

**VANUATU SPORT FOR DEVELOPMENT PROGRAM
2007-2011**

DESIGN DOCUMENT
Completed Aug 2007



Australian Government
Australian Sports Commission
AusAID

TABLE OF CONTENTS

1. LIST OF ACRONYMS & DEFINITIONS	3
2. EXECUTIVE SUMMARY.....	4
3. BACKGROUND	7
3.1. Activity Origin:.....	7
3.2. Development Context:	7
3.2.1. <i>Location & Geography</i>	7
3.2.2. <i>Socio-economic context</i>	7
3.2.3. <i>Society and Cultural Context</i>	8
3.2.4. <i>Status of Sport & Physical Activity</i>	9
3.2.5. <i>Institutional Context</i>	10
3.3. Design Process:.....	12
4. THE ACTIVITY	14
4.1. Program Goal, Purpose, Outputs, Activities.....	14
4.2. Activity conducted by Communities as a result of the program.....	15
4.3. Definitions of terms	15
4.4. Description of the Activity / How	15
4.4.1. <i>Phases of Implementation – Core Activities Years 1-4</i>	19
4.5. Timeframe.....	20
4.6. Benefits of the Activity	20
4.7. Beneficiaries	20
5. MANAGEMENT & COORDINATION STRATEGIES.....	21
5.1. Management structure & responsibilities.....	21
5.2. Reporting	22
5.2.1. <i>6-monthly Reports</i>	22
5.2.2. <i>Regular internal reports</i>	22
6. RISK MANAGEMENT	22
6.1. Key Risks.....	22
6.2. Risk Management Strategies.....	23
7. MEASURING & MONITORING PERFORMANCE	23
7.1. Monitoring Levels.....	23
7.2. Approach.....	24
7.3. Tools	24
7.4. Performance indicators.....	24
8. CROSS CUTTING ISSUES.....	25
8.1. Social & cultural impact	25
8.2. Gender analysis & impact.....	25
8.2.1. <i>Sport for Women in Rural Areas</i>	26
8.2.2. <i>Gender Strategies</i>	26
8.2.3. <i>Impact of project on women:</i>	27
8.3. Sustainability – factors in design promoting sustainability	27
8.4. Environmental impact	29
9. BUDGET.....	29
10. LIST OF ANNEXES:	31
<u>Annex A: VANUATU MAP</u>	<u>32</u>
<u>Annex B: LOGICAL FRAMEWORK.....</u>	<u>33</u>
<u>Annex C: PROJECT MANAGEMENT STRUCTURE</u>	<u>34</u>
<u>Annex D: REPORT FORMAT & TEMPLATE</u>	<u>36</u>
<u>Annex E: YEAR 1 ACTIVITY PLAN.....</u>	<u>38</u>
<u>Annex F: BUDGET</u>	<u>44</u>
<u>Annex G: RISK MANAGEMENT MATRIX.....</u>	<u>45</u>

1. LIST OF ACRONYMS & DEFINITIONS

AI	Appreciative Inquiry
ASC	Australian Sports Commission
ASOP	Australian Sports Outreach Program
ASP	Australia-South Pacific (Sports Program)
AusAID	Australian Agency for International Development
Community Council	Refers to the small formal or informal group of leaders within a community that will be recognised by this program. It is usually headed by the community's Chief, and includes a representative of the Church, women and youth.
DYDT	Department of Youth Development Training (& Sport)
GoA	Government of Australia
GoV	Government of Vanuatu
IA	Internal Affairs
PSDO province)	Provincial Sport Development Officer (Sport Officer appointed by
NCW	National Council of Women
NSDO	National Sport Development Officer (appointed by the MYDST)
MYDST	Ministry of Youth Development Sport & Training
NC	National Coordinator (of ASOP-Vanuatu)
NCC	National Council of Chiefs
PE	Physical Education
Physical Activity	"all forms of physical activity that contribute to physical fitness, mental wellbeing and social interaction, such as play, recreation, organised or competitive sport, and indigenous sports and games." ¹ (In the context of this document, ' <i>sport</i> ' is interchangeable with ' <i>physical activity</i> ').
RTC	Rural Training Centres
SC	Steering Committee
SDO	Sport Development Officer
Sport	See 'Physical Activity'
TVET	Technical and Vocational Education and Training
YSDO	Youth & Sport Development Officer
VASANOC	Vanuatu Association of Sport And National Olympic Committee
VNTC	Vanuatu National Training Council
VRDTCA	Vanuatu Rural Development and Training Centre Association
WV	World Vision

¹ Sport for Development and Peace: Towards Achieving the Millennium Development Goals, UN Inter-Agency Task Force on Sport for Development and Peace (2003)

2. EXECUTIVE SUMMARY

Background

This document describes a program designed to increase ni-Vanuatu capacity to deliver inclusive sports based programs that contribute to social development. The United Nations advocates that "...well-designed sport-based initiatives are practical and cost-effective tools to achieve objectives in development and peace."² Research points to empirical evidence of the direct role sport can play in advancing health and community development, advancing the rights of women, reducing anti-social behaviour, building community and national identity, achieving international recognition, fostering character development among citizens and contributing to economic development.³

This program is part of the Australian government's Australian Sports Outreach Program (ASOP) which is managed by collaboration between the Australian Sports Commission (ASC) and the Australian Agency for International Development (AusAID). The program complies with the principles outlined in the joint strategy for the ASOP⁴. The goal stated in this strategy and that which is adopted by this Vanuatu program is: *Increased capacity to deliver inclusive sports based programs that contribute to social development.*

Although absolute poverty, most widely associated with hunger, starvation and destitution is virtually unknown in Vanuatu, a large proportion of its people face many hardships and the country considerable development challenges. Its population is extremely young (medium age of 18.1 years and 41% under the age of 15 years), some 70-80% of its populace live in rural areas where infrastructure, resources and services are extremely limited and illiteracy is estimated at 66%.

Project Design

The design of this program used the appreciative inquiry approach and was a highly participatory process conducted in four phases over a 4 month period. The process was led by a team comprising key ni-Vanuatu and Australian stakeholders. It drew on a wide cross-section of both professional and public opinion within Vanuatu including government, non-government organisations, health and education professionals, church and kastom leaders and numerous community representatives in provinces.

Stakeholders prioritised healthy lifestyles and fitness, leadership and youth education/skill development as the most crucial social development aims for this intervention. The program is therefore designed to achieve these benefits and it is intended that the program builds on and expands existing capacity in these areas.

In doing this, consideration is made of current limitations to participation. While ni-Vanuatu are fond of sport, there are relatively few opportunities for participation in organised competition and activity across the country. The limited funding, expertise and resources for sport are invested predominantly within Port Vila and heavily favour participation of men and boys. In rural provinces, sport is usually just an irregular recreational activity, usually reserved for teenage boys and young men or for occasional community festivals.

Project Activities

The central objective of this 4 year program is for trained young men and women to run regular, organised physical activity for children and youth in communities in at least two provinces. Success of the program would see organised physical activity becoming a prioritised, regular and sustained part of community life and village 'culture', with the potential benefits of sport realised by the individuals and communities participating.

All program activities are dedicated to both establishing physical activity programs in communities and building or strengthening the systems, structures, skills and leadership from community

² Towards Achieving the Millennium Development Goals, United National Inter-Agency Task Force on Sport for Development and Peace (2003), online: <http://www.un.org/themes/sport/reportE.pdg>

³ Australian Sports Commission and AusAID (2007) A Strategy for the Australian Sport Outreach Program, p 4-5

⁴ IBID, Australian Sports Commission and AusAID (2007)

through to national level to ensure quality and long-term sustainability. Activities contribute towards five outputs:

- Output 1:** Community education/awareness program delivered
- Output 2:** Sport Leader Apprenticeship program established
- Output 3:** Youth trained and supported as Community Sport Leaders
- Output 4:** Support provided to community, ward and provincial councils to enable them to effectively monitor and manage the program
- Output 5:** Support provided to individuals and organisations to enable them to monitor and manage the program effectively.

Initially targeted to eight communities in each of two rural provinces (Tafea and Penama), it is anticipated that the program will expand significantly throughout the two provinces in subsequent years. An education and awareness campaign will inform communities of the potential benefits of a sport program and the support being offered by the program. Provided information, communities will make their own decisions about the program. They will self-nominate should they wish to adopt it and they will identify the young men and women who will complete a Community Sport Apprenticeship to become Community Sport Leaders. They will also nominate and commit their own community leadership group who will be trained in planning, managing and monitoring their ongoing community sport activity program, with involvement from community chiefs, church and government representatives highly encouraged. Neighbouring communities will be linked through training ward leaders on planning, managing and monitoring activities and ward-level events.

The selected young men and women in each community will complete the Community Sport Leader course which will give them the skills and authority needed to plan, coach, officiate, administer and lead activities every week in their communities. Upon graduation, the Sport Leaders, equipped with their new skills and an activity plan endorsed by and supervised by their community leaders, will assume an ongoing role leading weekly activities and area festivals for teams/groups of young people in their community.

Provincial organisations will also be strengthened to enable them to better support community's activities. Qualified instructors will be established in each province to teach the Sport Apprenticeship. The Youth and Sport Development Officer (YSDO) will receive training, regular mentoring and support from the National Coordinator and up to two part-time assistants. The Area and Provincial Chief's Councils, Church Leaders, along with relevant members of provincial government councils will be provided information sessions and training on formally managing and monitoring the sport program. Where other sport-related organisations like sport-specific associations, sport council or school-sport councils exist in a province, they too will be included in information and pertinent training sessions, with relevant links encouraged.

Each province will elect up to three sports to develop through this program. It is anticipated that both provinces will choose at least one sport in common, meaning the program will support 3 to 5 sports in total. Communities and provincial representatives will work with program staff to finalise the sports with priority given to those sports that will be highly sustainable in rural areas (i.e. sport for which facilities already exist, minimal equipment is required, popularity already exists, and equitable opportunity is provided for women) and best achieve the desired health outcomes. The program will then work closely with the national federations to establish at least one technical trainer (e.g. football coach trainer, volleyball referee trainer) in each province. As most of Vanuatu's national federations currently have a very limited capacity to service provinces, the program has made significant allowances to work with them and their respective Oceania federations to help strengthen their executive and the creation and implementation of strategic plans that support provincial sport development.

To motivate youth and strengthen each sport, federations will be encouraged to create pathways for talented provincial youth (athletes, coaches, officials and administrators). The program will also support other development pathways outside individual sports.

'Modern sports' and games-based activity (for children) will be complemented by the inclusion of indigenous ni-Vanuatu sports or games in community's ongoing activity and festivals. Support will be provided to help document selected traditional sports and create resources that help to teach them.

Finally, the program aims to support national and provincial authorities to strengthen their capacity to manage this program and provide strategic leadership for this and other similar initiatives. This will be achieved through a series of progressive professional development and mentoring targeted

not only at selected members of partner organisations, but also their systems, structures, skills, strategies, values and management style. The partner organisations are those that comprise the program Steering Committee (SC); Vanuatu's Ministry of Youth, Development, Sport and Training (MYDST), the Vanuatu Association of Sport And National Olympic Committee (VASANOC) and the Ministry of International Affairs (IA).

The program will be overseen nationally by the SC which is responsible for driving program strategy and monitoring implementation and performance. A National Coordinator (NC) will coordinate the implementation of all activities and oversee the work of the YSDO in each province. These staff positions are embedded within the existing structure of the MYDST.

Cross-Cutting Issues

The program design is detailed and committed to principles of local ownership, sustainability, exclusivity and use of existing structures, however, flexibility and ongoing learning are also extremely important inclusions. "Action research" will be applied in order to understand what does and doesn't work and why. This is especially important to this program which will operate in the challenging context of provinces (where infrastructure, transport, communications and resources are limited), but also because this program is breaking new ground. This is the first time that a sport-based program of this scale has been run in the country, the first time sport has been taken broadly to rural communities in provinces, and the first time this group of stakeholders will form a partnership to manage a long-term program. As a result, there is a great deal to be learnt about the most effective ways to operate. Integrating action and reflection at all levels of management is seen as an ideal way to optimise learning, and ultimately the efficiency and effectiveness of the program.

The participation of women and girls at all activity levels is important to the success of the program. Whilst on the whole, girls express interest and enjoyment of sport, and it is generally acceptable for girls and young women to participate, participation remains significantly low compared with that of men. The design integrates strategies and policies for equitable opportunity and targets some of the key barriers to female participation.

Planning for the program has been conducted in detail with the following important working documents developed by key stakeholders (and is attached as an Annex); Year 1 Activity Plan, Logical Framework (outlining monitoring and evaluation), Risk Management Matrix and Budget.

3. BACKGROUND

3.1. Activity Origin:

The high level of interest and commitment to sport and youth development in Vanuatu has been demonstrated over many years. Both government and non-government organisations have actively promoted sport, and taken initiatives aimed at enhancing participation and ni-Vanuatu capacity for managing sport effectively. The possibility of the Australian Sports Outreach Program (ASOP) was welcomed by ni-Vanuatu stakeholders as an opportunity to build upon the initiatives already taken, and to boost the level of resource applied to the development of sport and sport for development.

Vanuatu was identified as one of four countries in the Pacific region to benefit from a targeted ASOP activity principally because of the:

- high level of interest and commitment demonstrated by potential ni-Vanuatu partners;
- strong relationships that exist between ni-Vanuatu and Australian stakeholders.

The ASOP is an initiative announced by the Australian Prime Minister at the 2005 Commonwealth Heads of Government Meeting in Malta. Australia committed \$5 million over 5 years (from July 2006 until July 2011) to the Pacific region as part of this Program.

AusAID and the ASC have collaborated to develop the *Strategy for the Australian Sports Outreach Program*. The Strategy (available from ASC or AusAID) outlines the principles and approaches that will be applied to promote the development of quality activities that deliver valued and sustainable outcomes. The Vanuatu program design is consistent with all guiding principles and approaches outlined in the ASOP strategy including those of local ownership and commitment, strengthening existing structures, targeted assistance and inclusively. Special importance has been placed on production of a high quality design, sustainability, building local capacity and performance monitoring.

3.2. Development Context:

3.2.1. Location & Geography

See Annex A - Vanuatu Map.

Vanuatu is a Y-shaped chain of islands, extending 1176km in a north-south direction between the equator and the tropic of Capricorn. Vanuatu's capital, Port Vila, is about 1900km northeast of Brisbane, Australia.

The total area of Vanuatu is about 860,000sq km, of which only 12,336 sq km is land. Its land area comprises 83 islands, most of which are mountainous. Large distances separate many islands and some islands or districts can be remote and isolated due to physical barriers (impenetrable land) and/or a lack of air or sea transport and communications. Many islands in the region are vulnerable to natural disasters like floods, cyclones and volcanic eruptions.

To ensure manageability and maintenance of quality activities, the program will initially be targeted to two provinces, Penama in the north and Tafea Province in the south. Both provinces are primarily comprised of three (3) large islands which may be reached by light aircraft or boat. Travel within/around any of the islands is by boat and/or very limited road access. Whilst it is possible that the program could expand to an additional province/s given the right circumstances, limiting activities to Penama and Tafea in the first instance ensures that there are adequate staff, funds and resources to support activities both during and beyond the next four years.

3.2.2. Socio-economic context

Vanuatu's 2004 Human Development Index (HDI) of 0.670 saw it ranked 119 out of 177 countries, giving an indication of the three measurable dimensions of human development: life expectancy, education (adult literacy and enrolment in primary, secondary and tertiary education) and standard of living. The Human Poverty Index for developing countries (HPI-1) focuses on the proportion of people below a threshold level in these same

dimensions. The HPI-1 value for Vanuatu, 24.7, ranks 49th among the 102 developing countries for which the index has been calculated⁵.

In recent years, Vanuatu has experienced strong economic growth, estimated at nearly 7% in 2005, after more than a decade of stagnation. Growth has been driven by foreign investment in tourism and land development, which is made attractive by the liberal tax regime, relative political stability, sound macroeconomic management and successful institutional reforms.

However, growth is not making much impact on the lives of most ni-Vanuatu. With formal employment under 15% and a micro-business sector that is heavily overcrowded, most ni-Vanuatu have little opportunity to participate directly in the formal economy. As a result, the income differential between the urban and rural populations is growing sharply. This imbalanced growth is driving a number of potentially disruptive social trends.

Rural communities in Vanuatu live primarily from subsistence agriculture which, given the abundance of high quality land on most islands, is able to sustain families with only modest input of labour. While rural communities have poor human development indicators, acute poverty is virtually unknown. Low agricultural productivity, isolation from markets, poor infrastructure, lack of government services and a range of cultural factors all make it difficult for rural ni-Vanuatu to earn cash income, placing major strains on households and communities. Rural women are bearing a disproportionate share of the burden, as the pursuit of income takes them away from their domestic and social roles.

Lack of opportunity in rural areas is contributing to rapid urbanization. The pursuit of cash income, flight from disputes and social restrictions in the villages, land shortages, intermarriage among communities and the growing appeal of a modern lifestyle are all driving urbanization. A range of social problems are emerging among the new urban generation, with high rates of unemployment contributing to substance abuse, property-related crime, prostitution and teenage pregnancy. These are new challenges, to which public institutions have little experience of responding.

The government's most recent development strategy, the Prioritised Action Agenda, calls for an "educated, healthy and wealthy Vanuatu"⁶.

3.2.3. Society and Cultural Context

Vanuatu's total population according to the 1999 National Census was 186,678, of which 79% (146,584) live in rural areas. The population is particularly youthful with a median age of 18.1 years and 41% under 15 years of age. Vanuatu has a high birth rate and a rapidly growing population.⁷

Whilst Vanuatu's national language is Bislama, there are some 110 indigenous languages among the small population. Language, custom, systems of status and authority and ceremonies differ from village to village and from island to island, however, most communities recognise some system of Chiefdom.⁸

Vanuatu is a collective society where people being integrated into strong, cohesive in-groups, often extended families (with uncles, aunts and grandparents) which continue protecting them in exchange for unquestioning loyalty⁹. Extended family is highly valued and all members of the family and community contribute to bringing up a child. Society is also hierarchical, where chiefs, elders and men are dominant over youth, women and children. Status is often a birthright, however, education and assumption of leadership roles can elevate people's positions in society.

⁵ United Nations Development Programme (2006) Human Development Report , http://hdr.undp.org/hdr2006/statistics/countries/country_fact_sheets/cty_fs_VUT.html

⁶ Cox M, Alatoa H, Kenni L, Naupa A, Rawlings Dr G, Soni N, Vatu C (2007) - The Unfinished State, Drivers of Change in Vanuatu (AusAID, Canberra Australia)

⁷ Vanuatu Statistics Office (1999), Vanuatu National Census, www.vanuatustatistics.gov.vu

⁸ Desma Hughes (2006) Reflecting on Early Literacy Development in the Context of Vanuatu. Contemporary Issues in Early Childhood, Volume 5, Number 3, 352

⁹ Geert Hofstede™ Cultural Dimensions http://www.geert-hofstede.com/hofstede_east_africa.shtml

Most children (90%) go through primary school only. Seventy-five percent (75%) of children between the ages of six and sixteen attend school. However, school attendance drops significantly from the age of 12 onwards (and at a faster rate in rural areas).

Churches have a prominent and powerful network throughout Vanuatu. They have the most effective grassroots network in Vanuatu, exceeding the reach of the state¹⁰, it is common for church leaders to possess a position of authority in communities far broader than that of spiritual leadership, and for churches to deliver social services for children, youth, women and the wider community.

3.2.4. Status of Sport & Physical Activity

While ni-Vanuatu are fond of sport, there are relatively few opportunities for participation in organised competition and activity across the country. The situation is magnified in rural areas, where opportunities are extremely scarce, infrequent, inconsistent and generally reach only those in provincial centres. The limited funds, expertise and resources that are available for sport are invested predominantly within Port Vila and are heavily skewed to men's sport. Regular soccer leagues take place in the country's two urban centres, Port Vila and Luganville, and less reliably in netball, rugby, basketball and volleyball. The bi-annual national games and the annual secondary school games are good events but have limited representation from the rural population. Some primary schools have physical education classes or sports activities, but inclusion is at the discretion of each principal and content and quality varies greatly.

The Vanuatu Association of Sports and National Olympic Committee (VASANOC) (see description 4.2.5 (c) p5.) and the 15+ national sport federations affiliated to it spearhead the technical management of sport in the country. The MYDST (see description 4.2.5 (a) p5.) assumes the sport portfolio on behalf of national government, responsible for supporting all sport, driving policy and managing facilities, but with a current financial focus on selected elite level competition and a program focus on youth activity. All programs in Vanuatu operate in a very challenging environment, but the extremely limited funding and poor infrastructure and communication systems has made past efforts within sport particularly difficult, as has the uncoordinated approaches of the lead organisations.

Although a small percentage of the population take part in formal/organised sport, physical activity is part of daily life for most ni-Vanuatu. Walking is the primary mode of transportation and many daily chores, such as gardening and chopping wood, are physical in nature. Afternoons can include recreational sport for youth, with boys playing soccer very common in urban and rural areas. Community festivals frequently include one or two sports, most commonly soccer and volleyball. Girls of all ages are less likely to be active than boys, and whilst sport is generally considered acceptable for young girls, social and cultural expectations severely restrict participation of girls once married.

In rural areas, there are fewer sports played, and a significant drop in the knowledge of rules, regulations and administration. The few leagues that are initiated (usually boys' soccer) nearly always fail before finishing. Whilst transport and communication are very real obstacles to organising regular competition, according to discussions with communities during design of this program, it is the lack of adequate expertise in coaching, officiating and particularly administration of sport in the provinces that is the most significant reason for failure.

The sports most commonly played in the rural areas differ from province to province, however soccer and volleyball are prevalent everywhere. Traditional sports or games also differ between provinces and even within provinces, but like modern sports, are played infrequently, usually during cultural festivals.

¹⁰ Cox M, Alatoa H, Kenni L, Naupa A, Rawlings Dr G, Soni N, Vatu C (2007) - The Unfinished State, Drivers of Change in Vanuatu (AusAID, Canberra Australia)

3.2.5. Institutional Context

a) Ministry of Youth Development, Sport & Training (MYDST) -

The vision of the Government's *Priorities and Action Agenda 2003* is to build Vanuatu as a nation where peace, stability and security prevail and where the benefits of reform and development are equitably distributed. The MYDST is the primary tool of Government to develop youth and sport by developing appropriate youth, sport and recreation programs for young people in urban, rural and remote areas. MYDST's youth development emphasises self-reliance and self-determination and focuses on the development of future leaders. It also has a commitment to systems and programmes being fundamentally grounded in Ni-Vanuatu culture and belief.¹¹

The MYDST's commitment to the ASOP is supported by the Ministry's obligation to both Article 26 of the *Universal Declaration of Human Rights* and Article 31 on the Convention on the Rights of the Child on the availability of technical education and the promotion of leisure and play.

The MYDST is very supportive of a program that targets rural areas. While the poverty of opportunity in Vanuatu's provinces is well documented by government, the current capacity of the ministries to provide services for rural communities is severely limited. This program complements other MYDST initiatives in rural areas and provides a welcome injection of support for provincial development.

In order to promote sustainability the program is embedded primarily within the MYDST structures. The Ministry has demonstrated its commitment to integrate it into immediate and long term plans, by providing for the program in terms in recent policy changes, allocating a senior position within the Ministry to the role of National Coordinator and other staff restructuring and recruitment that enhances service to provinces. The Ministry has also indicated an intention to extend the program to additional provinces.

b) Vanuatu Association of Sport And National Olympic Committee (VASANOC)

The VASANOC is a registered non-profit and non-government organisation that represents Olympic and non-Olympic sport within Vanuatu, and manages some elite domestic competition and ni-Vanuatu teams competing in multi-sport events internationally. Collectively, VASANOC and its affiliated sport organisations possess much technical expertise with respect to specific sports, junior sport (*Pikinini Plei-Plei* program), sport management and education.

Whilst skills exist and VASANOC's mission, "To create a sports development system for Vanuatu" is clearly aimed at supporting sport development at all levels and throughout all provinces of the country, their capacity (including sport federations) to deliver services to rural areas is very limited (due primarily to inadequate funding and strategic ability). As a result, current initiatives are essentially limited to Port Vila and to elite (national & international) level Games

c) Internal Affairs

The mission of the Ministry of Internal Affairs is to provide a favourable and safe environment that encourages social, economic and cultural development for its citizens. Its vision is to build a professional, responsive and highly performing environment that improves the national safety and security and develop and implement efficient legislations that provide a safe and harmonious working environment for the people of Vanuatu. Its objectives are consistent with its obligations under the Government's Comprehensive Reform Program (CRP) and the Priorities and Action Agenda (PAA), which are to strengthen and protect local resources and institutions of good governance and facilitate delivery of social, economic and cultural services.

The department of Local Authorities is one of the seven departments under the Ministry of Internal Affairs, which is mandated by the Decentralization Act Cap226 to oversee the

¹¹ Ministry of Youth Development and Training- Corporate Plan 2004-2006

overall operation of the Provinces. The Chief Executive Officer and Accounts of each province are employed by the Department of Local Authorities. The department has charge and custody and is responsible for all books, records and other documents of the Provincial Government Councils. Some core functions of the Department of Local Authorities are; to put in place an effective development planning process; to assume greater autonomy in the management of the Provinces and Municipality; to strengthen enforcement of Physical and Town Planning procedures; to further strengthen and sustain the existing culture clubs; to preserve valuable records of the Government and Private sector; and to assist in strengthening the capacity of Provincial administration

d) Provincial Governance – Modern and traditional/customary structures

Customary and informal institutions at local level are seen as legitimate and relevant to people's lives. However, their capacity to support community development is limited. Chiefs continue to be the main authority at community level, especially in law and order. The churches are also active participants in community governance, providing a range of services, particularly for women, youth and vulnerable people. While the chiefs and churches may tend to be socially conservative in nature, they play an important role in governance at the local level.¹²

By contrast, according to the authors of a recent study, government in Vanuatu is generally weak at formulating and implementing coherent development policy. Policy initiatives tend to be inconsistent and short-lived and driven by immediate reaction to constituent's concerns, rather than advice from the executive¹³. This is evidenced in the inadequate support provided to provinces. The six provincial governments are under-resourced and largely unable to deliver services outside the provincial headquarters. There is little coordination between the provincial administration and central government departments. The 63 Area Councils, the lowest formal level of government, have only a single employee each. The provincial government is commonly seen as artificial and ineffective.

e) Training Organisations – VRDTCA, TVET & Others

VRDTCA - Established in 1992, VRDTCA represent and provide services to Rural Training Centres (RTCs) in Vanuatu. VRDTCA and RTCs aim to advance rural development by offering community-centred vocational training programs that enable youth to become active, empowered and self-sufficient citizens. At present there are approximately 34 RTCs spread throughout the six provinces of Vanuatu, with six active centres in Tafea Province and 10 in Penama Province. Although each centre differs in terms of courses offered, frequency and quality of delivery, each centre has a full-time manager and qualified trainers, and is equipped with training facilities. VRDTCA's Head Office employs specialist staff in areas of curriculum development and instructor training, and services to RTCs include provision of training resources, training of RTC trainers and managers, staff visits to RTCs, monitoring and reporting and in some RTCs a toll-free number to head office, and remote email systems currently being planned. The delivery of sport programs through RTCs is included in VRDTCA's strategic plan, however, to date the organisation has had insufficient funds and resources to expand into this area.

TVET – The primary aim of Vanuatu's Technical & Vocational Education Training (TVET) Sector Strengthening Program (funded by AusAID) is to raise the quality of technical education delivery throughout Vanuatu. TVET offers Train the Trainer and numerous national technical and life skills courses approved by the Vanuatu National Training Council (VNTC). The standardised TVET Certificate Courses are becoming well recognised throughout the country. Courses are modular, cover a variety of topics including a new, very basic 'sport and leisure' subject. It is highly likely that courses developed through this program will be approved to contribute to selected TVET certificate qualifications. TVET boasts staff and strong networks of course development experts who are familiar with VNTC approval criteria.

¹² Cox M, Alatoa H, Kenni L, Naupa A, Rawlings Dr G, Soni N, Vatu C (2007) - The Unfinished State, Drivers of Change in Vanuatu (AusAID, Canberra Australia)

¹³ IBID, Cox M et al.

NGOs – In addition to VRDTCA and RTCs, there are a large number of NGOs operating within Vanuatu. Those NGOs running grassroots programs in provinces, especially Tafea and Penama, are most relevant to this program and include Save the Children, World Vision, Wan Smol Bag, UNICEF and Youth Challenge. Each boasts varied experience in accessing, engaging and supporting rural communities, in facilitating training and behaviour change. Links have already been established with each of the above organisations with potential for sharing knowledge, resources and even activities highlighted.

f) *Australian Sports Commission (ASC)*

The ASC has a long standing international relations program that has operated in the Pacific region for over 11 years (managing the Australia-South Pacific Sports Program (ASP)). The Commission's international relations team brings expertise in sport development and sport for development specific to the context of developing countries including the robust learnings of 11 years working in the Pacific, but can also draw upon its very extensive expertise, resources and networks throughout Australia, Oceania and globally. With program assistance being provided to Vanuatu since 1994, the ASC has existing relationships with senior officials and staff of VASANOC and MYDST, providing an excellent foundation for the new, more extensive assistance being offered under the ASOP. The ASC is also working in partnership with AusAID, especially with respect to building the evidence base for the impact of sport for development activities.

3.3. Design Process:

The design process in Vanuatu was conducted in four phases over a period of approximately three months. With local ownership at the heart of design, the design team comprised representatives from the key ni-Vanuatu and Australian stakeholders (MYDST, VASANOC, ASC and AusAID), and employed the highly participatory *Appreciative Inquiry* model in all key discussion. This model focuses on the use of positive thinking to identify, affirm and build on past and present strengths, successes, and establishes a common vision for the future.

Phase one (12-16 March 2007) was an exercise in identifying stakeholders, introducing project objectives and gaining stakeholder commitment to participate in the design process.

Phase two represented more extensive enquiry and workshopping within two provinces and the hosting of a National Planning Workshop through which the objectives and framework for the project were established. Provincial consultation consisted of a one-day workshop in the provincial centre of Tafea Province (Tanna) and Penama Province (Ambae) respectively, each attended by a cross section of leaders from sport, community development, education, youth and provincial government, plus some consultations with key individuals. The national planning workshop was an intensive 4-day forum held in Port Vila (30 April, 2,3,4 May). Whilst attendance reached more than 20 on day one, a core of 10 individuals representing Ministries (Education and Youth, Development, Training, Health), VASANOC, VRDTCA, Churches and provinces (through delegates from Tanna and Ambae) formed the committed core. The workshop identified strengths and resources on which the new, well-resourced program could build, and then established the vision for the project and how it would be achieved. Following identification of *rural communities* as the primary beneficiaries, an additional visit to each target province (Tafea and Penama) was made to meet with some of the likely beneficiaries and check that the decisions made at the national workshop were ones they agreed with and believed would work.

As using sport as a tool for development is a relatively new concept both internationally and in Vanuatu, all consultations were introduced with a discussion on the meaning and possible application of 'sport-for-development' in Vanuatu.

Over a period of 6 weeks, the design document was drafted by the design team thus completing Phase three. Phase four, the final phase, consisted of an appraisal of the design with a cross-section of high level stakeholders in Vanuatu, a peer appraisal in AusAID and subsequently, the development of the Scope of Services and finalisation of the program Agreement between ASC and the primary ni-Vanuatu stakeholders.

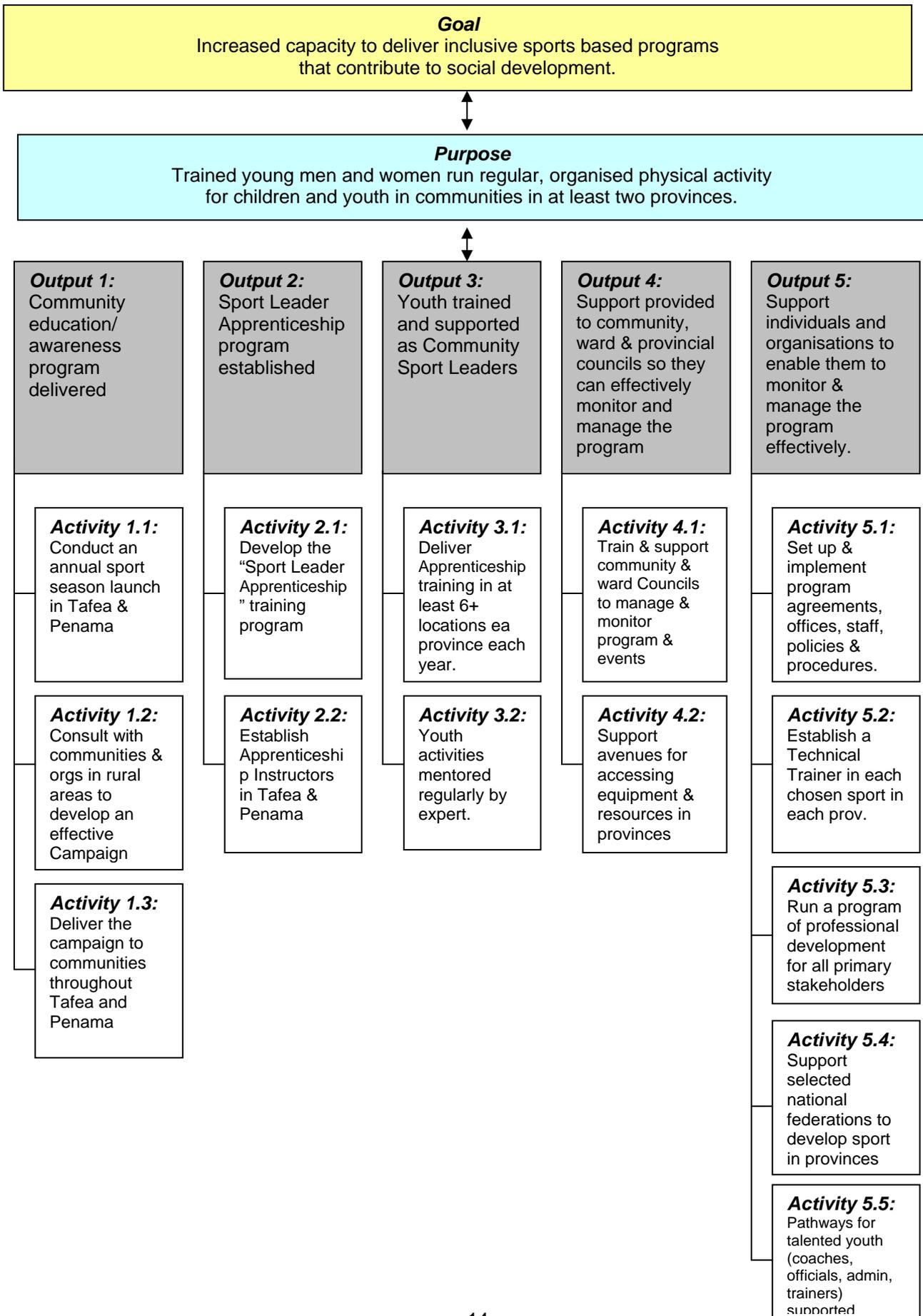
The design and the process through which it was developed reflect strong commitment from all primary partners – MYDST, VASANOC, VDTCA (RTCs), ASC and AusAID. The union of the three ni-Vanuatu organisations is a unique and outstanding feature of the design. Whilst in the past, each of the project partners has aspired to deliver sport-related assistance to rural areas, individually, none has had the capacity to do so effectively. In contrast, it is strongly believed that by bringing together the respective strengths, resources, technical skill and influence of these organisations, this objective is achievable.

Note – Physical Education in Schools

During the design of the program, the compulsory inclusion of physical education (PE) in schools was highlighted as a major priority in all discussions. During the National Planning Workshop, an objective for establishing PE within schools was developed and was very well supported by all participants. The Ministry of Education is however currently undergoing a review of all curricula, including PE. This meant that this program would have needed to wait for the completion of the review, and commencement of work on the program could take many months or even years. The participants therefore chose to pursue its other very worthy objective (the one detailed in this program), but elected to still advocate for PE's inclusion through several activities (see Annex E - 2007/8 Activity Plan (Activity 5.5 (e))).

4. THE ACTIVITY

4.1. Program Goal, Purpose, Outputs, Activities



4.2. Activity conducted by Communities as a result of the program



4.3. Definitions of terms

- **Goal:**

“*Social development*” – Specifically, the program is designed to impact the areas identified by participants of the national design workshop, as priority social development areas. These are detailed in Section 4.6, p19:

Primary Benefits:

1. healthy lifestyles and physical fitness
2. youth leadership
3. education/skill development

Secondary Benefits:

4. reducing anti-social behaviour
5. enhancing unity

- **Purpose:**

“ <i>Youth</i> ”	Males and females 13-30 years of age
“ <i>Young men & women</i> ”	as per “youth”
“ <i>Regular</i> ”	At least once per week
“ <i>Physical Activity</i> ”	All forms of physical activity that contribute to physical fitness, mental wellbeing and social interaction, such as play, recreation, organised or competitive sport, and indigenous sports and games
“ <i>Sport</i> ”	Interchangeable with “ <i>physical activity</i> ”
“ <i>Children</i> ”	5-12 years (boys and girls)
“ <i>Organised</i> ”	Structured; led by a qualified instructor/coach/leader; operate by an agreed set of rules or system.

4.4. Description of the Activity / How

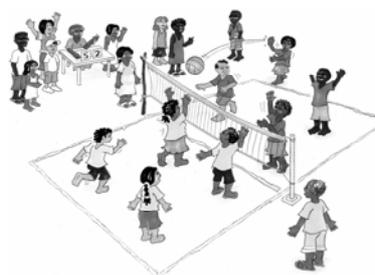
This program is intended to contribute to the long-term to the social development of provincial ni-Vanuatu through participation in organised physical activity. Targeted to two provinces, this will be achieved through the delivery of activities that aim to achieve five outputs (listed above).

The program is designed to ensure that all the elements that are needed to make regular, organised physical activity ‘stick’ in provincial communities are in place, functioning effectively and can be maintained long term.

The design intends to build/strengthen the systems, structures, skills and leadership from community through to national level, to ensure the program is high quality and sustainable. In doing this, issues that have stood as barriers will also be considered. Some of the main barriers are: low prioritisation of sport in communities, lack of technical skill and structure for sport in provinces (administration, coaching, officiating) (causing the dependence on support from national organisations in Port Vila) and current low levels of support from national organisations (sport federations, government).

At the very heart of the program – the central objective of all activities - is the mass participation of provincial children and youth in regular organised activity. The design aims to build the capacity of communities to manage their own sport program, and build the capacity of the provincial and national organisations to support this community-level activity. Central to this is the establishment of active Sport Leaders throughout provincial communities, creating a strong body of knowledge within the province, and a network of people capable of developing sport independently in their communities.

Komuniti Notis Bord	
<p>Sport Kalenda</p> <p>Wed 3-4pm Pikiñini - Leader- Joe</p> <p>Thurs 3-5pm Girls - Leader- Mary</p> <p>Sat 8-11am All League Matches</p>	<p>Sport Festivals</p> <p>Feb 21- Sport NY</p> <p>May 5- Chiefs Festival</p> <p>July 30- Indep Day</p> <p>Sept- Komuniti Sport Festival</p> <p>Dec- Sport Finals</p>



- *Community education/awareness program delivered (Output 1)*

For sport or physical activity to become a permanent feature in community life, community members must see it as a priority. For this to happen, community members will need to be aware of and value the benefits that sport can bring. Therefore, an education and awareness campaign that is designed to invoke sustainable behaviour change will be delivered in parallel to the delivery of each phase of activity. The campaign will have a dual role of giving information about program activities and opportunities (such as youth training), and teaching the benefits of physical activity. In both instances, the campaign will not just give information, but focus on getting people to take action, or change their behaviour. (For example, the benefits for children will be promoted and parents prompted to ensure their children participate in sessions every week).

The opening phase of the awareness program will make communities aware of the program and its potential benefits. Communities will be invited to nominate themselves for the program and to confirm their own commitment to some clear criteria (for example, that they will ensure that activities are run at least once per week and names of the community leaders that will supervise the program). This method of 'inviting nominations', is intended to help identify communities who really want the program, are ready for it and who are likely to sustain activity long-term.

- *A Sport Leader Apprenticeship program will be established (Output 2)*

A modular, competency-based training curriculum comprising 5 to 8 modules will be developed. The modules will deal with sport specific information, as well as broader leadership, management and problem solving and be written in Bislama, be highly suitable for rural youth, and very practical in nature. Where high quality and relevant modules already exist (i.e. Oceania Sport Education Program (OSEP), Vanuatu junior sport program, Pikiñini Plei Plei and TVET's life skills modules), resources will be translated and where necessary modified developed to meet the approval of the Vanuatu National Training Council (NTC). This will enable the sport apprenticeship modules to be accredited toward TVET's Vanuatu Community Certificates, Levels 1 and 2.

The Apprenticeship will be delivered by instructors who will be trained through the program. In order to maximise the number of communities reached by the program and give provinces the expertise to manage their own sport development (helping to break the dependence on

outside experts), a body of instructors, qualified in the various modules will be established in each province. The existing network of qualified RTC trainers and TVET trainers will be used to identify suitable Sport Apprenticeship Instructors initially. After one year, youth who have graduated from the Apprenticeship and who have demonstrated commitment and talent in the area, will be then trained as Instructors. This will not only increase the number of provincially-based instructors but also provide a pathway for youth to advance.

Wherever possible, the Apprenticeship training will be delivered utilising the existing systems, facilities and resources of the networks such as those of the Rural Training Centres (RTCs) (through VRDTCA), the TVET program and other independent training providers such as Wan Smol Bag and Save the Children. RTC's have been identified as very effective in reaching and educating communities and by partnering with them the program hopes to avoid duplication, help strengthen the organisations and their systems, and make the training more sustainable. In communities that do not have an RTC, communities will be asked to identify and prepare a venue for instruction.

- *Youth will be trained and supported as Community Sport Leaders (Output 3)*

At community level, young men and women will be identified by their community to be trained as Community Sport Leaders, through completion of a Sport Leader Apprenticeship. Some school teachers within the target communities will also be included in the training, giving them capacity to apply information in communities in the same way youth will, or in the school setting. The course will give them the skills and authority needed to plan, coach, officiate, administer and lead activities every week in their communities. The trainees will start running weekly activities for the children and young people within their community during the apprenticeship where they will be required to do 'practical' for each module. Upon graduation, the Sport Leaders, equipped with their new skills and an activity plan endorsed by and supervised by their community leaders, will assume an ongoing role leading weekly activities and area festivals for teams/groups of young people in their community. Several youth should be trained in each community/village so a community does not rely on one youth leader (who may leave) and to provide peer support to one another as they take on a new leadership role. Additionally, each graduate will be encouraged to adopt an assistant – another youth, not trained, who they can then teach the skills they have learned, and thus, increase the number of skilled people in each community, but also establish a form of succession planning. If the concept of every skilled 'coach' trains an assistant is always used, there will be continued transfer of knowledge to youth.

The program will reach 8 communities in each province in the first year, with support and thus, learning maximised. In years 2, 3 and 4 the program will expand to a further 10,12 and 8 new communities respectively. Each community will be given considerable support during their first 1-2 years, and then minimal thereafter. As entry to a new community will be based on demand and various commitments from the communities themselves, if expansion is not possible in the existing 2 provinces, it is possible to move to a third province to continue expansion.

- *Support will be provided to Community, Ward & Provincial leaders to enable them to effectively monitor and manage the program (Output 4)*

The composition of the leadership group in communities can differ, however there is usually a recognised group (formal or informal) that includes the Chief, Church leader/s, women's and youth representative (and government at ward level) which is referred to in this document as the *Community Council*. Community Councils will be engaged to manage and monitor the activities led by the Youth Leaders. As respected leaders in the communities, any school teachers that are trained are also likely to play a part on the council or leadership group.

The program is also expected to contribute to strengthening these councils. This will be achieved through ensuring good representation of all groups (male & female youth representatives, women, church etc) on each council recognised by the program, provision of training on managing and monitoring sport activities and regular activity required of the council (supervising and reporting on weekly sport activity in communities & regular (e.g. monthly) inter-community events).

Engaging the Community Council serves two important purposes;

- a) it ensures the youth leaders have the authority and support from the whole community to conduct their activities, and

- b) through the networks that Community Councils have to ward, area and then provincial level councils & churches etc, provides structures through which the program can be managed and supported at provincial level.

In addition to these practicalities, the approach of interacting directly with Chiefs, Church and other community level leaders (compared with going down through government structures) has been favoured because consultation in provinces, as well as recent research indicates that, “compared with provincial government, customary and informal institutions are at local level are seen as highly legitimate and far more relevant to people’s lives”.¹⁴

In order to support activity within communities, provincial organisations will also be strengthened through the program. The Area and Provincial Chief’s Councils, Church Leaders, along with relevant members of provincial government councils will be provided information sessions and training on formally managing and monitoring the sport program. Where other sport-related organisations like sport-specific associations, sport council or school-sport councils exist in a province, they too will be included in information and relevant training sessions, and relevant links encouraged.

Each province will elect up to three sports to develop through this program. (It is anticipated that both provinces will choose at least one sport in common, meaning the program will support 3 to 5 sports). Communities and provincial representatives will work with program staff to finalise the sports with priority given to sports that will be highly sustainable in rural areas (i.e. sport for which facilities already exist, minimal equipment is required, popularity already exists, and equitable opportunity is provided for women). These ‘modern’ sports will be complemented by games-based activities (for children) and some traditional games/sports.

- *Support individuals and organisations to enable them to monitor and manage the program effectively (Output 5)*

Once sports have been selected, the national federations for each of the selected sports will be invited to develop a formal partnership agreement with the program, essentially outlining each party’s commitment to provincial development of that sport. The program intends to help strengthen the federation through a program of professional development over the four years, assistance to develop provincial development plans and increasing technical expertise nationally and in the provinces. A specific aim is to establish a sport-specific technical trainer for each sport (e.g. football coach trainer, volleyball referee trainer) in each of the two provinces. Federations will need to commit to creating and implementing the provincial development plan. Each sport’s Oceania federation would be very much encouraged to take part in the process.

In addition to the ‘modern sports’, communities will also be encouraged to include indigenous sports or games in their ongoing activity and festivals. Support will be provided by the program to help document some of the traditional sports and create resources that help teach them.

The structures at provincial level are different within Tafea and Penama, however, in each, the program will engage Provincial Government, provincial and island Chief and Church leaders, and training organisations. The program will communicate regularly with the provincial head of each organisation (provincial government’s Secretary General, Chair or Secretary of the Council of Chiefs and Church Leaders) via the MYDST’s Youth and Sport Development Officer (YSDO) and the program’s National Coordinator (NC) and provide awareness and basic training to the full groups as necessary.

At national level MYDST, VASANOC and IA form the Steering Committee, driving program strategy, which will be rolled out by the National Coordinator (NC). Professional development and mentoring at national level therefore, concentrates on strengthening the ability of each organisation and its members to both run the current program activities well, and to develop and implement strong strategic plans for sport (for) development.

With a vision to providing motivation and opportunities to the youth in provinces, there is a focus of activities that provide pathways for talented youth. Some specific pathways have already been identified, such as appointment of Youth Leaders as Instructors of the

¹⁴ Cox M, Alatoa H, Kenni L, Naupa A, Rawlings Dr G, Soni N, Vatu C (2007) - The Unfinished State, Drivers of Change in Vanuatu (AusAID, Canberra Australia)

Apprenticeship, however, provision has been made to harness other pathway initiatives that present over the duration of the program.

4.4.1. Phases of Implementation – Core Activities Years 1-4

Ongoing throughout -

- Education/awareness campaign
- Professional Development program for all staff, SC and other stakeholders according to an agreed capacity building plan
- Monitoring and internal review of progress and strategies

Year 1 – Introduction and preparation

- Set up offices, systems, staff
- Detailed research and consultation with rural communities¹⁵
- Develop nationally recognised training materials and establish instructors in provinces
- Deliver training and sport activities in eight communities per province
- Monitor and support active communities
- Review: all program activities and systems (especially training delivery and materials, monitoring and supporting communities)
- High degree of support from ASC to all management groups and especially the NC, high level of training for SC, NC, Community leadership and staff

Year 2 – Delivery and capacity building

- Maximise delivery of training and activities in new communities
- Monitoring and supporting active communities
- Establish expert trainers in each province
- Establish sport development pathways and sustainable avenues of equipment supply
- ASC Support - High level of support to NC, SC. Moderate support to Sport Federation in coordination with Oceania Federations.
- NC to assume responsibility for YSDO (and all province staff)
- External Review of Program

Year 3 – Delivery, expansion & capacity building

- Modifications to strategy in response to review
- Maximise delivery of training and activities in new communities (possible expansion to other province/s (by ASOP if appropriate, or by MYDST))
- Monitoring and supporting active communities
- Strategic planning on maintaining quality and sustainability of community activity
- Solidifying pathways, avenues and links to other programs
- Youth in provinces demonstrating initiatives to create new activities/program
- Leadership - ASC focus on SC and sustainability. SC & NC managing predominantly independently. VASANOC leading NSF's.

Year 4 – Exit Phase

- Systems are established and operating under SC management
- Additional sustainability strategies implemented
- Maximise delivery of training and activities in new communities (possible expansion to other province/s (by ASOP if appropriate, or by MYDST))
- Monitoring and supporting active communities
- Strategic planning for next 3-4 years conducted
- provincial sport development included in strategic plans of MYDST, VASANOC & VRDTCA
- Securing funding for ongoing program
- Maintaining pathways, avenues and links to other programs
- Youth in provinces demonstrating initiatives to create new activities/program

¹⁵ Whilst it was concluded that the design was well received and accepted in the areas close to the provincial centres, it was recognised that most consultation was focused in these peri-urban areas and did not reach many genuinely rural (isolated) communities that comprise a large proportion of provincial population. Thus, additional consultation with these communities has been factored in as an early activity for implementation.

- Leadership - SC and local organisation managing program independently. ASC focus on strategic planning for next 3-5 year period with all stakeholders.

4.5. Timeframe

The activity will commence in September 2007 and continue for a period of 3 years and 10 months (ending 30 June 2011). The project will move through a series of 4 phases during this time;

1. Introduction and preparation,
2. Early delivery and capacity building,
3. Advanced delivery & capacity building and
4. Exit phase. See above (5.4.1) for summary of key activities in each phase.

4.6. Benefits of the Activity

Stakeholders of the program strongly agreed that this activity should be designed to contribute, through sport, to the long-term social development of provincial (rural) Vanuatu provinces. In order to ensure a shared understanding of 'social development' and what the program was aiming to achieve, during the national workshop, participants identified the five social development benefits that are most crucial in rural areas.

Whilst this program may contribute to all five priority areas¹⁶, it has been specifically designed to impact three, which are being referred to as Primary Benefit Areas:

Primary Benefit Areas:

- **Healthy lifestyles and fitness** – increased physical, mental and social fitness and understanding of healthy lifestyles (thus decreasing risks of developing cardio vascular and other non communicable diseases).
- **Leadership** - Increased number of new, male and female, peer-level leaders in communities, increased quality of leadership through teaching specific skills, opportunities to show leadership in different skill areas (e.g. leader on field, coach, referee, administrator/organiser)
- **Education / Skill development** – learning of skills that can be used in daily life in the villages and for some to help them get employment or earn money (e.g. administration, communication, leadership); physical skills, coordination, team play learnt by youth leaders, children and youth participating in activities

Secondary Benefit Areas:

- **Reduced anti-social behaviour** (particularly use of drugs including alcohol, marijuana, kava) - through education and awareness on healthy lifestyles; positive behavioural rules applied to all activities; increased time involved in sport (as a leader or player) leaving less time for anti-social behaviours; more peer-level leaders.
- **Unity**- reduced discrimination/ social barriers through 'inclusive' activities that focus on abilities, stronger links between children and youth, youth and community elders, community pride (achieved through weekly activities and occasional inter-community festivals)

4.7. Beneficiaries

Children and youth that participate regularly in the physical activity sessions run by the trained Sport Leaders in communities will be the primary beneficiaries of the program. One of the core principles and skills to be taught to the youth leaders is inclusion of all people, but particularly, all children in activities (males, females, those with a disability). For this reason, all children in the communities aged five upwards, can potentially benefit.

¹⁶ Although there is some evidence from other programs in other countries that sport can contribute to these areas in the ways described, the evidence in Vanuatu is currently only anecdotal. During this program, efforts will be made to gather further country specific information during the evaluation and monitoring process.

The youth who train as Community Sport Leaders will benefit through completing the Sport Leader Apprenticeship, but also as they apply all the skills and continue learning while leading activities each week.

Secondary beneficiaries of the program are numerous. They include the communities in which youth will run activities, plus all the local, provincial and national organisations and systems that are being engaged to support the community activity. Specifically, this includes individuals and the organisations of MYDST, VASANOC, the selected national sport federations, individual Instructors, YSDO's, provincial and community councils and RTC's.

5. MANAGEMENT & COORDINATION STRATEGIES

5.1. Management structure & responsibilities

See Annex 1 - Management Structure

The management structure was drafted by the participants of the national planning workshop and refined through additional discussions held during the appraisal of the design in Vanuatu.

Key features of the structure are:

- *Three-way partnership at the senior level* - This partnership is central to ensuring a coordinated approach that brings together the necessary expertise and systems. MYDST represent the primary program delivery structure at national level (staff), VASANOC bring technical expertise and Internal Affairs, who represent ni-Vanuatu provinces at national level.
- *Strong emphasis on management of the activities in the province by community and provincial authorities* - This aims to decrease the dependence on 'Port Vila' or national organisations, and to increase the skill, confidence and activity of these provincial groups so they can ultimately manage their provinces' own sport development. It will also help to engender accountability at all levels.
- *Use of existing systems and structures* - With a view to maximising sustainability, each organisation/system has been carefully chosen to maximise sustainability and ensure the right expertise and authority is available at every level. The key structures are:
 - *MYDST* – the Director is a member of the SC and MYDST positions will be the key staff implementing the program activities. The National Coordinator will take one of the senior Ministry roles, and the MYDST provincial YSDOs will be the main staff in the provinces. Systems and other staff specialist staff will also be used.
 - *VASANOC* – the CEO is a member of the SC and relevant National Sport Federations are engaged through VASANOC and the SC & NC directly. Where appropriate, partnerships will be formed with the relevant Oceania sports bodies to complement the program's activities and value add to their existing work. Together these organisations bring a wealth of technical sport expertise and networks.
 - *Internal Affairs* – the Director is a member of the SC. Internal Affairs represent the provinces at national level, and coordinate national initiatives and policy. They are a key link to the provincial Secretary Generals, the primary administrators in the provinces, and a key figure for this program in provinces.
 - *Churches & Traditional authorities* - have the strongest links with grassroots communities and the networks and resources to deliver services in provinces. While national authorities will be included, the main contact with churches and chief systems will be at provincial level. This is because this is where their structures are strongest and most meaningful and the systems differ in the two provinces and within the various church denominations.

- *Training organisations* – With expertise and resources for curriculum development and training in rural areas, they will take a lead role in developing the Sport Apprenticeship program.

5.2. Reporting

5.2.1. 6-monthly Reports

Six-monthly reports prepared by the National Coordinator and endorsed by the SC, will be submitted to the Australian Government (via the ASC Coordinator). These reports serve a number of functions:

1. Provides information for inclusion in reports of stakeholder organisations, namely the organisations in the SC (MYDST, VASANOC, VRDTCA)
2. Provides the basis of information for the SC to reflect on progress of the project to date and conduct strategic planning for the next six-months.
3. Reports will be included in the ASC’s overall ASOP report to AusAID. AusAID endorsement of the six-monthly report, will trigger the release of funds from AusAID to the ASC to cover the subsequent six-monthly period.

The report will be a maximum of three pages (plus annexes) and utilise the template (and instructions) provided in Annex D, p43.

5.2.2. Regular internal reports

To enable the partner organisations (particularly the three members of SC and the ASC Coordinator (Canberra)) to effectively support and provide strategic leadership to the project and its National Coordinator (Port Vila), regular communication will be required between the National Coordinator, and the key people ‘on-the-ground’ in the provinces. In turn, provincial officers will need regular communication with communities.

This will be achieved through the completion of succinct but regular written reports that will utilise a simple template. In addition, highly regular (at least 1/week) phone and email contact between the NC and each province, will be extremely valuable. Where phone and email facilities are not already available in necessary locations in the provinces, but deemed appropriate, they may be funded by the project.

Following is the list of written reports that will be conducted:

From	To	Frequency	Content
National Coordinator	SC & ASC Coordinator	Monthly	<i>Using a template provided:</i> <ul style="list-style-type: none"> • progress to date on planned activities • problems arising / suggested solutions • priorities for next month
Provincial staff	National Coordinator	Monthly	
Communities/RTCs	Provincial staff	Every 2 months	
RTC manager / trainer	Provincial staff & VRDTCA	End of each module	<ul style="list-style-type: none"> • Student lists & results • Set post-module survey completed • Recommendations for change

6. RISK MANAGEMENT

The design process enabled the design team to draw upon the experiences of and lessons learned by a wide variety of individuals and organisations at community, provincial and national level and from relevant international projects. *Annex G – Risk Management Matrix (p42)* provides details of these risks using the standard ASC Risk Management template.

6.1. Key Risks

See *Annex F - Risk Management Matrix* for description of each risk, the impact, sources of each risk and the controls being implemented to minimise or control them.

By far the most significant issue for the program’s long-term success is *Youth Leaders continuing activity* as program contact is reduced. Stakeholders at every level have

raised the issue unprompted and asserted it as the ‘make or break’ element of the program. Many core activities attempt to address the issue and strategies are integrated into the design on many levels (content of training, direct to youth, to community and provincial leaders, provision of pathways etc). See *Annex G - Risk Management Matrix, Item 3 (p44) for details*. During Year-1 however, the program will work closely with communities to carefully monitor, assess, refine, add and/or remove activities and strategies, to ensure the program is running well in communities and will continue to do so for months and years to come.

6.2. Risk Management Strategies

While specific risks have been identified in the Risk Management Matrix, a number of overarching strategies are employed in this design in order to manage risk as carefully as possible, including:

- The centralising of activity coordination in Port Vila through a national coordinator
- The inclusion of all partners and specialist experts in program design and in all decision-making through implementation
- The use of reflection (action-research approach) in monitoring, allowing risks to be regularly assessed and action taken
- Flexibility built into activities, particularly community-level activities, to ensure the ability to respond to community needs, challenges and problems as they arise
- Use of existing, and therefore proven systems and policies, wherever possible

7. MEASURING & MONITORING PERFORMANCE

Monitoring of this activity seeks to provide information to all stakeholders – community youth through to national organisations, on the quality, efficiency and effectiveness of this program, to measure its level of success and to help decision making at all levels. There is also interest in building the evidence base for the impact of sport on social development (i.e. sport-for-development). Technical assistance will be sort to ensure that both the design and implementation of monitoring and evaluation will be appropriate and highly effective in achieving both outcomes.

See *Annex E –Year 1 Activity Plan* for Year 1 Monitoring & Evaluation activities.

7.1. Monitoring Levels

See *Annex B - Logical Framework (p29)* which details the Goal, Purpose and Outputs of the program and the Performance Indicators for each.

	Monitoring Area...	Evidence/information provided...	How
Level 1	Monitoring of activities	extent to which planned activities were actually done in the manner intended	- Data collection - Activity evaluation forms - Weekly calls/meetings
Level 2	Monitoring the achievement of Outputs	Checking that activities are working to achieve the outputs. Quality, efficiency and sustainability of activities.	- Reflection on data - Visits to communities - Monthly reports - Monthly SC meetings - 6-month reports
Level 3	Measuring the achievement of the Purpose	Checking outputs are contributing to achieving the purpose. Identifying what works well, what could be done better.	- Reflection on data, reports - 6-monthly surveys - staff performance reviews - visits to communities
Level 4	Monitoring progress towards goal	Impact of the activity	- External Review (includes consideration of all data, reports, surveys, interviews and independent research)

7.2. Approach

All monitoring and evaluation is intended to be highly participatory. It will be largely built into activities at all levels so that it takes place regularly at community, Area (ward), Provincial and program level and critical thinking is encouraged among stakeholders. Each individual/group with monitoring responsibilities will be given training relevant to the monitoring that they will oversee. For example, Community Councils and Youth Sport Leaders will be taught how to record and interpret data and feedback on the physical activity sessions in their community to assist them make decisions about future activities. In contrast, the SC, NC and YSDO's will receive advanced training on monitoring and evaluation, allowing them to plan, manage and implement a monitoring program and how to interpret the information that comes from each level for making higher-level decisions.

The review team should be assembled with consideration of specific requirements of the project and the review. As well as technical expertise, it will be necessary to ensure that the review team has the capacity to gather information specific to the cultural context of the project. Information gathered in each part of the monitoring and evaluation process should be distributed to ensure that each group receives information that is relevant to their role in the project.

An 'action research' model will be applied to monitoring. This model is "a family of research methodologies which pursue action (or change) and research (or understanding) at the same time. In most of its forms it does this by: using a cyclic or spiral process which alternatives between action and critical reflection."¹⁷

The key to "action research" is understanding not just what works or doesn't work, but why. This is especially important to this program which will operate in the challenging context of provinces (where infrastructure, transport, communication and resources are limited), but also because this program is breaking new ground. This is the first time that a sport-based program of this scale has been run in the country, the first time sport has been taken broadly to rural communities in provinces, and the first time this group of stakeholders will form a partnership to manage a long-term program. As a result, there is a great deal to be learnt about the most effective ways to operate. Integrating action reflection at all levels of management is seen an ideal way to optimising learning, and ultimately the efficiency and effectiveness of the program. It is likely that the project will have other impacts that fall outside those stated in the objectives. These should be considered during the monitoring and evaluation process through use of the most significant change tool.

7.3. Tools

The program will draw on the expertise of partner organisations, local research specialists and the ASC research unit to develop a quality set of tools for each monitoring and evaluating level. To minimise duplication and to simplify systems for stakeholders at all levels, the program will try wherever possible to adopt relevant tools / templates and systems used by partner organisations. For examples, it is envisaged that the program will use TVET / VRDTCA's templates for evaluating training sessions, and consider the monitoring system recently adopted by the Vanuatu Kastom Governance Partnership, for monitoring throughout the provincial communities.

7.4. Performance indicators

Performance indicators have been established for each output, the purpose and program goal. See *Annex B – Logical Framework (p 30)* for these Performance Indicators, Means of Verification & Assumptions.

With the aim of gathering meaningful impact data and, where possible, establishing a universal set of impact indicators across interventions which will help to ensure data is

¹⁷ Dick, Bob (1999) Available online at <http://www.scu.edu.au/schools/gcm/ar/whatisar.html>

comparable across regions the Sport in Development Impact Assessment Tool (S-DIAT)¹⁸ developed by Professors Cora Burnet and Wim Hollander will be either used directly or used as a reference point when designing monitoring and evaluation activities.

8. CROSS CUTTING ISSUES

8.1. Social & cultural impact

Culture is learned, cohesive and adaptable¹⁹. It is the aim of this program to impact on several of the social and cultural norms within provincial communities, but also to capitalise on some of the accepted behaviours and structures to maximise program success.

Most notably, the program aims to make structured physical activity a prioritised, regular part of village life – that is, sport will become part of village ‘culture’ – potentially a significant lifestyle change in many communities. Currently, for most villagers, sport is a recreational activity, usually reserved for teenage boys and young men or for occasional community festivals. There are however inherent positive benefits of sport participation²⁰. Success of the program would see communities having a heightened understanding of physical activity, its benefits, its role in village life, the average activity level within communities increased and ultimately, sport being valued and prioritised.

To maximise the potential for success, the strategy recognises the collective nature of ni-Vanuatu society. The program directly targets individual communities (rather than regions) and attempts to reach the *whole* community by targeting different groups within it. (These include youth leaders, community and area leaders and the wider community through the education campaign).

Acknowledging the hierarchical nature of village leadership in Vanuatu, customary leaders are being closely engaged to ensure their active support for the program. Having elders and recognised leaders managing and monitoring the youth-led program is aimed at creating strong and powerful advocates within communities. This is expected to ease the path for youth to assume leadership roles, provide permission for children to be involved and help convince parents of the importance of releasing children. It is also expected to prevent any tension between the emerging youth leaders and the existing customary leaders.

Communities will be encouraged to include traditional games in their program and also bring neighbouring communities together for festivals. It is anticipated that the inclusion of customary games will help revive a part of Vanuatu culture that many Chiefs report is dying. Already indicated to be a popular concept, holding regular festivals is expected to increase the positive interaction between communities, particularly with both the old and the new breed of leaders involved.

8.2. Gender analysis & impact

Traditionally, a woman’s role centres on assisting her husband to improve his social position and increase his assets. Females cook, work in the garden, look after children and tend to the pigs. This gender role can still be seen in most of the rural areas in Vanuatu, however there is also considerable variation in the role played by women in traditional society in different parts of the country, with notable contrasts between Penema and Tafea provinces. In areas such as North Ambae and North Pentecost, women traditionally played important roles in successing [sic], inheritance and peace-making. On other islands, notably Tanna, women’s roles are highly restricted, with women traditionally seen as “reproductive chattels”^{21 22}.

¹⁸ Burnett-Low, Professor Cora and Hollander, Professor Wim (2006) Sport in Development Impact Assessment Tool, University of Johannesburg

¹⁹ McLeod, Dr Abby (2007) Literature Review Of Leadership Models in the Pacific p2
http://www.aisaid.gov.au/publications/pdf/leadership_models.pdf

²⁰ IBID, Australian Sports Commission and AusAID (2007)

²¹ Miles, *op cit.*, p/169 (See ref p31 of Drivers of Change)

There is clearly some resistance in Vanuatu to discussion of formal gender equality, particularly when couched in Western terminology, for fear that it may undermine traditional roles and practices. Yet ni-Vanuatu also stress that women play important roles with the community. It is common for women throughout the country to take on leadership roles within the churches and local committees and to be influential in consensus-based decision-making processes at village level. These roles generate status for women within their own communities²³

It is significant to note that "...any attempt to promote a version of gender equality that is not perceived as in accordance with *kastom* is unlikely to attract much support, from either men or women."²⁴

8.2.1. *Sport for Women in Rural Areas*

Women's participation in sport in rural Vanuatu is generally restricted to participation in friendly matches/activity at festivals a few times within a year or for those young girls in school, some very basic school activity. Whilst on the whole, girls express interest and enjoyment of sport, and most communities report that it is considered generally acceptable for girls and young women to participate in sport (if it does not conflict with domestic duties), once a young woman is married, participation is rare. Cultural expectation, refusal by the husband, the priority of home/child care and income generating activities are cited as the key reasons. The absence of adequately skilled females in coaching, officiating or administering sport and virtually no support to address this has also been a barrier of magnitude.

8.2.2. *Gender Strategies*

Gender issues were considered throughout consultation. Discussions were held with women's groups, sport federations and community members about women's participation, barriers to participation and ways to address them. The design integrates strategies and policies for equitable opportunity and quotas, and targets some of the key barriers to female participation. Some key initiatives include:

- 50% of Sport Apprenticeship places will be for females and 50% for males (communities will be required to nominate half females and half males)
- Equal opportunity for men & women for appointment to paid & voluntary positions with gender sensitivity included in the selection criteria ^{*25}
- Community Councils to include position for one male and one female youth representative (Currently the councils have a single representative for 'youth' however this is nearly always assumed by a male. Provincial Councils in both Penama and Tanna have already approved the addition of a second youth position to existing structures to ensure female youth representative)
- Gender a key component of the education & awareness program & communications materials (letters, posters, speeches, images)
- Gender training (for sport) delivered to:
 - Project staff (high level training)

²² Bennett Michelle and Harewood Jocelyn, Lonely planet: Vanuatu-Dive into Paradise,(pg 24) Lonely Planet Publications Pty, Ltd 2003, China), (Vanuatu NGO Shadow Report on the Implementation of CEDAW (2007), pg 21-22

²³ Cox M, Alatoa H, Kenni L, Naupa A, Rawlings Dr G, Soni N, Vatu C (2007) - The Unfinished State, Drivers of Change in Vanuatu (AusAID, Canberra Australia) p32

²⁴ IBID Cox M et al, p31

²⁵ To facilitate program acceptance and sustainability, the program is tapping into traditional structures (Chiefs) as this is a system that effectively reaches rural communities. Whilst in Penama Chiefs are integrated into the Penama system, in Tafea the system of Chiefs is an exclusively-male domain. Consultation confirmed that strong and open communication between the Chiefs and the program is vital for success. It is important therefore, that the NC & YSDO be accepted and respected by Chiefs. Consultations highlighted that appropriate education, age, leaders and communication skills would be important to achieving this, and that strong *kastom* in the rural settings may prescribe that a male would be more likely to be accepted and respected by Chiefs. Women and men will be equally considered for all roles, however, all would need to convince the selection panel of their ability to build a close and effective relationship with Chiefs. Additionally, the NC must be sensitive to gender issues and have the ability and confidence to address them.

- Youth sport leaders,
 - Community & Ward Councils
 - Relevant Provincial Chiefs, Church & Government (note, during consultation in Tanna, the Council of Chiefs *asked* for gender training without prompting)
- After 1 year, the program will assess the integrated approach to women's participation in the program, and if girls and women are not being strongly included in key aspects of the program, a paid position focused solely on the participation of women in the program, will be created.

8.2.3. *Impact of the project on women:*

The project will increase the number of females participating in regular sport activity and the frequency with which they take part, thus exposing them to intrinsic health benefits of physical exercise. Within the project, young women will assume leadership roles within their community and Area. Trained for the role, women will learn new skills, be seen in non-traditional roles and be provided the opportunity to gain status within the community through their active leadership. Through the provision of pathways, some talented individuals will be identified for further development in sport leadership.

There is some risk in light of the project's aim of providing equal opportunity for women and the targeting rural populations, where especially strong *kastom* exists. The program will be promoting women in non-traditional roles and this may be perceived as conflicting with *kastom* if handled insensitively. It is therefore essential to ensure full participation of communities and traditional leaders in all decision making for the project, and allow some degree of flexibility to 50% gender 'quotas' where negotiation is not possible.

8.3. **Sustainability – factors in design promoting sustainability**

Sustaining the flow of benefits beyond the life of the program was a key consideration in the design of the intervention, with the sustainability principles of the overall ASOP strategy clearly reflected. Listed below are the key principles being applied to ensure sustainability of the program and its benefits. These were employed during the process of selecting Vanuatu initially, to the design of the program and will be applied throughout its implementation.

- *Building local capacity* – All of the program's outputs are devoted to capacity building. These outputs and their associated activities are intended to ensure that each community, provincial and national group/organisation involved in or influencing the program has the structures, systems, staff, skills, leadership etc, needed to perform their role effectively with little or no external assistance. Mentoring is being used to encourage knowledge sharing and skill transfer to 'juniors'. This is being applied at many levels with prime examples being youth leaders having an 'assistant' and the formal mentor matches for national staff.
- *Partnership* – The program forges a partnership between two ministries (MYDST & IA) and the leading national sport body (VASANOC) to deliver sport services. The partnership brings together unique expertise and resources that should promote success in rural outreach. Whilst each organisation has taken some initiatives in rural sport in the past, each has lacked either the expertise, resources or authority needed to be successful in the short or long term. Stakeholders felt that bringing these three agents together, with ASOP support, would provide the ideal mix for success in the provinces.
- *Strengthening existing structures* – This program will be driven through the existing structures of MYDST, IA and provincial government, churches, chiefs and community councils. (See *Annex C - Program Management Structure, p 31*). This should simplify and improve implementation, but also help strengthen the structures themselves. The provision of professional development, together with exposure to this program's governance systems, high activity and specialist skills should also help to enhance each structure. It is anticipated that for Community Councils in particular, involvement in this fun, regular community activity will help to invigorate councils and strengthen their role within the community and ward/area.

- *Alignment with partner priorities* – It is important that all key partners are genuinely aligned with the direction that program. All stakeholders have given strong verbal support to the design document, but the development of sport and youth leadership in rural areas is also highlighted as a priority in the current strategic planning documents of the three primary partners (SC organisations) and both target provinces (Penama and Tafea). ASOP support is considered a welcome blessing by all stakeholders, for despite their approved plans most lacked either the expertise or the resources to actually implement them.
- *Quality design & local ownership:*
 - The design team combined ni-Vanuatu and Australian stakeholders and comprised individuals with: (i) a knowledge and understanding of aid effectiveness principles; (ii) relevant sports development technical expertise; and (iii) an understanding of partner government needs and priorities).
 - Consultation was extensive, with numerous exploratory sessions conducted with potential stakeholders and beneficiaries at community, provincial and national level.
 - The highly participatory Appreciative Inquiry model was used in national and provincial planning workshops.
 - The objectives of the program were developed jointly with partners, and follow the SMART principle (i.e. specific, measurable, achievable, relevant, and time bound).
 - The program plan is detailed and has been approved by all stakeholders
 - Decision-making at community level will be done by communities. The design is flexible to allow communities to make their own decisions about how the program will be run in their villages. (For example, each community will choose their youth leaders, sports/activities, activity times and days, event dates and venues.)
- *Collaboration with other donors and providers* – Particularly in the delivery of training, the program is working closely with TVET's management group and its numerous training providers (VRDTCA, RTC's and NGO's). During the design process, the team met with a variety of NGO's and key international donors operating in Vanuatu (AusAID coordinated) to outline the proposed program, expose any potential duplication with or potential links to other programs.
- *Targeted assistance:* The program is highly targeted. Specifically, the program is initially targeted to two provinces, to communities that indicate desire and commitment for the program, to a limited number of sports/activities and is working toward a discrete objective (purpose). This is intended to ensure funding is not spread too thinly (quality is maximised), the workload is manageable for local organisations in the short and long term, and assistance is going to areas of greatest need.
- *Flexibility:* Many things in the program design have never been done before in Vanuatu. Flexibility and adaptability of the design is therefore essential, so that lessons learned can be applied. Flexibility has also been built into activities to account for the vast differences between communities throughout Vanuatu (i.e. differing customs, traditions, structures of authority, rules, resources etc). For example, communities will choose the sport and activities they want, when, where and how often they'll take place and the timing of training.
- *Expansion conditional on sustainability in active sites:* Closely related to both flexibility and targeted assistance, expansion of the program to additional communities after year one will take place only when existing sites are deemed to have made sufficient progress toward being sustainable within two years. Budgets account for direct support from program staff in each community during the first two years. If monitoring indicates that more support is required, expansion will be slowed.
- *Phased Design with Exit Strategy* – The program is designed in phases with high levels of supervision, support and mentoring in years 1 and 2 reduced during the 3rd and 4th year as individuals and organisations become more effective in self-managing. In the final year, the SC should be directing the program with little or no external assistance from ASC. During the final year, plans for the next 3-4 years period will be developed.
- *Ongoing Monitoring/ Action-Reflection* – Activities will be constantly monitored to see if they are effective and efficient, adjustments made to improve performance, and learnings recorded. This will allow the program to improve over time, making it more sustainable in the long run. It is also intended to instil in all management groups, the good practice of using evidence and consultation to make effective decisions.

- *Inclusiveness* – The program’s principle of whole community inclusion and especially the prioritisation of women’s involvement is expected to enhance sustainability of activities in communities. The World Bank has demonstrated that attention to gender equality in its programs enhances its development effectiveness. Projects that take gender equality into account tend to achieve their objectives more often than projects that ignore them²⁶.

8.4. Environmental impact

The ASOP activity in Vanuatu is unlikely to contribute to any significant direct or indirect change to the environment, negative or positive.

The Environmental Marker Questions (*Environmental Management Guide for Australia’s Aid Program 2003*) were considered by Activity designers during the design process. The negative response to each of the five questions meant that no further assessment of environmental impacts was required.

However the ASC Activity Manager will ensure that monitoring for unexpected environmental impacts is incorporated into activity’s monitoring and evaluation process.

8.5. Safety, Child Protection & HIV/AIDS

There is potential for this activity to have minor impact (positive and/or negative) on safety (physical, sexual and emotional) of children, women and other community members and on the incidence and attitudes toward HIV/AIDS and some other diseases.

The most significant factors that may promote harm are the increase in mobility of people through daily activity in communities or inter-community festivals (vulnerability of unaccompanied children and women in particular) and potential for injury on the sporting field. Conversely, the numerous trainings, campaigns of education and awareness and participation in activity are expected to contribute positively to knowledge and behaviour around child protection, women’s rights and healthy behaviours/lifestyles.

The program is committed to minimising harm and promoting safety. Specific actions illustrating the commitment include:

- inclusion of modules of safety in content of trainings
- inclusion of child protection policy in program policy
- monitoring activity to assess any increase or decrease of safety resulting from the activity
- a commitment to limit, remove or mitigate against activities that might promote the spread of disease or reduce safety, and
- working in harmony with other agencies to promote/address issues (e.g. promoting health messages at sporting festivals)

9. BUDGET

The total project budget for the 4 year duration is estimated to be 96,212,058 vatu (AUD 1,233,488). First year costs have been calculated at 26,610,486 vatu (AUD 341,160), based upon activities in the Year 1 Activity Plan, plus management, design and some monitoring costs.

As a new project, costs have been estimated based upon the intended activities using information from existing projects, quotes for key items, MYDST policies and input from MYDST, VASANOC, VRDTCA and provincial YSDOs.

Built into the *Year 1 Budget* is:

- *Significant community support & monitoring costs* (includes travel and expenses for the NC, YSDO’s, SC and ASC representatives). In an effort to ensure quality activity at community level, the budget reflects a high level of face-to-face support for active communities, with travel costs a significant element. It is particularly important to

²⁶ AusAID (2007) Gender equality in Australia’s aid program – why and how, P7.

support and monitor activity closely in year 1 to ensure learning is maximised prior to expansion in year 2 and beyond.

- *Additional monitoring costs* - An additional 5% is included in year 1 and 3% in each of years 2,3, and 4 to cover mid and end-term reviews, development of monitoring and evaluation tools and any costs associated with analysis of results or any research work by external parties.
- *Design costs* – Includes all costs already incurred for project design.
- *'Back-up' funds* of 1,968,000 vatu (AUD 25,231) - These are costs that other parties are expected to cover, but where it is anticipated there may be many circumstances where they will not be able to, particularly in the first year. To ensure activities can still take place, funds have been allocated to cover these costs. Specifically, this applies to: (a) Communities (cost of food for their youth during training in communities and accommodation for the Instructor), and (b) National Sport Federations - part costs for technical trainer workshops).
- *General contingency of 5%* - Contingency was set at 5% with around 1,000,000 vatu (AUD12,000-15,000) in place each year. Several key budget items also have a degree of flexibility or some 'buffer' to help avoid any shortfall or unexpected costs.
- *Flexibility* - As costs increase with each additional community, the attached budget is based upon maximum number of communities to be targeted each year allowing flexibility of activity.

Progression over 4 years

Whilst the budgets for years 2, 3 and 4 may change based upon the learnings of Year 1, this budget is based upon a progression through the various phases of implementation detailed in 4.4.1. There are substantial costs in establishing the program in year one, and in expansion of youth Apprenticeship training to communities throughout years 1, 2 and 3. Support for communities, which involves travel to each active community 3-4 times a year during year their first 24 months, is significant in year's 1, 2 and 3. The costs for many other key activity areas remain relatively consistent from year to year. The actual activity conducted will however, change over time. For example, the budget for professional development does not change from year to year, but the topics address will change dramatically in line with the implementation phases (Year 1 might address basic competencies while Year 4 will be dedicated to exit strategy).

10. LIST OF ANNEXES:

- A) Vanuatu Map
- B) Logical Framework
- C) Program Management Structure
- D) Report Format & Template
- E) Year 1 Activity Plan
- F) Budget
- G) Risk Management Matrix

Annex A: VANUATU MAP

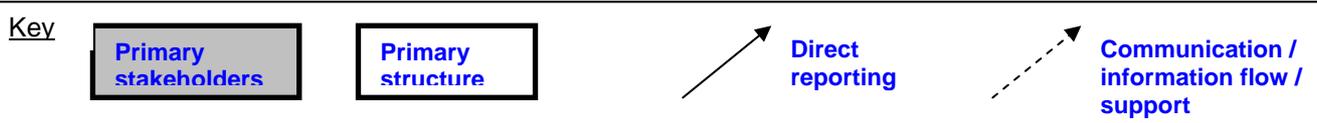
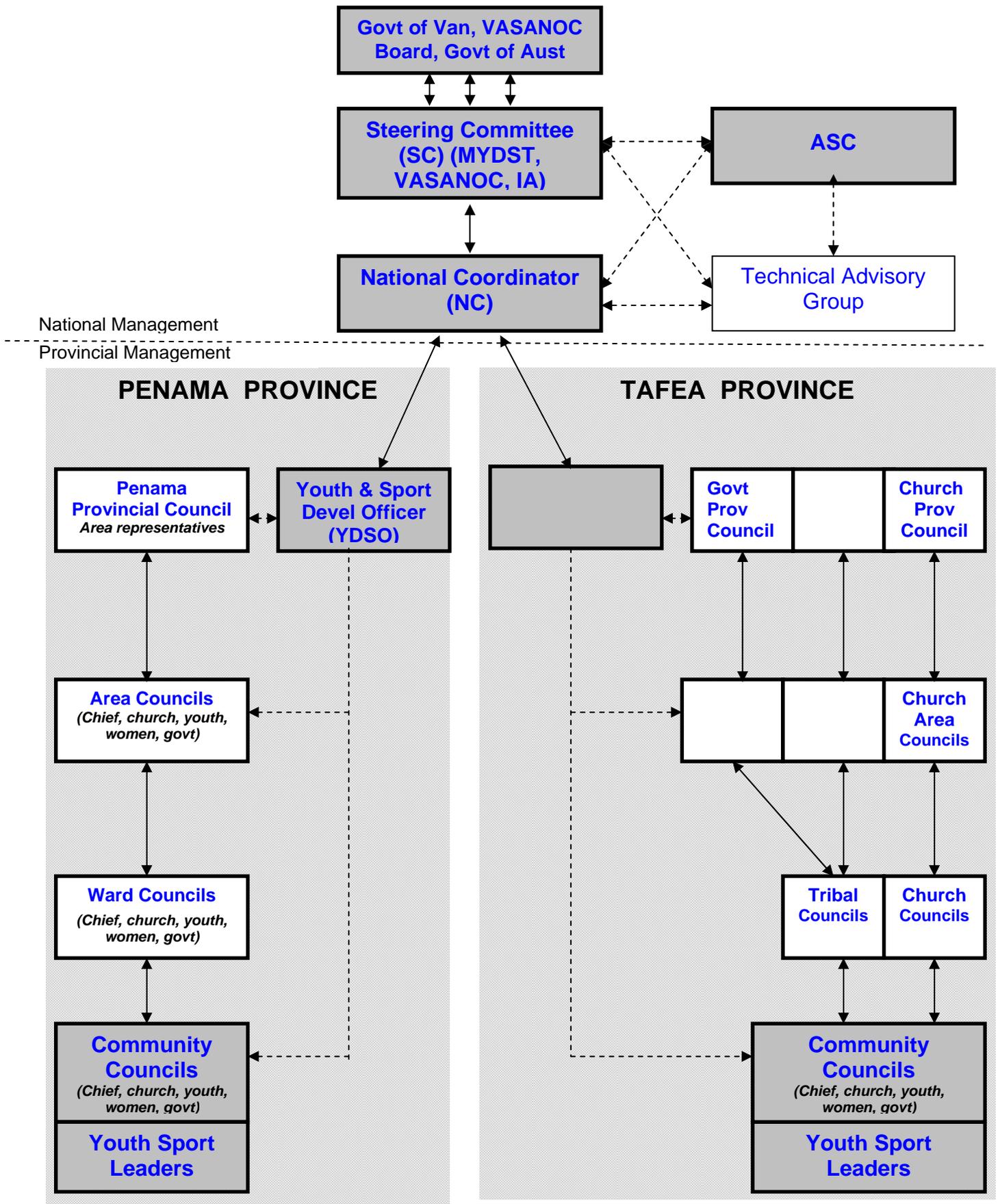


Annex B: LOGICAL FRAMEWORK

Hierarchy of objectives	Indicators	MoV	Assumptions
Goal: Increased capacity to deliver inclusive sports based programs that contribute to social development.	<ul style="list-style-type: none"> Perceived improvements in health status and physical fitness in communities Perceived improvements in community leadership Improved sports management skill and systems Perceived improvements in community unity and reduction in anti-social behaviour 	External review, including collection and analysis of community perceptions, conducted in mid- 2008 (program mid-point) and May-June 2011 (completion).	
Purpose: Trained young men and women run regular, organised physical activity for children and youth in communities in at least two provinces.	<ul style="list-style-type: none"> Community Sport Leaders run regular (at least weekly), organised physical activities at village level by 2012 Disaggregated information about participation in physical activity (age, gender, activity, location, frequency) Disaggregated information about sport leaders' delivery of physical activity sessions (frequency, activity type, activity quality, age, gender, location, proportion of graduates active). 	Community data sheets provided to YSDO every 2 months as part of the community reports YSDO evaluation every 6 months	Children show up for activities. Trained youth retain and apply the skills/knowledge taught. Trained youth continue to lead activities long-term. Activity sessions are regular enough to contribute to social development.
Output 1: Community education/awareness program delivered	<ul style="list-style-type: none"> Each target area received printed materials & an information visit for each 6-month stage Community members can recall benefits of physical activity & program opportunities after 1 year of campaign activity 	Community reports provided to YSDO every 2 months 6-monthly survey	Education gained leads to adoption and action (or change in behaviour) by community members.
Output 2: Sport Leader Apprenticeship program established	<ul style="list-style-type: none"> 5-8 training & practical modules developed and approved by the NMC and Vanuatu National Training Council (VNTC) by Dec 2007. A minimum of 10 certified Instructors are established in each of Tafea and Penama provinces (at least 2 on each of the 3 main islands of each province) by Dec 2009. For each province: <ul style="list-style-type: none"> at least 4 instructors established by Mar 2008, at least 6 Sport Apprenticeship graduates established as Instructors by March 2009 	Materials for 5-8 trainees' & instructors' manuals are complete with approval letter/certificate from SC and VNT. Instructor Training assessment results & evaluation forms Signed contract of service for each instructor	There are suitable people in the provinces to be trained as Sport Leader Apprenticeship Instructors.
Output 3: Youth trained and supported as Community Sport Leaders	<ul style="list-style-type: none"> At least 10 youth (5 male and 5 female) graduate from the Sport Leader Apprenticeship in at least 6 locations in at least 2 provinces each year (minimum = 60/province/year) Young men and women receive sufficient and relevant training 	Sport Leader Apprenticeship assessment sheets. Training evaluations	Communities will support their Sport Leaders to implement activities.
Output 4: Support provided to community, ward & provincial councils to enable them to effectively monitor and manage the program	<ul style="list-style-type: none"> Program monitoring and management training provided to each local council during the Apprenticeship training Monitoring and mentoring of community activity by YSDO 6-monthly Communities (council or youth leaders) are able to obtain the equipment /resources/ advice needed to run activities 	Training reports & evaluations Community reports every 2 months provided to provincial YSDO YSDO monitoring visit reports	Community councils are functioning and have interest in monitoring sport activities. Community councils are willing to support Youth Leaders
Output 5: Support individuals and organisations to enable them to monitor and manage the program effectively.	<ul style="list-style-type: none"> Targeted professional development & mentoring program run for SC organisations, selected NSFs and provincial authorities as per an agreed schedule. Provincial and national sport development personnel report improvements in their own policies & plans by 2012 Participation pathways are provided by Dec 2009 At least 1 qualified Technical Trainer (i.e. Coach/Ref/Admin) established in each province for each selected sport by July 2008. 	Professional development and mentoring schedule Training & Mentoring evaluations National & provincial policy docs & strategic plans Letter from NSF confirming appointment & annual work plan.	Each national / provincial authority is functioning and has interest in the program. There are individuals in each province with enough experience to be trained as a Technical Trainer.

* SC Steering Committee NSF National Sport Federations YSDO Youth & Sport Development Officer (based in province)

Annex C: PROJECT MANAGEMENT STRUCTURE



Annex C: PROJECT MANAGEMENT STRUCTURE

Primary Stakeholders (shaded in grey):

Steering Committee (SC)

Role: Oversee project & NC

Composition (3): MYDST, VASANOC, IA

Meeting Frequency: Monthly for the first 6 months, then every 2 months

Report to: GoV (MYDST, MIA), VASANOC Board and GoA (ASC, AusAID)

ASC

Role: Primary technical & management consultant

Meeting Frequency: Min. Quarterly

Report to: AusAID (Aust Govt)

National Coordinator (NC)

Role: Oversees & coordinates project delivery & report on project progress.

Report to: SC

Supervises: 2x YSDO

Meeting Frequency: Monthly (YSDOs)

Youth & Sport Development Officer (YSDO)

Role: Coordinate, promote & monitor program activity in province. Support communities.

Report to: NC

Supervises: Provincial Instructors, community activity

Meeting Frequency: Monthly (YSDOs)

Community Councils

Role: Facilitate delivery of regular, organised physical activity in communities

Composition: Chief / church / youth / women (Chiefs Council?)

Meeting Frequency: Monthly with youth leaders

Youth Sport Leaders

Role: Deliver and monitor regular, organised physical activity in communities

Composition: Youth identified by communities

Meeting Frequency: Monthly

Secondary Stakeholders (white boxes)

Area & Ward Authorities (includes 'Penama System' Councils in Penama; includes Tribal, Church and Government Councils in Tafea)

Role: Help coordinate & monitor sport activities and festivals in their Area and or Ward. Liaise with Provincial Councils and staff on activities and festivals.

Report to: Ward to respective Area Council, Area to Provincial Council & YSDO

Meeting Frequency: As per existing meetings schedule (sport included in general agenda)

Technical Advisory Group

Role: Provide technical advice to assist with policy or implementation upon request

Composition:

- *Chiefs:* National Council of Chiefs (VNCC)
- *Churches:* Vanuatu Christian Council (VCC)
- *Training providers:* VRDTCA, TVET, NGO's, Prov Training Board
- *Sport:* National Feds, Oceania feds
- *Education:* MoE, teachers
- *Other:* health, police, NCW, AusAID

Meeting Frequency: Annually & NC with individual organisations as needed

Annex D: REPORT FORMAT & TEMPLATE

• Reporting Format & Explanation

1	Summary of Objectives	Summarise the stated objective(s) against which achievements are rated below.
2	Key Results	Main achievements (outputs and outcomes) arising from the Component in the past six-months and any contributing factors.
3	Implementation Progress	<ol style="list-style-type: none"> 1. Rating. 2. Are outputs (specific actions needed to deliver the initiative outcomes) and budget on schedule? (Why/why not?) 3. Issues arising (preventing higher rating) 4. Actions proposed (to improve rating).
4	Achievement of Objectives	<ol style="list-style-type: none"> 1. Rating. 2. Is the activity achieving the outcomes expected at this stage? (Why/why not?) 3. Issues arising (preventing higher rating) 4. Actions proposed (to improve rating).
5	Cross-cutting Issues	<ol style="list-style-type: none"> 1. Rating. 2. Note specific outputs, outcomes which contribute significantly to ASOP Strategy commitments on cross-cutting issues, i.e. <ul style="list-style-type: none"> - sustainability (ownership, partnerships / quality of relationships, capacity building) - Social-cultural impact & gender impact 3. Issues arising (preventing higher rating) 4. Actions proposed (to improve rating).
6	Other Issues	Allows the ASC to report on other significant issues not addressed above if required.
Annexes		
	Financial Statement	<p>A statement:</p> <ol style="list-style-type: none"> 1. acquitting expenditure to date against budget and annual work plan 2. budget outlining expenditure for the subsequent six-monthly period. <p>Each report will clearly show funds expended and funds committed.</p>
	Annual Implementation Plan (annually)	A statement showing the periods or specific points in time that outputs will be worked towards, indicative tasks to be undertaken and milestones expected to be reached.

All answers should be brief, and provide key information to provide a coherent story of initiative progress, achievements and challenges.

Ratings: To be based on the following scale.

Definitions of Rating Scale	
Satisfactory (4, 5 and 6, above the line)	
6	Very high quality; needs ongoing management and monitoring only
5	Good quality initiative; needs minor work to improve in some areas
4	Adequate quality initiative; needs some work to improve
Less than satisfactory (1, 2 and 3, below the line)	
3	Less than adequate quality initiative; needs work to improve in core areas
2	Poor quality initiative; needs major work to improve
1	Very poor quality initiative; needs major overhaul

- **Reporting Format/Template:**

AUSTRALIAN SPORTS OUTREACH PROGRAM (ASOP)

ASOP COMPONENT: VANUATU

Reporting Period: Start date: / /

End Date: / /

Key Results			
Summary of Objective(s)			
	Rating	Explanation (including Issues Arising)	Actions to Improve
Implementation Progress	1-6		
Achieving Objective(s)	1-6		
Cross-cutting Issues	1-6		
Annexes	Financial Statement		
	Annual Implementation Plan(s)		

ASOP – Vanuatu
Implementation Schedule 2007-8

Annex E: YEAR 1 ACTIVITY PLAN

	Set date/s
	Dates to be confirmed, or, work ongoing during period indicated

Community Activity <i>(all Program Activities act to support these community-run activities)</i>		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	+
A	The trained youth Sport Leaders run structured activities for children and youth in their community at least once per week													
i	An annual Community Sport Calendar is set by each community before training the Sport Apprenticeship training finishes.													
ii	Youth Sport Leaders in each community meet at least every 2 months with Community Council to discuss progress of activities and future activities. See Community Activity Bf													
iii	Structured activities, led by trained youth are run for children and youth in their community at least once per week													
iv	Youth access equipment for the community													
B	Youth-led activities are monitored & managed by the Community Council													
i	Community nominates itself for the program													
ii	During orientation session the Community leaders confirm the members of the Community Sport Council & the role of any other key community individuals													
iii	Training on monitoring delivered to the Community Council (during / part of Apprenticeship training)													
iv	A system of recording weekly activity is put in place by Community Council													
v	Community Councils observe weekly activities & record participation on data sheet													
vi	Each Community Council meet with youth Sport Leaders every month to discuss activities and decide next activities, complete report and send to YSDO													
vii	Community/Area Council decide on awards for youth leaders.													
viii	Each Area Council regularly address their Sport program during meetings													
ix	Provincial Councils regularly address their provincial Sport program during meetings													
C	Regular community festivals													
i	Youth & Community Council prepare to host the festival													
ii	Youth-lead festivals that involve the whole community are hosted in communities with a rotating host community													

ASOP – Vanuatu
Implementation Schedule 2007-8

Program Activities		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	+
1	Output 1: Community education/awareness program delivered													
a	Consult with communities and other agencies delivering to rural communities to develop a plan for an effective community Education Campaign													
b	Conduct a sport season launch (sport festival) to mark the beginning of all sport activity for the year across the province/s and promotes the principles of the program (e.g. fair play, sport for all)													
c	Produce materials to support the community education & awareness program (poster, information sheets, workshop/meeting information)													
d	Advertise ASOP program & invite application/expressions of interest to communities & to potential Instructors/ training providers.													
e	Communities for Round 1 & 2 of training selected & notified													
	Output 2: Sport Leader Apprenticeship program established													
2.1	Developing the “Sport Leader Apprenticeship” training program													
a	Consultation tour to rural communities in Tafea & Penama ²⁷ (and provincial orientation for NC & YSDO)													
b	Technical advisors appointed for development of each module													
c	Sport Leader Apprenticeship modules drafted													
d	New Modules piloted & modified													
e	Modules ratified by VNTC													
f	Materials printed & distributed													
g	Review all training modules & their delivery after 1 year													
2.2	Establish the 1st Trainers/Instructors of the “Sport Leader Apprenticeship” in Tafea & Penama													
a	Develop selection criteria for appointment of Trainers/Instructors													
b	Instructors recruited & notified													
c	Initial instructor training delivered by Feb 2007 (& shirt provided)													
d	Instructors early sessions are mentored & monitored													
e	Sport Apprenticeship Instructors complete annual training to upgrade knowledge and skills													
2.3	Establish at least 6 talented Sport Apprenticeship graduates in each province as Sport Apprenticeship Instructors by March 2009													

²⁷ Note – this consultation ‘tour’ is relevant to Outputs 1, 2 & 5 with consultation on: Training needs to youth & community council, structure/function of community council, delivery of an education/awareness program, likely activities in communities, criteria for community selection, criteria for youth leaders selection, avenues for accessing equipment/resources.

Implementation Schedule 2007-8

a	Identify talented / committed youth through activity monitoring																
b	Instructor training delivered by Mar 2009																
c	New instructors early sessions are mentored & monitored																
	Output 3: Youth trained & supported as Community Sport Leaders	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug				+
3.1	Youth Sport Apprenticeship traineeships delivered in at least 6 locations (wards) per year in each of the Tafea and Penama provinces.																
a	Community orientation sessions held by Instructor & YSDO in each location 1 month prior to commencement of training																
b	Community Council identify & appoint youth trainees.																
c	Delivery of complete Sport Apprenticeship traineeships in at least 3 locations in each phase of delivery: Phase 1 - before July 2008 Phase 2 – by December 2008 Phase 3 – by July 2009 Phase 4 – by December 2009																
3.2	Youth/community activities mentored regularly by expert																
	YSDO, instructor or island coordinator to conduct visits active communities x 4/yr & head office x 3/yr																
	Output 4: Support provided to local (community & ward) councils to enable them to effectively monitor and manage the program																
4.1	Training local (community & ward) councils, and provincial councils in managing & monitoring the program																
a	Training materials on managing and monitoring the program are developed by Dec 2007																
b	Training on monitoring & management delivered to Ward/Area Councils at within +/-2 months of delivery of first youth Sport Apprenticeships training																
c	Training on monitoring & management delivered to Provincial-level leadership groups by July 2008																
d	YSDO liaising with & mentoring the leadership groups to ensure effective monitoring and information flow to and from Areas (continuous).																
e	To provide pathways & motivation, encourage local councils to have: <ul style="list-style-type: none"> regional (ward/area/tribal line/other) competition/festivals community awards & area/province awards to recognise outstanding performance, values and/or contribution to the program. (e.g., fair play, leadership in coaching, all-star team list) 																
4.2	Ensure that avenues for accessing necessary equipment and resources for the ongoing program are available within provinces by Dec 2010.																

Implementation Schedule 2007-8

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
a	Develop a list of resources & equipment needed by the provincial sport office and communities and assess the access/avenues to them.													
b	Strengthen existing avenues, and/or establish new ones where necessary, through providing resources, training or links to networks.													
c	MYDT and Sport Feds/VASANOC to agree to provide a minimum level of service/resources to provinces on an ongoing basis.													
	Output 5: Support individuals and organisations to enable them to monitor and manage the program effectively.	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	+
5.1	Set up the program agreements, offices, staff, policies and procedures.													
a	SC members to write and agree to SC Terms of Reference & annual meeting schedule by September 2007													
b	SC & NC meetings conducted as per schedule													
c	Set up NC office by Sept 2007													
d	Supplement provincial offices if necessary by Nov 2007													
e	Operational procedures & policies (finance, reporting, communication) for the program are in place (most of which should already exist under MYDT) by Dec 2007													
f	Job description and employment contract for the NC drafted and approved by end of Aug 2007													
g	Recruit National Coordinator by Sept 2007													
h	Recruit provincial YSDOs for Tanna and Penama (where not already in place)													
i	Recruit 'volunteer' assistants for provincial YSDOs (some incentive pay given)													
j	Program Orientation Training for SC, NC & Provincial YSDO (with ASC), including training in community consultation, by Oct 2007													
5.2	At least 1 certified Technical Trainer (i.e. Coach/ Referee/ Admin Trainer) is established in Tafea & Penama for each selected sport by July 2008													
a	Each selected NSF to identify at least one appropriate trainee in each of Tanna and Penama and at least two within the NSF by Dec 2007 (unless qualified people already exist in provinces)													
b	NSF to identify qualified person to train provincial Technical Trainers by Dec 2007 (liaise with Oceania Fed if necessary)													
c	Sport specific technical training course and program's sport administration course are delivered by April 2008													
d	Workplan for each new certified instructor is developed by the NSF in conjunction with Oceania Fed and instructor and provided to program by July 2008													
5.3	Run a program of targeted professional development for the primary national and provincial stakeholders													
a	Delivery of training on 'Mentoring' to SC, NC and YSDO's by Nov 2007													

Implementation Schedule 2007-8

b	By Dec 2007, SC to identify professional development needs for key individuals /organisations & develop an annual: a) Schedule of Training and b) Schedule of Mentoring (using local expertise where possible)															
c	Establish an 'under-study' or assistant for each key position including NC, YSDO's, each SC member by Dec 2007															
d	Conduct performance reviews for each key individual every 6 months															
e	Delivery of Professional Development training															
f	Mentoring sessions take place															
5.4	Selected national sport organisations are supported to develop their sport in provinces. (Sport orgs includes: National Sport Federations, Provincial School Sport Council, Provincial sport associations)	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug			+
a	Information session for NSF's / other orgs & communication to Oceania Feds & other orgs															
b	In consultation with provincial communities, select the 3-5 key sports for the 2 provinces by October 2007															
c	VASANOC, NC & Oceania Feds to work with each of the selected sport feds to identify the current capacity and areas of need of each of by Dec 2007															
d	VASANOC, NC & ASC (& others as identified) provide training and mentoring to each sport as per support agreements.															
e	For each key sport, assist national federations to establish qualified coach/official trainers in the provinces by Sept 2008.															
5.5	Sport pathways for talented youth (coaches, officials, administrators, trainers)															
a	Support the development of policy at national and provincial government level that enhances the development of sport in rural areas through NCM providing recommendations to Ministry/s / press releases / public announcements															
b	Talented/committed Sport Apprenticeship graduate volunteers appointed to work with the provincial YSDO by Dec 2008.															
c	Establish links with Provincial School Sport Association (PSSA), Provincial Sport Associations and other existing competitions in Penama & Tafea by Mar 2008.															
d	Support sustainable initiatives for higher level events/competition within each province through assisting with promotion or mentoring/training for the organisers															
e	Support the inclusion of PE in the school curriculum by advising the MoE of: 1. the exceptionally strong support for compulsory PE in the school curriculum from participants of ASOP National Workshop and 2 x Provincial workshops 2. the possible assistance that ASOP, AusAID and the ASC may be able to provide to achieve it.															

ASOP – Vanuatu
Implementation Schedule 2007-8

Management, Monitoring & Evaluating (M & E)		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
a	Research existing M & E systems in sport-for-development contexts, M & E programs used in rural locations in Vanuatu, and consult with communities on effective tools and systems.													
b	Design M & E program with key stakeholders (SC members, NC, YSDOs, community reps) by Dec 2007.													
c	Deliver the agreed M & E program (dates as per program)													
d	Following completion of each key monitoring session, managers and their staff/peers hold a reflection session (including YSDO visit to each community every 6 months)													
e	YSDO to conduct visits active communities x 3/yr & head office x 2/yr													
f	NC to visit each province YSDO & active communities													
g	Yearly province meeting (all key provincial stakeholders) x 2 provs													
h	SC to province offices and active communities (3p x 2 trips x 2 prov)													
i	ASC visits (~every 3 months +2 spare = 6 @ 2.5 weeks + prov visits)													

Reporting		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
f	Provincial YSDO's report to NC monthly initially and then every 2 months after Jan 2008													
g	SC Report to ASC and their respective organisations on the program (Minister/DG, VASANOC Board, IA Minister/Director) every 6 months (June & Dec)													

ASC = Australian Sports Commission,
 DG = Director General,
 M & E = Monitoring and Evaluation,
 MYDST = Ministry of Youth Development, Sport and Training,
 NC = National Coordinator,

NSF = National Sport Federations,
 SC = Steering Committee,
 VASANOC = Vanuatu Association of Sport and National Olympic Committee,
 VNTC = Vanuatu National Training Council,
 YSDO = Youth & Sport Development Officer

ASOP – Vanuatu
Implementation Schedule 2007-8

2	RISK EVENT (What can happen & how?)	Impact on the project (if risk happened)			L	C	R
	National Sport Federations (NSF) not participating effectively in the Program	Delivery & sustainability of Program may be jeopardised.			4	4	H
Source/s of Risk (course, trigger)	Controls (Controls, actions, systems to avoid or reduce the risk)	Adequacy F,M,I	Risk Treatments	Responsibility	Timing (if applic)		
<p>SC do not trust NSFs</p> <p>NSFs do not trust SC</p> <p>Lack of skills / expertise in NSF to plan and/or deliver work in provinces</p> <p>Lack of funds / resources within NSFs to deliver support in provinces.</p> <p>NSFs having own agenda/priorities, particularly, focusing only on Port Vila, and not being willing to assist provinces.</p> <p>Trainer or Program staff not having interest in some sports (so leaving them out/ giving poor support)</p> <p>Weak NSF structure in Province and rural Community</p> <p>Instability within NSF leaders (Executive) cannot guarantee continuation/ implementation of Program</p>	<ul style="list-style-type: none"> • NSFs consulted during Phase 2, 3 and 4 of design • Include NSFs as a key target group in the communication plan, with the following included: <ul style="list-style-type: none"> - Full SC & NC to hold an information session with all NSFs to explain the program, address these risk issues and outline potential opportunities for NSFs - VASANOC to meet regularly with the NSFs of the sports selected by the provinces to update & assist them • Support given to 3-5 NSF's in the form of assistance with strategic planning, training, mentoring and travel to provinces for development officers to be given to selected NSF's to increase capacity to support provinces. • Selection of NSFs based upon clear criteria including: <ul style="list-style-type: none"> - Sports that the provinces/communities choose - Sports that will be sustainable (considers facilities, equipment, expertise, pathways and popularity) - Sports that will best achieve the social development outcomes - NSF providing their development plans - NSFs with sound admin structure and genuine interest in development in provinces - Preference to those that do not get funding from their IFs or OFs to do similar activities 	M	<ul style="list-style-type: none"> • If required, adapt activities following consultation with NSFs or monitoring evidence 	<ol style="list-style-type: none"> 1. VASANOC 2. SC, NC 	<p>Phase 4 of design</p> <p>Ongoing</p>		

L = Likelihood

C = Consequence

R = Risk Level

F,M,I (Adequacy of controls)

5-almost certain, 4-likely, 3-possible, 2-unlikely, 1-rare

5-severe, 4-major, 3-moderate, 2-minor, 1-very minor

VH-Very High, H-High Risk, M-Moderate Risk, L-Low Risk

F-fully adequate, M-moderately adequate, I-inadequate

ASOP – Vanuatu
Implementation Schedule 2007-8

4	RISK EVENT (What can happen & how?)	Impact on the project (if risk happened)	L	C	R
	Political instability & lack of political will for the program (at national, provincial and/or local level)	One or all of; Delays, program ineffective meaning participation not maximised, program given low priority for support, poor sustainability after program ends, program cancellation,	3	4	H
Source/s of Risk (course, trigger)	Controls (Controls, actions, systems to avoid or reduce the risk)	Adequacy F,M,I	Risk Treatments	Responsibility	Timing (if applic)
<p>Low status of Sport as a tool for development among politicians including individual parties</p> <p>Continued instability in Govt (Nat or Prov) (especially changing of the Minister for MYDST (there have been 10 in the last 5 years)</p> <p>Program may be seen as propaganda for party/ies in govt (Nat or Prov)</p> <p>Lack of policy that prioritises sport and committing funds/resources.</p> <p>Lack of adherence to policies that support the program.</p>	<p>Establish a formal agreement between Aust & Van Govt to agree to giving Program/Vision the political support it needs.</p> <p>Work closely with MYDST to ensure national government policies support development of provincial sport. ("Possibly" incorporate the program into NSC Act and ensure NSC is properly established and activated].</p> <p>Embedding the program within MYDST in partnership with other respected organisations.</p> <p>Including non-government organisations structures in program (VASANOC, NSF's, VRDTCA, churches, traditional structures etc)</p> <p>Through training, increase the capacity of the MYDST & SC to develop quality strategies, plans and evidence of programs beings effective.</p> <p>Successes to be promoted to government (using evidence from monitoring).</p> <p>SC to ensure that ALL stakeholders (eg NFs) incorporate the program into their development plans as condition of accessing funds/support for this from SC.</p>	M	<p>Aust Govt & Van Govt to agree to giving Program/Vision the political support it needs.</p> <p>Update of progress and results</p>	SC, ASC,	None

L = Likelihood

C = Consequence

R = Risk Level

F,M,I (Adequacy of controls)

5-almost certain, 4-likely, 3-possible, 2-unlikley, 1-rare

5-severe, 4-major, 3-moderate, 2-minor, 1-very minor

VH-Very High, H-High Risk, M-Moderate Risk, L-Low Risk

F-fully adequate, M-moderately adequate, I-inadequate

ASOP – Vanuatu
Implementation Schedule 2007-8

5	RISK EVENT (What can happen & how?)	Impact on the project (if risk happened)	L	C	R
		SC organisations do not work effectively together	Poor strategic guidance for the program, cohesion of different program parts and/or continual delays. Participation not maximised and poor sustainability.	3	4
Source/s of Risk (course, trigger)	Controls (Controls, actions, systems to avoid or reduce the risk)	Adequacy F,M,I	Risk Treatments	Responsibility	Timing (if applic)
<p>Lack of ownership of / commitment to the program leading to:</p> <ul style="list-style-type: none"> Continued absenteeism from meetings Poor communication Not actively participating <p>SC or NC having too many other responsibilities</p> <p>SC & NC do not appropriate have the skills / experience or are not receiving the appropriate information</p> <p>Personality differences</p> <p>Conflicting objectives of organisations</p> <p>SC org having NC in it's structure:</p> <ul style="list-style-type: none"> org becoming possessive of Program giving NC other duties (outside program) other SC orgs responsibility to the SC org that has NC in it's structure 	<ul style="list-style-type: none"> All to be heavily involved in the design, implementation, monitoring and decision making for the program. SC members to commit to TOR which includes: <ul style="list-style-type: none"> annual meeting schedule lead & deputy representatives from each org commitments & responsibilities of each org level of position/seniority & experience required of SC members. Communication to be regular: <ul style="list-style-type: none"> NC to meet monthly with SC members in the first 6 months and every 2 months thereafter and give an update every 3 months to the SC organisations Weekly (minimum) phone call between the NC & ASC ASC Coordinator to visit at least every 3 months (yr 1) Clear job description for the NC SC to monitor the NC role, the SC role at each meeting 	M	<ul style="list-style-type: none"> SC members commit to TOR NC to conduct a quarterly update briefing for members of each SC member organisation Weekly (minimum) phone call between the NC & ASC ASC Coordinator to visit at least every 3 months (yr 1) 	All SC members & NC	none

L = Likelihood

C = Consequence

R = Risk Level

F,M,I (Adequacy of controls)

5-almost certain, 4-likely, 3-possible, 2-unlikley, 1-rare

5-severe, 4-major, 3-moderate, 2-minor, 1-very minor

VH-Very High, H-High Risk, M-Moderate Risk, L-Low Risk

F-fully adequate, M-moderately adequate, I-inadequate

ASOP – Vanuatu
Implementation Schedule 2007-8

6	RISK EVENT (What can happen & how?)	Impact on the project (if risk happened)			L	C	R
	Natural disasters Political or social unrest	Delays that may lead to termination of Program in affected areas			4	4	H
Source/s of Risk (course, trigger)	Controls (Controls, actions, systems to avoid or reduce the risk)	Adequacy F,M,I	Risk Treatments	Responsibility	Timing (if applic)		
(Only God knows)	<ul style="list-style-type: none"> Large distance between the two target provinces therefore less likely that natural disaster will impact both project sites Contingency Budget included for unexpected costs Policy in place detailing action to be taken for events and/or program staff in situations of severe weather, national disaster or political/social unrest and this included in relevant trainings 	M	Develop severe weather policy	ASC, SC, NC, Prov, Com Trainer	Ongoing		

L = Likelihood

C = Consequence

R = Risk Level

F,M,I (Adequacy of controls)

5-almost certain, 4-likely, 3-possible, 2-unlikley, 1-rare

5-severe, 4-major, 3-moderate, 2-minor, 1-very minor

VH-Very High, H-High Risk, M-Moderate Risk, L-Low Risk

F-fully adequate, M-moderately adequate, I-inadequate

ASOP – Vanuatu
Implementation Schedule 2007-8

8	RISK EVENT (What can happen & how?)	Impact on the project (if risk happened)			L	C	R
	Funds are lost, misused or poorly managed	Depending on severity impact ranges from being unable to deliver some activities and damage of reputation of the program and/or its stakeholders, expulsion of individuals/organisations from program, jailing of offenders and in the extreme, cancellation of program	3	varies	H		
Source/s of Risk (course, trigger)	Controls (Controls, actions, systems to avoid or reduce the risk)	Adequacy F,M,I	Risk Treatments	Responsibility	Timing (if applic)		
<p>Theft/misappropriation by:</p> <ul style="list-style-type: none"> - Ministry officials (account will be attached to MYDST) - SC - Program staff - Public <p>Lack of understanding of protocols for using funds</p> <p>Poor financial skills</p> <p>Poor systems of accountability or</p> <p>Poor procedures for carrying</p> <p>Poor decision making regarding appropriate expenditure</p> <p>Pressure from communities, family, friends, others of influence</p>	<ul style="list-style-type: none"> • Release of all funds attached to agreed plans and acquittals of previous funds • Clear, simple and strict policies put in place for all levels of financial transaction (ideally using existing systems that have been proven to be effective) • Relevant training on the program's systems and financial management provided to all stakeholders and beneficiaries (includes SC and some of their staff, NC, NSFs, Provincial YDOs, community management group and youth leaders) • AusAID's zero-tolerance to fraud policy being clearly communicated to all program stakeholders • Immediate investigation of any unexplained discrepancy • Public announcement of the program's principles on funds at appropriate occasions • Recognition given to individuals / organisations who use good financial governance (e.g. letter of acknowledgement, staff announcement, community stories etc) 	M	<ul style="list-style-type: none"> • Establish, monitor and enhance financial systems monthly for the first 6 months, and then 3 monthly thereafter. 	ASC, SC, NC, Prov, Com Trainer VASANOC, NFs			

L = Likelihood

C = Consequence

R = Risk Level

F,M,I (Adequacy of controls)

5-almost certain, 4-likely, 3-possible, 2-unlikely, 1-rare

5-severe, 4-major, 3-moderate, 2-minor, 1-very minor

VH-Very High, H-High Risk, M-Moderate Risk, L-Low Risk

F-fully adequate, M-moderately adequate, I-inadequate