



Project Evaluation Standard

VERSION 1.1
MAY 2024



Volleyball Foundation

Serve the World Through Volleyball

Volleyball Foundation Project Standard V 1.1

This document can be reviewed at any time without further notice.

More information

For more information on the Volleyball Foundation, visit www.volleyballfoundation.org

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INTRODUCTION

The Volleyball Foundation is committed to developing grassroots Volleyball around the world. It uses Volleyball's global reach and power to support community projects that have a positive impact.

Its purpose is to **connect, serve and inspire global communities through volleyball to improve society.**

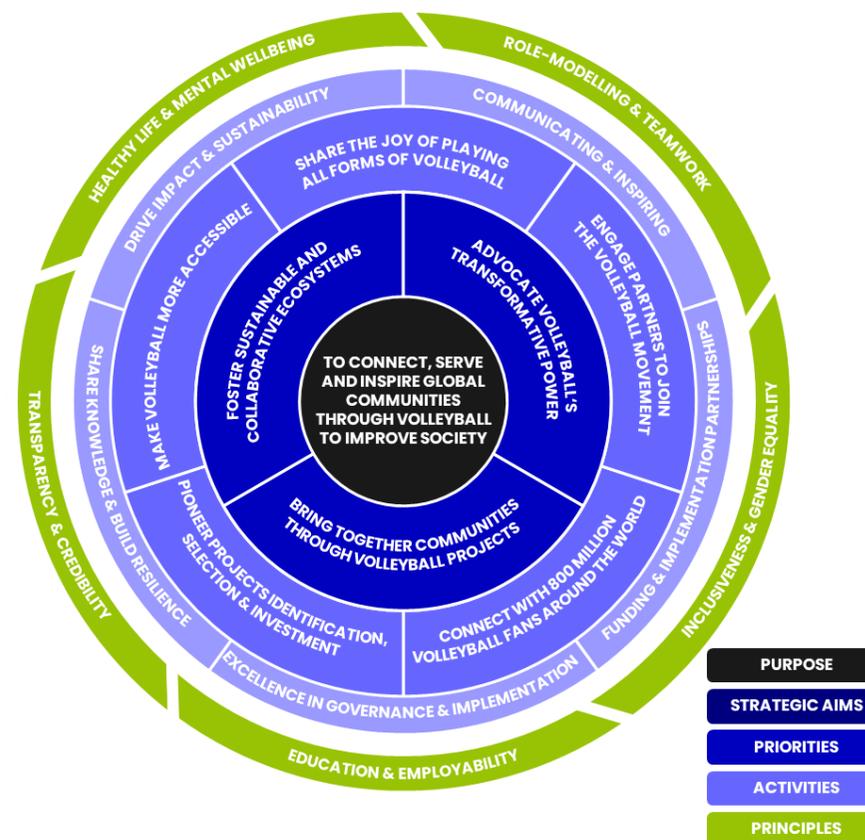
Keeping our mission at the forefront, we introduce *The Volleyball Foundation Project Evaluation Standard*, which stems directly from our Strategic Intent. The Standard's three core objectives are:

1. To serve as a benchmark for grassroots volleyball projects seeking support from the foundation.
2. To offer guidance on enhancing resilience and sustainability for projects already supported by the foundation.
3. To assess the progress and impact of projects which mirror the foundation's achievements.

The Project Evaluation Standard embodies our purpose and is based on our principles. Each of its focus activities contributes to the Foundation's priorities and drives our strategic aims.

Creating and implementing a project evaluation standard reflects our desire to inspire improvement and tangible and positive impact. We want to foster longevity and sustainability while instilling compliance with international norms and credibility. The References at the end of this document contain the concepts, methodologies, and inspirational material used to create this Standard.

VOLLEYBALL FOUNDATION STRATEGIC INTENT



THE VOLLEYBALL FOUNDATION PRINCIPLES

Our principles are the foundation's guiding tenets. They embody a contemporary perspective of our world and its populations, enriched by the dedication and wisdom of volleyball professionals and enthusiasts. They aim to contribute to up to eight Sustainable Development Goals by providing a structure for action that uses the sport's widespread popularity and appeal to tackle social, economic, and environmental issues, creating a wave of positive change that aligns with the objectives of the SDGs.

HEALTHY LIFESTYLE & MENTAL WELLBEING

Volleyball inspires vibrant, healthy living and uplifted mental wellbeing. Social interaction in Volleyball cultivates a sense of belonging, identity, and purpose. It supports individuals to increase perseverance, fulfilment and meaning, thereby lowering feelings of anxiety and depression. (SDG 3)

INCLUSIVENESS & GENDER EQUALITY

Inclusiveness and gender equality are fundamental to Volleyball's ethos, fostering an environment where everyone, regardless of background or gender, can participate and thrive. These principles promote diversity, ensuring the sport remains a source of empowerment for all. (SDGs 4-5-10-11)

EDUCATION & EMPLOYABILITY

Children's rights are crucial in the volleyball projects we support, and education is a key focus for the Volleyball Foundation. Volleyball provides educational opportunities and essential life skills, such as teamwork and discipline. It can contribute to personal and professional growth. We aim to enhance project participants' employability prospects and broader life aspirations. (SDGs 4-8-10-11-16)

TRANSPARENCY & CREDIBILITY

Our foundation maintains transparency, trustworthiness, and ethical standards. We avoid conflicts of interest and uphold accountability and decision-making. We welcome feedback as we want to improve continuously. We encourage and value these same principles in the projects we support. (SDGs 8-10-16)

ROLE-MODELLING & TEAMWORK

In the spirit of collaboration and leadership, we embrace and promote inspiring positive role models from within and external to the projects. Teamwork defines the game and shapes the organisational approach and how we collaborate. These principles reinforce the value of collective responsibility and unity on and off the volleyball court. (SDGs 8-10-17)

VOLLEYBALL FOUNDATION PRINCIPLES AND THE SDGs					
3. Ensure healthy lives and promote well-being for all at all ages		5. Achieve gender equality and empower women & girls		16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	
10. Reduce inequality within and among countries		4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all			
11. Make cities and human settlements inclusive, safe, resilient and sustainable		8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all		17. Strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development	

HOW TO USE THE STANDARD

Structure and Scoring

- The Standard is divided into five focus areas containing 21 criteria. These are divided into three levels of achievement that confer the three different statuses: *BRONZE*, *SILVER* and *GOLD*.
- In *BRONZE*, within the 13 criteria, seven pre-requisite criteria must be fulfilled for Volleyball Foundation eligibility.
- This tool contains many annexes and references that expand on its concepts. The annexes chapter can help comply with a criterion. There is no need to use the exact annexed material. They are references to generic tools that can contribute to the project's progress.

The score is calculated by counting the number of criteria met for each level, disregarding the blank ones. Each met criterion is input into a calculator, which provides the total number of points or the project score, with a maximum score of **100**.

For example, if a project fulfilled Bronze—10, Silver—7, and Gold—5, its score would be **38**.

Evaluation and Progress

- During the application process, use the Volleyball Foundation Standard to assess if your project meets the seven pre-requisite BRONZE criteria. If it does, it can be eligible for Volleyball Foundation support.
- When granted support from the Volleyball Foundation, use the Standard to self-assess your project and identify improvement areas.
- When areas have been improved to the point your project can reach a higher project status, trigger a 3rd party evaluation by contacting the Volleyball Foundation.
- A higher status can positively affect the size and length of the Volleyball Foundation support.

For more information on the application process and project lifecycle, please refer to The Volleyball Foundation Project Application Process and Lifecycle document.

THE BRONZE, SILVER AND GOLD STATUS



Great Conceptual Design
“Unstructured Success”

Bronze is Rookie, it shows:

- Volleyball in the Core
- A Vision and a Passion
- Community Engagement



Great Implementation Setup
“Systematised Operations”

Silver is Proficient, it shows:

- Project & Knowledge Management
- Community Commitment
- Controlled Expansion

Minimum 2 years of age



Best Practices & Tangible Results
“Flagship”

Gold is Expert, it shows:

- Transformation
- Community Empowerment
- Sustainability

Minimum 3 years of age



UNDERSTANDING THE STRUCTURE OF THE STANDARD

The Standard is self-explainable and straightforward. The legend below explains what is found in each part of the standard pages.

FOCUS ACTIVITY X: NAME (SUBJECT) OF THE CHAPTER

Criterion # and Name	Description	Measurement Approach
x.x (number) Name of criterion	Criterion goals' description	Documentation/Evidence (B - S - G) Indicates that documentation/evidence is necessary to comply at the concerned level. (B: Bronze – S: Silver – G: Gold) Approach to obtaining/evaluating required information
<i>Bronze</i> <i>Pre-requisite</i>	<i>Silver</i>	<i>Gold</i>
Description of criterion Bronze level goal Bronze level criteria with red borders are prerequisites.	Description of criterion Silver level goal	Description of criterion Gold level goal

* reference to a concept within the criteria [x] - more depth can be found in the References

Annexes

- Support documents and tools that can be used to further understand and comply with criteria - found in the chapter Annexes and Tools

Note: We understand that projects at the Bronze level might not yet have all the formalisation, documents and evidence to demonstrate their intentions and actions. We have kept documentation/evidence at a minimum level in Bronze, as our goal is to be inclusive and supportive of great projects.

THE VOLLEYBALL FOUNDATION PROJECT STANDARD

FOCUS ACTIVITIES

FOCUS ACTIVITY 1: FUNDING AND IMPLEMENTATION PARTNERSHIPS

Criterion # and Name	Description	Measurement Approach
1.1 Strategic Funding	We structure project funding with budget management, a roadmap, and committed partners. Our priority is to recruit volunteers and ensure their active participation. We secure funding sources that enable us to achieve project goals and results.	Documentation/Evidence (B - S) Short and long-term budget and follow-up Funding strategy check Volunteer Staff check
<i>Bronze Pre-requisite</i>	<i>Silver</i>	<i>Gold</i>
We maintain a 1-year budget while also planning for medium-term (2-3 years) funding needs. Volunteers play a crucial role in our project.	Our budgets are thoroughly documented and followed up regularly. Committed partners currently secure medium-term funding (2-3 years) We have a system in place to attract and recruit volunteers. We reserve funds for contingencies (mature projects)	

Criterion # and Name	Description	Measurement Approach
1.2 Transparency	Our project expenditures are transparent and designed to minimise overhead costs. We conduct regular financial audits to ensure transparency. We prioritise directing the majority of our investments to beneficiaries.	Documentation/Evidence (B - S) Expenditure check, policy and interviews Documentation check Financial analysis and historical evolution
<i>Bronze Pre-requisite</i>	<i>Silver</i>	<i>Gold</i>
Our governance philosophy ensures visibility in fund accounts and spending decisions among project leaders and staff. We maintain auditable accounts. We are committed to ensuring that beneficiaries receive the majority of the investments.	Our project expenditures are transparent and logically justified, with spending decisions shared among a designated group. We closely track the percentage of investment directed towards beneficiaries while controlling overhead costs. We have conducted or plan to conduct an audit of our accounts.	

Criterion # and Name	Description	Measurement Approach
1.3 Partner Selection	A designated group is responsible for selecting implementation partners and hiring services through a formal process.	Documentation/Evidence (G) Governance checks and Interviews Procurement policy and processes check Call of proposals documentation for used services
	We evaluate proposals and services based on expertise, cost, track record, local capabilities, and long-term commitment.	
	<i>Bronze</i>	<i>Silver</i>
	Our implementation partners, whether from the community or external, are chosen by a designated group.	Our procedure for choosing implementation partners is to solicit bids for services (call for proposals). Selection is based on criteria such as expertise, cost, track record, local capabilities, and long-term commitment.

Criterion # and Name	Description	Measurement Approach
1.4 Economic Integrity	We ensure the economical use of human, physical, and financial resources. Mechanisms are in place to identify and eliminate irregular practices or conflicts of interest.	Documentation/Evidence (S - G) Policy checks and interviews. Financial analysis reports and action plans.
	<i>Bronze</i>	<i>Silver</i>
	We have evidence of appropriate resource utilisation, focusing on result-oriented and cost-effective approaches.	As in Silver. Additionally, our project's resource utilisation is proportionate to the achieved project results.
	Our policies strictly prohibit irregular financial practices or conflicts of interest.	

FOCUS ACTIVITY 2: SHARE KNOWLEDGE AND BUILD RESILIENCE

Criterion # and Name	Description	Measurement Approach
2.1 Volleyball Engagement	Volleyball is at the core of our intervention, with most beneficiaries participating in the game. We integrate social impact activities around Volleyball. We promote mass participation in our project whenever possible.	Documentation/Evidence (B - S - G) Project brief (Bronze) Interviews, site visits, activities' records check Historical reported project beneficiaries' number, budget, etc.
<i>Bronze Pre-requisite</i>	<i>Silver</i>	<i>Gold</i>
Volleyball frames our social development efforts as the main thread for all other actions and interventions.	Volleyball is widely played in the community, with tangible evidence of improved knowledge and skill levels. Social benefits extend beyond Volleyball, including diversity inclusion, girls' participation, and competitions. Our project has grown significantly since its inception.	Players demonstrate the ability and ambition to participate in local and national leagues. We leverage and extend the social impact benefits of Volleyball. Volleyball's transformative power through mass participation is evident.

Criterion # and Name	Description	Measurement Approach
2.2 Community Participation	Beneficiaries and stakeholders are actively involved in project design. We have a needs assessment* process. Our project generates and shares knowledge, empowering staff and beneficiaries and fostering connectivity. Role modelling is integral to our project, serving as an inspiration in day-to-day activities. Communities learn from their successes and setbacks and exchange knowledge with other communities.	Documentation/Evidence (B - S - G) Community participation records (Bronze) Governance description and implementation Site visits and interviews with the community, beneficiaries and role models Learning activities' records Community-needs assessment* documentation
<i>Bronze Pre-requisite</i>	<i>Silver</i>	<i>Gold</i>
Community(ies) engagement is at the heart of our project concept. We listened to the beneficiaries and stakeholders and involved them during project inception.	We have identified critical areas of learning and empowerment for our beneficiaries. Learning takes place at various levels, addressing community needs. Role models have emerged and are actively participating in leading activities. Community engagement is tangible and actively encouraged.	Our project has a formalised community needs assessment* process. Our project empowers staff and beneficiaries through participation, shared responsibilities, training, and connectivity. Role models become part of the staff or project's ambassadors. New project activities are proposed and jointly led by community members.

* Community needs assessment is a collaborative process that engages community stakeholders in determining the nature and extent of both needs and resources in a community. A community needs assessment typically identifies and responds to specific social problems. It explains the gaps in the existing service delivery system that must be filled to address the problem.[1]; [2]

Annexes

- Community Toolbox - Chapter 3. Assessing Community Needs and Resources

Criterion # and Name	Description	Measurement Approach	
2.3 Education Commitment	All project staff are well-trained to work effectively with children. Our project mandates that youth and school-age children must be enrolled in and attend school as a prerequisite for participation.	Documentation/Evidence (S - G) Interviews with staff, school-age beneficiaries, school staff and children's parents Training documentation	
	<i>Bronze</i>	<i>Silver</i>	<i>Gold</i>
	Education is central to the conceptual design of our project, particularly when it involves children and youth as beneficiaries. Project staff and coaches working with children receive training on the necessary competencies.	Children who participate in our project must be enrolled in the local school. We maintain open communication with local schools, ensuring they are informed and aware of our project's activities.	Our project actively supports school attendance and promotes the quality of education. For example, we facilitate exchanges between our project's coaches and community schoolteachers to discuss school attendance and performance, thereby contributing to the overall educational environment.

Criterion # and Name	Description	Measurement Approach	
2.4 Employment Support	The project contributes to increasing the employment and employability of its beneficiaries.	Documentation/Evidence (S - G) Records on employed beneficiaries Interviews, including staff and beneficiaries	
	<i>Bronze</i>	<i>Silver</i>	<i>Gold</i>
	The project integrates volunteers who benefit from training and education and take on responsibilities.	Our project concept design prioritises the employability of beneficiaries, employing community members whenever possible.	We have evidence of our support for employment and employability. For example, beneficiaries employed as staff members or elsewhere, thanks to the project contribution. We have partnerships aimed at fostering employability objectives.

Criterion # and Name	Description	Measurement Approach
2.5 Resilience	Our project demonstrates resilience and agility in managing and monitoring risks and unexpected internal or external factors.	Documentation/Evidence (S) Interviews Risk Assessment documentation Partnership contribution to risk mitigation
<i>Bronze</i>	<i>Silver</i>	<i>Gold</i>
We acknowledge our most essential risks and strive to mitigate them.	<p>We have identified and assessed salient risks, with mitigation plans constantly monitored and communicated.</p> <p>Our funding and implementing partners know the project's risks and contribute to decreasing and mitigating them.</p>	

Annexes

- Risk Management for Non-Profit Organisations - NSW Government
- Risk Register Tool Template - NSW Government

FOCUS ACTIVITY 3: EXCELLENCE IN GOVERNANCE AND IMPLEMENTATION

Criterion # and Name	Description	Measurement Approach
3.1 Strategic Alignment	Our project aligns with the Volleyball Foundation's Strategic Aims.* We consider and align with national priorities, strategies, policies, and the United Nations' Sustainable Development Goals – SDGs.**	Documentation/Evidence (B - S - G) Interviews SDGs integration evidence Evidence of the alignment with other national/international priorities
<i>Bronze Pre-requisite</i>	<i>Silver</i>	<i>Gold</i>
The project concept adheres to the Volleyball Foundation's principles and strategy. We have identified our project's contribution to the SDGs and integrated them into our planning process.	Our project implementation demonstrates alignment with the Volleyball Foundation's principles and strategy and with national/international priorities, strategies, and policies.	Our project is recognised as a lighthouse for impact by national/international authorities, including contributions towards some of the SDGs. Example: 3, 4, 5, 8, 10, 11, 16, 17.

* Volleyball Foundation Strategic Aims. [3]

** Sustainable Development Goals - 17 Goals to Transform the World – FAO [4]

**UN (2015). Transforming Our World: The 2030 Agenda for Sustainable Development. Resolution Adopted by the General Assembly on 25 September 2015, 42809, 1-13. [5]

Criterion # and Name	Description	Measurement Approach
3.2 Collaboration	Collaboration is critical to our project. We coordinate with other sector interventions.	Documentation/Evidence (S - G) Evidence (logos on websites, statements, MoU, etc.) on collaboration with other initiatives on design and implementation, including other Volleyball Foundation-supported projects
<i>Bronze</i>	<i>Silver</i>	<i>Gold.</i>
	We base relevant chapters of our project design/implementation on coordination with other interventions in the sector. We understand and use the concept of the collaboration spectrum*	We collaborate with other projects, holding coordination meetings, engaging in joint activities, and sharing resources. We demonstrate coherence and collaboration with relevant external interventions, including those financed by the Volleyball Foundation.

* Collaboration Spectrum is a tool to help collaborative partners identify the nature of their collaboration and its desired outcomes. [6]

Annexes

- 2017 Collaboration Spectrum Tool. Tamarack Institute. <https://www.tamarackcommunity.ca/library/collaboration-spectrum-tool>

Criterion # and Name	Description	Measurement Approach
3.3 Gender & Inclusiveness	<p>Our project actively encourages gender equality and inclusiveness, establishing them as core principles across all interventions.</p> <p>According to: Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) Convention on the Rights of Persons with Disabilities (CRPD) UN Declaration on the Rights of Indigenous Peoples</p>	<p>Documentation/Evidence (B - S - G) Inclusiveness & Gender Equality/Equity policies or records (Bronze)</p> <p>Effective knowledge and application by the project of the Conventions and Declarations (attachments)</p> <p>Efforts to improve Gender Social Norms* and effective integration of Gender Equality and Equity</p>
<i>Bronze Pre-requisite</i>	<i>Silver</i>	<i>Gold</i>
<p>Our project's principles include inclusiveness and gender equality/equity as principles across all interventions.</p>	<p>We have written policies and strategies on inclusiveness and gender equality/equity. These are implemented throughout our project activities, focusing on assessing positive impacts on minority groups.</p>	<p>We showcase inclusiveness and gender equality/equity across our project interventions. We also assess the positive impacts on the lives of minorities.</p>

* Gender Social Norms can be thought (and measured) of how social beliefs obstruct gender equality in areas like politics, work, and education [7]

Annexes

- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) for youth
- Convention on the Rights of Persons with Disabilities - UNICEF
- UN Declaration on the Rights of Indigenous Peoples

Criterion # and Name	Description	Measurement Approach
3.4 Protection of Rights	<p>Beneficiaries and stakeholders feel protected within our project boundaries. We fully respect human rights, child protection, and labour policies as defined by international conventions and declarations.</p> <p>According to: UN Universal Declaration of Human Rights UN Convention on the Rights of the Child ILO Conventions 100, 111, 138, 182</p>	<p>Documentation/Evidence (B - S - G) Human Rights and Rights of the Child policies or records (Bronze)</p> <p>Policy on Human Rights and Rights of the Child and ILO Conventions check (site visit) Interviews with beneficiaries</p> <p>Evidence of knowledge about policies and application among staff members</p>
<p><i>Bronze</i> <i>Pre-requisite</i></p>	<p><i>Silver</i></p>	<p><i>Gold</i></p>
<p>Our project's conceptual design includes actions against discrimination, mistreatment, and harassment within project grounds and by project staff.</p>	<p>We have implemented policies to prevent discrimination, mistreatment, and harassment in all relationships within our project.</p> <p>Child protection and human rights are discussed with staff, beneficiaries, and communities, and project partners are aware of and respect these policies.</p>	<p>Beneficiaries and the community consider our project a safe place, promoting free expression without fear of judgment, discrimination, or retaliation.</p> <p>Our project instils values related to discrimination, human rights, and child protection in the community.</p>

Annexes

- UN Universal Declaration of Human Rights
- UN Convention on the Rights of the Child – UNICEF
- Safeguarding Children in Sport Workgroup - The Self-Audit tool
- ILO Conventions 100, 111, 138, 182

Criterion # and Name	Description	Measurement Approach
3.5 Operational Precision	We have a written operational plan respecting intervention timelines and reporting requirements.	Documentation/Evidence (B - S) Check Operational Plan Check reports and deliver timelines
<i>Bronze</i>	<i>Silver</i>	<i>Gold</i>
Our project has a straightforward plan of activities, with responsibilities and deadlines, accessible and visible to stakeholders. It contains detailed short-term (1 year) interventions.	<p>Our project's operational plan contains detailed short-term (1 year) and an overview of longer-term (2-3 years) interventions.</p> <p>We ensure that activities and reports are delivered on time. We proactively communicate unforeseen events that may impact intervention actions to our stakeholders.</p> <p>Reports serve as a tool for continuous improvement.</p>	

Criterion # and Name	Description	Measurement Approach
3.6 Beneficiary-Centric Governance	Our governance is built on a solid foundation that focuses on meeting the needs of project beneficiaries. Our project understands the concept of Boundary Partners - Outcome Mapping* methodology.	Documentation/Evidence (G) Governance check for beneficiary-centeredness and efficiency Outcome Mapping* awareness and activities
<i>Bronze</i>	<i>Silver</i>	<i>Gold</i>
Our project's governance is transparent and well-established, fostering clear responsibility, accountability, and decision-making processes. We have identified our Boundary Partners**.		Governance principles are actively implemented throughout our project, fostering a participative dynamic that questions and adapts to improve efficiency and better serve project beneficiaries' needs.

* Outcome mapping is a methodology for planning, monitoring and evaluating development initiatives to bring about social change.[8]

** Boundary Partners are individuals, groups or organisations with which the program interacts directly and which the program hopes to influence at specific moments of the intervention.[9]

Annexes

- Outcome Mapping - Building Learning and Reflection into Development Programs

FOCUS ACTIVITY 4: COMMUNICATION AND INSPIRATION

Criterion # and Name	Description	Measurement Approach
4.1 Communication Efficiency	Our project maintains efficient and timely communication with stakeholders and beneficiaries.	Documentation/Evidence (G) Evidence of types, frequency, and participants in comms. Interviews with beneficiaries Evidence of behavioural changes
<i>Bronze</i> <i>Silver</i> <i>Gold</i>		
We have organised and regular methods of communication with stakeholders at all levels. Project stakeholders and beneficiaries clearly understand the project's goals and their respective roles within it.		We actively involve project stakeholders in communication efforts, ensuring multiple voices and perspectives are heard, enhancing the project's visibility, and showcasing beneficiary behaviour change.

*Behavioural change is defined as changes in the behaviour, relationships, activities, or actions of the people, groups, and organisations with whom a program works directly.[9]

Criterion # and Name	Description	Measurement Approach
4.2 Storytelling	<p>We understand the power of storytelling and utilise stories as a means of communication.</p> <p>Our project extends its visibility beyond its primary boundaries to reach regional, national, and international stakeholders.</p>	<p>Documentation/Evidence (B - S - G) Evidence of knowledge about stories and utilisation of project storytelling Check online communication</p>
<i>Bronze</i>	<i>Silver</i>	<i>Gold</i>
We have a presence on social media platforms.	<p>We create and share various stories, including written and filmed content, covering our project's creation, development, key statistics, communities, beneficiaries, and news.</p> <p>Both project stakeholders and social media followers are familiar with these stories.</p>	<p>Our project has a well-defined communication plan and strategically shares its stories in a targeted and intentional manner.</p> <p>Our social media followers extend beyond our project's immediate stakeholders and have the potential to contribute to project financing.</p>

FOCUS ACTIVITY 5: DELIVER IMPACT AND SUSTAINABILITY

Criterion # and Name	Description	Measurement Approach
5.1 Measured Impact	<p>We structure project outcomes measurement from baseline to project-to-date and project-end.</p> <p>Our Key Performance Indicators (KPIs) adhere to the SMART criteria (Specific, Measurable, Achievable, Relevant, Time-based).</p>	<p>Documentation/Evidence (S - G) Evidence of project's KPIs and follow up. Evidence of the project's Causal Framework Evidence of Results Matrix</p>
<i>Bronze</i>	<i>Silver</i>	<i>Gold</i>
	<p>We have identified our primary KPIs. These are SMART and measured annually, ensuring our project design follows causal logic and includes important stakeholders in planned activities.</p>	<p>KPIs are measured at defined intervals, analysed, and used as a basis for action.</p> <p>Third-party organisations, such as universities and NGOs, bolster these measures' credibility.</p>

Criterion # and Name	Description	Measurement Approach
5.2 Sustainable Benefits	<p>We ensure that the processes and deliverables established by our project continue to generate proven and substantial benefits beyond the project's lifecycle.</p> <p>Our project is designed to produce tangible benefits and change behaviour. It integrates a logic model*, in the form of a Theory of Change**, and other tools to plan, monitor, and generate inputs for our activities.</p>	<p>Documentation/Evidence (S - G) Evaluation of alignment between results and logic model.</p> <p>Evaluation of the changes brought up by the project and their permanence (as per Gold level description below)</p>
<i>Bronze</i>	<i>Silver</i>	<i>Gold</i>
	<p>Our project's processes and deliverables consistently produce tangible benefits that extend well beyond the project's conclusion.</p> <p>Our project's intended achievements are based on concrete quantitative or qualitative evidence.</p>	<p>Our impact measurement aligns with our logic model, which aims to achieve outcomes and behavioural change. The results are linked to objectives, outcomes, and outputs.</p> <p>Beyond intended quantitative or qualitative achievements, it evaluates intended, non-intended, positive and negative changes. It integrates these insights into its plans.</p>

* A Logic Model presents a picture of how your effort or initiative is supposed to work. It explains why your strategy is a good solution to the problem at hand. [10]

** Theory of change is a process that articulates long-term goals and identifies the conditions that have to unfold for those goals to be met. [11]

Annexes

- Theory of Change Basics

Criterion # and Name	Description	Measurement Approach
5.3 Local Sourcing and Carbon Footprint	We actively contribute to the growth of the local economy while simultaneously minimising our carbon footprint*.	Documentation/Evidence (S - G) Evidence of contribution to local economy improvement Evidence on environmental strategy and measures, including reduction of the carbon footprint
<i>Bronze</i>	<i>Silver</i>	<i>Gold</i>
We prioritise sourcing our services and goods from neighbouring communities, fostering regional economic development.	Our project has stimulated the establishment of new local businesses. Most project materials are sourced and produced within the communities. We understand that our project impacts the environment and has a carbon footprint. With the community's participation, we have implemented simple actions to reduce our environmental footprint.	Our project provides concrete and multiple evidence of its contributions to improving the local economy. We have a plan to decrease our carbon footprint by reducing or removing it. We have an ambition to achieve net zero.**

* A carbon footprint is the total greenhouse gas (GHG) emissions caused directly and indirectly by an individual, organisation, event or product [12]

** Global net zero emissions, or simply net zero, is a state in which human-caused carbon dioxide removals balance human-caused emissions over a specified period [13]

Annexes

- Carbon Footprint Factsheet (and ways to reduce it)

Criterion # and Name	Description	Measurement Approach
5.4 Recycling Stewardship	Our project grounds maintain a waste-free environment where waste is systematically managed and recycled. We contribute to the communities' waste management.	Documentation/Evidence (S - G) Policy and communication on waste-free environment Evidence on re-utilisation, recycling, and circular economy* practices. (site visit)
<i>Bronze</i>	<i>Silver</i>	<i>Gold</i>
We actively engage in community awareness campaigns to promote waste management and recycling practices, ensuring a cleaner and more sustainable environment.		Our project implements many waste reduction strategies, including recycling programs, composting initiatives, waste-to-energy projects, and effective waste management education. This comprehensive approach significantly reduces waste generation within the community.

* Circular economy is a model of production and consumption, which involves sharing, leasing, reusing, repairing, refurbishing and recycling existing materials and products as long as possible [14]



Project Evaluation Standard Annexes and tools

VERSION 1.1
MAY 2024

ANNEXES AND TOOLS

Organised in order of appearance in the Standard and corresponding focus activity.

2.2 COMMUNITY PARTICIPATION

COMMUNITY NEEDS ASSESSMENT

Community Toolbox - Chapter 3. Assessing Community Needs and Resources

<https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources>

2.5 RESILIENCE

RISK MANAGEMENT

Risk Management for Non-Profit Organisations - NSW Government

https://www.nsw.gov.au/sites/default/files/2023-06/Risk_Management_Resource_FINAL.pdf

Risk Register Tool Template - NSW Government

https://www.nsw.gov.au/sites/default/files/2023-06/Risk_-_Register_Tool_Template_2007_website.xlsx

3.2 COLLABORATION

COLLABORATION SPECTRUM

Collaboration Spectrum Tool. Tamarack Institute

<https://www.tamarackcommunity.ca/library/collaboration-spectrum-tool>

3.3 GENDER & INCLUSIVITY

GENDER EQUALITY

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) for youth

<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2016/CEDAW-for-Youth.pdf>

RIGHTS OF PERSONS WITH DISABILITIES

Convention on the Rights of Persons with Disabilities - UNICEF

[https://www.unicef.org/maldives/media/3156/file/Convention%20on%20the%20Rights%20of%20Persons%20with%20Disabilities%20\(CRPD\).pdf](https://www.unicef.org/maldives/media/3156/file/Convention%20on%20the%20Rights%20of%20Persons%20with%20Disabilities%20(CRPD).pdf)

RIGHTS OF INDIGENOUS PEOPLES

UN Declaration on the Rights of Indigenous Peoples

https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

3.4 PROTECTION OF RIGHTS

HUMAN RIGHTS

UN Universal Declaration of Human Rights

https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

RIGHTS OF THE CHILD

UN Convention on the Rights of the Child – UNICEF

<https://www.unicef.org/media/56661/file>

Safeguarding Children in Sport Workgroup - The Self-Audit tool

https://www.sportanddev.org/sites/default/files/downloads/self_audit_tool.pdf

LABOUR RIGHTS

ILO Conventions 100, 111, 138, 182

https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_095895.pdf

3.6 BENEFICIARY-CENTRIC GOVERNANCE

OUTCOME MAPPING

Outcome Mapping - Building Learning and Reflection into Development Programs

https://www.outcomemapping.ca/download/OM_English_final.pdf

5.2 SUSTAINABLE BENEFITS

THEORY OF CHANGE

Theory of Change Basics

https://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/ToCBasics.pdf

5.3 LOCAL SOURCING AND CARBON FOOTPRINT

CARBON FOOTPRINT

Carbon Footprint Factsheet (and ways to reduce it)

https://css.umich.edu/sites/default/files/2022-09/Carbon%20Footprint_CSS09-05.pdf



Project Evaluation Standard References

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