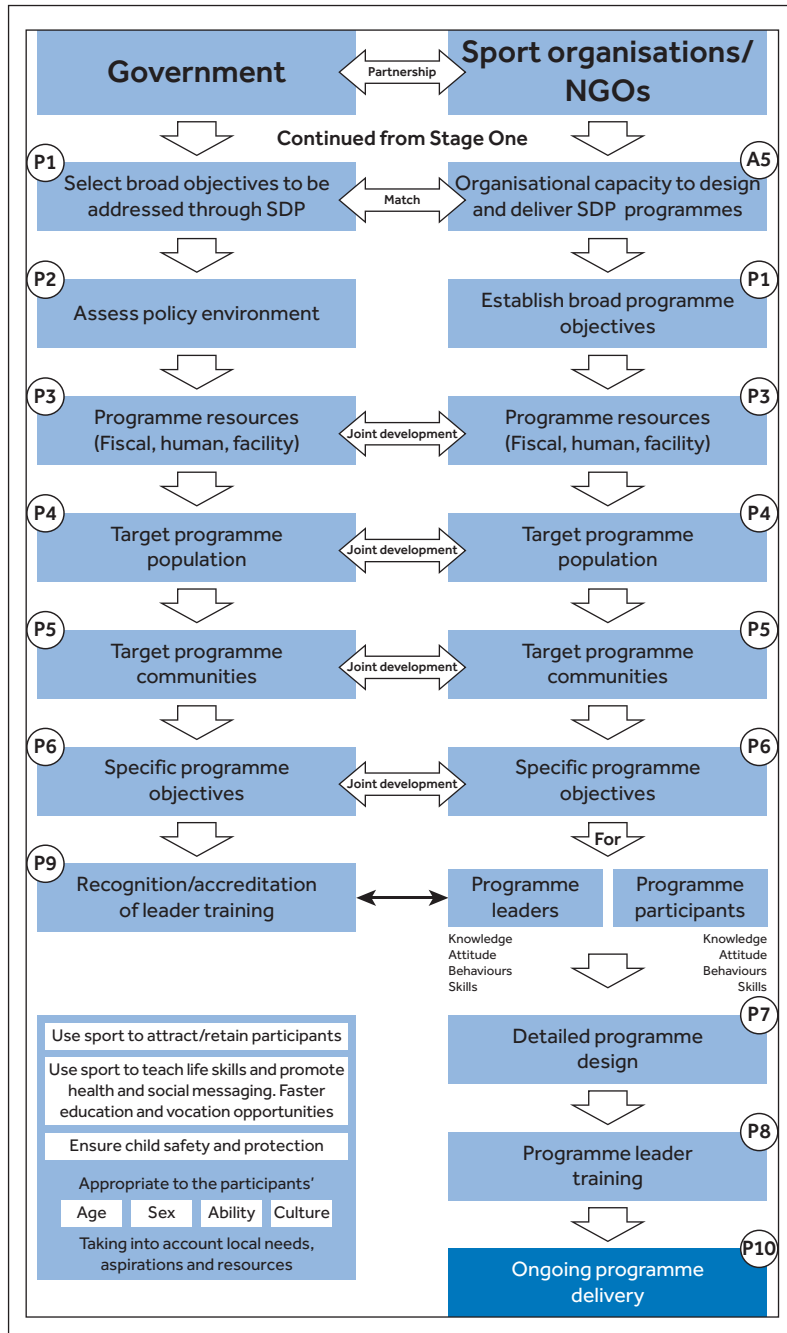
Once the broad objectives have been identified, it is necessary to determine whether suitable programmes already exist. Use Exercise 8 in the back section of this book to help in this process.

#### 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*

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

Continued

<b>Attainable:</b>	Since we do not know how they will protect themselves, we do not know if this objective is attainable.
<b>Relevant:</b>	Yes.
<b>Time-based:</b>	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.*

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

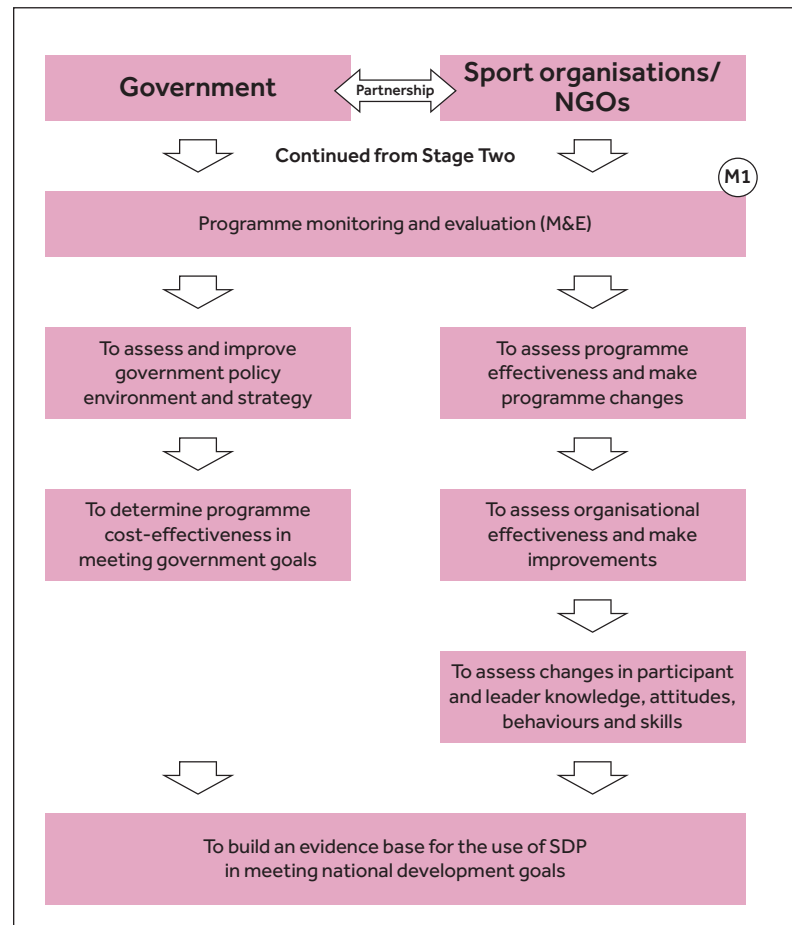
Programme delivery must be organised, consistent, and reliable for maximum benefit, and should be conducted over an extended period of time.

## Chapter 4

### Stage Three: Monitoring

The various purposes of monitoring and evaluation (M&E) are shown in Figure 4.

Figure 4. **Stage Three: Monitoring and evaluation of SDP programmes**



## Monitoring step 1 (M1): Programme monitoring and evaluation

Governments increasingly require evidence of programme effectiveness in order to justify the continued expenditure of public funds. To provide such evidence requires:

- Very clear articulation of programme objectives (see step P6).
- Creation of measurement tools that can capture progress towards the achievement of programme objectives.
- Consistent record keeping with respect to participants' attendance and engagement in the programme.
- Awareness that there are both intended and unintended consequences of engagement in SDP programmes and that both need to be assessed.

The evidence collected needs to be analysed. Where possible, this analysis should be undertaken by people who are independent of the delivery organisation. There are two very different types of analysis and use of collected data: to improve the programme and to demonstrate programme effectiveness.

### *a) Analysis to improve the programme*

Programme organisers can use the evidence they have collected to:

- Improve programme design and delivery.
- Determine changes in knowledge, attitudes, behaviour or skills of both participants and leaders and to modify the programme or training if needed.
- Determine whether there have been changes in organisational effectiveness or capacity and identify where capacity weaknesses exist.

These reasons are *internal* to the organisation and help it to improve. This type of evaluation is called *formative evaluation*.

### *b) Analysis to demonstrate programme effectiveness*

The same information, collected in the same way, can also be used *externally* to demonstrate to government(s) or programme funders that the programme has done what it set out to do, i.e., that it has been effective. This involves demonstrating a clear link

between the objectives identified before the programme was delivered and the changes in knowledge, attitudes, behaviours or skills that resulted because of the programme. This type of evaluation is called *summative evaluation*.

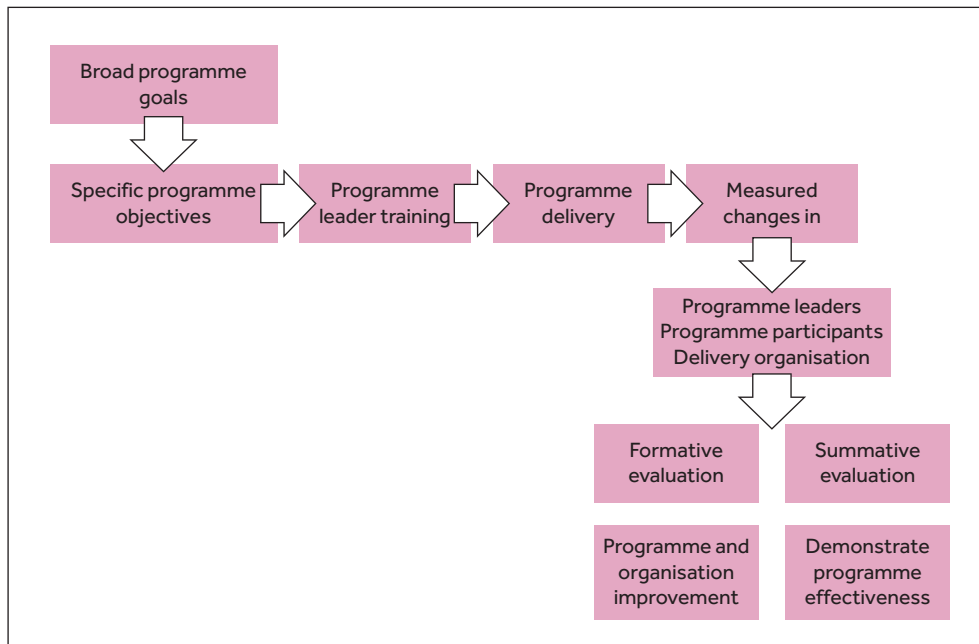
#### *Analysis by governments*

In addition to the formative and summative evaluations undertaken by the SDP delivery organisation or other agency, government(s) can use the collected data to evaluate programme cost-effectiveness and its value in helping to meet development goals.

#### *Policy evaluation*

A separate strand of M&E should be undertaken by government(s) in order to ascertain whether their policy framework is optimal for programme effectiveness and return on the investment of public funds.

Figure 5. Overview of the evaluation of SDP programmes



## Exercises

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### 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?*

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### 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"/>
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	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?		Can programme be scaled up?	
Yes <input type="checkbox"/> No <input type="checkbox"/>		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?		Can programme be scaled up?	
Yes <input type="checkbox"/> No <input type="checkbox"/>		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?		Can programme be scaled up?	
Yes <input type="checkbox"/> No <input type="checkbox"/>		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 from government 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:

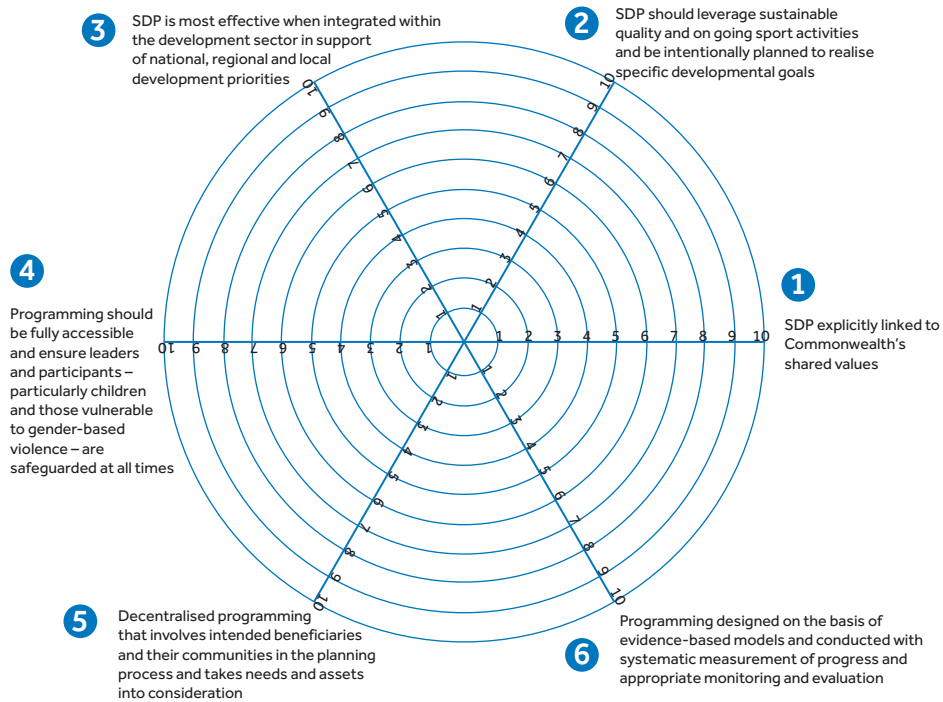
The maximum possible score for this principle is 12 points.

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

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:

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### Exercise 14. The target communities for the planned programme

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

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

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### 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="text"/>
<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="text"/>
<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="text"/>
<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="text"/>
<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="text"/>
<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="text"/>
<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="text"/>
<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="text"/>
<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="text"/>

\* 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