

# PROGRAMME SUSTAINABILITY SELF- ASSESSMENT

Programme  
Sustainability  
Toolkit





ONU Mujeres,  
Argentina



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Lao Rugby  
Federation, Laos



# — INTRODUCTION

Programme sustainability is a concept that has multiple layers. Often, programme sustainability relates to the financial sustainability of a programme. In reality, sustainability is a dynamic term that should be considered in relation to multiple aspects of a programme. Being able to identify what sustainability means in the context of your programme and then prioritize and plan around your unique goals is an important step towards designing and implementing sustainable programmes.

For the purpose of this self-assessment, programme sustainability refers to one or both of the following:

- » Programme activities that are continued beyond the end of the initial funding period
- » The impacts of the programme are sustained beyond the end of the program: this includes the impact on the participants, coaches, leaders and the community

Because of the dynamic nature of its definition, programme sustainability is an ongoing challenge for programmes with the objective of reducing gender inequities through sport. While there are resources available, the information is fragmented. The expertise and support available for organisations to progress this work is also limited. This self-assessment is designed to help you create a dialogue around programme sustainability within your organisation and create a foundation of knowledge to work from.



# THE SELF-ASSESSMENT

This **self-assessment** is designed to help you think about various aspects of programme sustainability and how they relate to your organisation and your sport programmes. You can use it as a tool to promote dialogue about sustainability with your team and participants in your programmes. For this reason, you should include the perspectives of those who are closely involved or familiar with the programme which you are assessing. Working as a group to complete the self-assessment will ensure that you have a more complete view of the programme as a whole.

The self-assessment aims to help your organisation to:

1 **Assess** where your sustainability measures currently are by providing a baseline assessment.



2 **Identify strengths** to advance and share with team members and stakeholders.



3 **Identify areas of importance that need improvement.**



4 **Develop new ideas** to strengthen the sustainability of your programme.



This document will contribute to the development of your organisation's **Sustainability Action Plan (SAP)**. The assessment and your SAP will be tools for your organisation. They are not intended to be a comparison with other organisations, nor is the self-assessment a list of required, universal standards. Your self-assessment and plan are both a snapshot of a moment in time and living documents. It captures quantitative data as well as future plans, which can be constantly evolving over time.



# SELF-ASSESSMENT RATING SCALE



The self-assessment is divided into two sections. Each section contains a number of questions related to sustainability within each category. Read each question, reflect on your own organisation or programme, and answer the question honestly.

You can respond to these questions with:

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**YES**

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**SOMEWHAT**

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**NO**

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**DOES NOT APPLY**

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You can answer “Does not apply” if you have not yet reached this stage in your sustainability planning or if the question is not relevant to your programme(s).

Finally, there is space for comments, where you can include some brief points about what your organisation has done in each focus area in order to justify your answer or record ideas and reflections during dialogue.





Plan International,  
Nicaragua

# SUSTAINABLE SPORT PROGRAMMES FOR GIRLS

When discussing or planning for the sustainability of sports programmes to empower adolescent girls, there is an additional gender lens that must be applied. Because of the traditional stereotype of sports as a “male” domain, sustaining a sport programme for girls has unique challenges. Not only can it be harder to financially sustain girls’ sports programmes, it can be difficult to develop other aspects of sustainability, such as obtaining support and encouragement from community leaders.

# SUSTAINABILITY STRATEGIES



Involving families, gaining community support, collaborating with existing infrastructure, and developing leadership pathways for girls are all ways to contribute to the sustainability of your programme. Taking steps forward in each of these categories can help you identify ways to sustain your programmes, financially and otherwise. These categories vary in every context, but can provide a starting point to discuss and identify ways that you can create a Sustainability Action Plan for your programme.

## 1

### INVOLVEMENT OF FAMILIES

Families exert a great influence on the lives and decisions of girls. They can also often impact girls' ability to participate in the programme and apply the lessons elsewhere in life. If families can see the impact of the programme they are more likely to be advocates and supporters.

- 1.1.** Did you establish communication with participants' families to gain their support for the program and listen, understand, and respond to their questions or concerns? (e.g., holding meetings or workshops with families, making home visits, offering availability via check-in calls, Facebook or WhatsApp groups, etc.)

- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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- 1.2.** Did you establish ways to engage the families of the girls and involve them in programme activities? (e.g., mother and daughter workshops, family play days, events)

- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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## 2

### INVOLVEMENT OF COMMUNITY LEADERS

Community leaders also influence the lives of local girls and can often impact access to programme resources. Gaining their support can be an important factor when considering the sustainability of the programme.

- 2.1.** Did you create opportunities for dialogue with community leaders about the design, implementation and evaluation of the programme? (e.g., hosting conversations with neighbours and community leaders about concerns, ideas, resources, etc.)

- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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- 2.2.** Did the programme provide opportunities for the girls to interact with female leaders and role models in the community? (e.g., meetings, workshops, focus groups, networking events)

- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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- 2.3.** Did the program generate training opportunities to empower women community leaders? (e.g., Training in sports, emotion management, administration, accounting, etc.)

- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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## 3

### COLLABORATING WITH EXISTING COMMUNITY INFRASTRUCTURE

Existing structures or established entities (e.g., community centres, schools, and other sports clubs) can provide a physically and emotionally safe space for girls to continue their education and development in the future. Collaborating with others can also provide opportunities to combine resources and increase impact.



**3.1.** Have you identified opportunities to integrate your programme into local organizations or structures that are safe for girls? (e.g., schools, clubs, community centres, health centres, government-sponsored programmes, etc.)

- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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**3.2.** Have you shared programme methodologies and approaches with local entities that could incorporate aspects of the program into their ongoing work?

- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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**3.3.** Have you made a connection or integration between your programme any of the following?:

- Local sports clubs
- Schools
- Community centres or programmes
- Local government programmes
- Other community-based organisations

- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

If applicable, please provide details.

COMMENTS

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**3.4.** Have you developed a network with other organisations or entities that are working towards similar objectives? For example, with other sport or sport for development organisations, schools, companies, universities, local government, health centres, etc.

- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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**3.5.** Has the program been integrated in a permanent manner into the structure of your own organization? (i.e., The program is now included as part of another existing programme or as a permanent programme.)

- ☐ YES
- ☐ SOMEWHAT
- ☐ NO
- ☐ DOES NOT APPLY

COMMENTS

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## 4

### LEADERSHIP PATHWAYS FOR PARTICIPANTS

There are clear pathways and opportunities for girls to develop their leadership skills and support various aspects of the programme.

**4.1.** Have you created clear leadership pathways for the girls to obtain leadership roles within the programme? (e.g., opportunities to lead various parts of the sessions, longer-term leadership roles, a player to coach development pathway, peer leadership opportunities, etc.)

- ☐ YES
- ☐ SOMEWHAT
- ☐ NO
- ☐ DOES NOT APPLY

COMMENTS

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**4.2.** Were girls connected to existing girls' and women's networks where they can build connections for future opportunities?

- ☐ YES
- ☐ SOMEWHAT
- ☐ NO
- ☐ DOES NOT APPLY

COMMENTS

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**4.3.** Did the programme provide opportunities to develop entrepreneurial, economic, and other transferrable skills? (e.g., programme modules, workshops, vocational training, scholarships, volunteering, internships)

- ☐ YES
- ☐ SOMEWHAT
- ☐ NO
- ☐ DOES NOT APPLY

COMMENTS

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## ADDITIONAL FUNDING AND RESOURCES

Addressing the sustainability of any programme is directly related to the availability of additional resources. These resources can include direct funding, equipment, space, and human resources, among others.

- 5.1.** Did you create an estimated budget for the period after the initial financing? (e.g., If the programme lasts 1 year, are a few more months needed to be able to finish some elements or activities? Have you created a budget for continued programming?)
- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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- 5.2.** Have you identified methods to generate new funds to maintain some or all programme activities?
- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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- 5.3.** Does the organisation have a person or team available to generate fundraising strategies for the sustainability of the program?
- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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- 5.4.** Does the organisation have alternate funding sources that are not grants, which could be used for the continuity of the programme? (e.g., Fundraising events, individual donors, sale of products or services, etc.)
- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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# SUSTAINED IMPACT



Sustained, or long-term, impact does not always depend on the continuity of a programme's activities. It refers to the direct and indirect impact the programme has had on the participants and community. Although this section does not represent an "aspect" of sustainability in programmes, the following questions refer to the methods of planning and measuring the sustainable impact of your programmes.

## 1

### STRATEGIC PLANNING

Sustainability is an element that should be considered from the beginning of the programme, during the planning stage. This will help inform strategic decisions and lead to long-term impact.

- 1.1. Was there a planning process to discuss the sustainability of the program? (e.g., A meeting or workshop to discuss and plan for what will happen after the funding period ends.)

COMMENTS

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- ☐ YES
- ☐ SOMEWHAT
- ☐ NO
- ☐ DOES NOT APPLY

- 1.2. Is there a dedicated person on the whose role is to design and/or assess the sustainability of the program? (e.g., At least one person in the organization who dedicates time to developing a sustainability plan.)

COMMENTS

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- ☐ YES
- ☐ SOMEWHAT
- ☐ NO
- ☐ DOES NOT APPLY

- 1.3.** Did you work collaboratively on the design of the sustainability plan, taking into account the perspectives of those involved in the programme? (e.g., the coaches who work with the girls, participating girls, the community)

☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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- 1.4.** Did you plan your programme around measurable, short-term, medium and/or long-term objectives?

☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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## 2

### STRATEGIC IMPLEMENTATION

When implementing sports programmes to empower adolescent girls, there are certain elements that you can incorporate that can contribute to sustainable impact.

- 2.1.** Does the programme teach skills that the participants can use or benefit from throughout their lives? (e.g., sessions on sexual and reproductive health and rights, economic empowerment, assertive communication, etc.)

☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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- 2.2.** Did the programme result in a sense of belonging among the girls? (i.e., Do the girls feel like they are part of a team and are committed to the objectives of the programme)

☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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**2.3.** Were long-term alliances or partnerships established within the community? (e.g., The organisation created a new partnership or communication channel with another local institution or community-based organisation.)

COMMENTS

- ☐ YES
- ☐ SOMEWHAT
- ☐ NO
- ☐ DOES NOT APPLY

**2.4.** Was a community program or service improved because of the implementation of your programme? (e.g., community services around sexual and reproductive health and rights have improved, there are job more opportunities for girls and young women)

COMMENTS

- ☐ YES
- ☐ SOMEWHAT
- ☐ NO
- ☐ DOES NOT APPLY

**2.5.** Did the programme generate new equipment, resources, space or infrastructure for communal use? (e.g., the improvement of a physical space, acquisition of machinery or sports equipment, etc.)

COMMENTS

- ☐ YES
- ☐ SOMEWHAT
- ☐ NO
- ☐ DOES NOT APPLY

**2.6.** Were local facilitators and/or coaches trained to implement sports programming using a gender lens? (i.e., Facilitators are equipped with the knowledge and skills to design and implement sport programmes for girls.)

COMMENTS

- ☐ YES
- ☐ SOMEWHAT
- ☐ NO
- ☐ DOES NOT APPLY

**2.7.** Were manuals or guides generated that can be used to support future design, replicate, or expand the programme?

COMMENTS

- ☐ YES
- ☐ SOMEWHAT
- ☐ NO
- ☐ DOES NOT APPLY



**2.8.** Was it possible to influence public policies and / or government legislature?

- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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### 3

## MONITORING AND EVALUATION

Establishing methodologies and tools to evaluate the program's indicators and outcomes is how to identify if the program has achieved an impact in the short or long-term, and whether that impact is sustainable.

**3.1.** Was the long-term impact a factor in decision-making throughout the implementation of the program? (i.e., Did you consider long-term impact when making programme adaptations or decisions during implementation?)

- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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**3.2.** Did the participants (adolescent girls) participate in the evaluation of the programme? (e.g., Focus groups were held at the end of the program to find out what their learnings were.)

- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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**3.3.** Does the program have a method to measure the short, medium, and long-term impact? (e.g., Short-term indicator measurements and a long-term impact evaluation in 3-5 years.)

- ☐ YES  
☐ SOMEWHAT  
☐ NO  
☐ DOES NOT APPLY

COMMENTS

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**3.4.** Did you conduct a baseline and an end-line to evaluate the impact of the program? (e.g., questionnaires, focus groups, conversations, etc.)

- ☐ YES
- ☐ SOMEWHAT
- ☐ NO
- ☐ DOES NOT APPLY

COMMENTS

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**3.5.** Have there been measurable changes in the knowledge, attitudes and behaviours within programme communities (girls, families, community leaders)? (e.g., increased knowledge about sexual health and reproductive rights, improved leadership skills, improved community programming for girls)

- ☐ YES
- ☐ SOMEWHAT
- ☐ NO
- ☐ DOES NOT APPLY

COMMENTS

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# — REFLECTION

This self-assessment will allow you to identify opportunities for improvement as you work towards making your organisation's programming sustainable. Based on this knowledge, you can guide your future conversations and decisions about the sustainability of the programme with a specific focus and guidance from the areas outlined in this tool. Self-awareness is a great step to start designing or strengthening your own sustainability plan.

Each programme is different depending on the context where it is implemented. Similarly, each sustainability plan is different and must be adjusted to the context. This means that the same programme can also have different sustainability plans depending on the communities where it is developed and the organizations that implement it.

After completing the Programme Sustainability Self-assessment and having your own baseline on this topic, we recommend reflecting on the following questions:

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**What was the purpose of the project when we started to implement it?**

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**What change did we aspire to see in the participating girls? Was this achieved?**

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**What are your plans after the financing period ends?**

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**What are some of the opportunities you have identified to sustain your programme or maintain certain aspects?**

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**What resources, partners, or opportunities are available in the community that might support the sustainability of your programme?**

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These questions can help you to brainstorm and start thinking about how you would like your sustainability plan to look in the future. After answering the questions, you may find it helpful to review the self-assessment again, in order to inspire your sustainability strategy and define the next steps.

# SPECIAL THANKS

The information presented in this document is based on the experiences of five programmes that promote girls' empowerment through sport, as well as Women Win's expertise and experience as a global women's fund. The organisations consulted for this content are all global partners of Women Win: Plan International Nicaragua, Naz Foundation India Trust, Girl Move, Moving the Goalposts, Childfund Rugby and the Lao Rugby Federation.

**We thank each of these organisations for your valuable contributions!**

Naz Foundation,  
India



**UNA  
VICTORIA  
LLEVA A  
LA OTRA**  
chicas empoderadas  
por el deporte

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An initiative from:



International  
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