

A photograph of a basketball game in progress, overlaid with a semi-transparent magenta filter. A basketball is suspended in the air at the top center. In the lower right, a person is jumping with their arm raised towards the ball. In the lower left, two other people are watching the play. The background shows a grassy field and some trees under a bright sky.

A PRACTITIONER'S GUIDE

The roles and responsibilities of an Inclusive Sport
for Development project

This document is intended to be a guide to and description of the main roles of an inclusive sport development project. It should assist others in setting up similar projects and includes the:

- Role of Project Manager
- Role of Project Coordinator
- Role of Kebele (Community) Coordinator

Job descriptions:

- Project Manager
- Project Coordinator
- Kebele (Community) Coordinator

The role of the Project Manager

On speaking to the current manager about his position he said “How will you write it down? ... I am responsible for everything!!” This truly represents the dilemma of the managerial role, responsibility for everything even the delegation of the responsibility!

This is truly an executive role, holding together various organisations and their different agendas with liaison, communication and vital relationship building. Then responsibility to staff to facilitate their day to day work and their own CPD. Finally to the delivery on the ground and the accountability for effective use of funding so that the project's aims actually are achieved.

Where international funding is involved the greatest and most difficult role is that of the moving drawbridge. The bridge must firstly reach internationally, but then has to be drawn up to close down external funding thus ensuring local sustainability.

The job summary and main duties and responsibilities of the project manager taken from CF-AI's work with disabled people in Ethiopia are listed below and are developed in more detail in the sample job description at the end of this document.

Job summary

The project managers perform professional planning, implementation, development and monitoring and evaluation activities of CF-AI's assisted and implemented programmes. S/he is responsible for:

- Ensuring the quality and appropriateness of CF-AI's programme intervention
- Designing relevant programme implementation and development strategies in adherence with existing principles and values
- Ensuring that programme strategy within the community development programme is being implemented in partnership with others operating locally.

As a result an innovative and developmental inclusive environment is created.

Specific duties and responsibilities

Represent the main organisation in all matters in the region.

Project managers are a vital link back to the main partner organisation. They will be seen as the face of the organisation locally and regionally, and they will be seen as the absolute experts; on the project back at the organisation's HQ. Project managers must find the time to sit on HQ committees to ensure the very best communication is achieved. To share the best financial, administrative and delivery knowledge will be the most important ingredient of true organisation ownership and eventual sustainability.

Prepare concept papers and develop project proposals, solicit funds from international and local donors.

There is always a temptation to chase funds! The temptation to take on something new to gain access to substantial funding without examining the full consequences of such action. The best projects are those that investigate funding sources and only choose those that align most closely to the overall objectives of the organisation. In this way manageable expansion takes place and when the inevitable question of sustainability occurs the organisation should be in a position to assimilate new projects. If funding is sought in this way then there should be much evidence of established good work and documentation that can contribute significantly to concept papers and project proposals.

Manage efficiently and effectively the overall programmes in line with the organisational vision, mission and objectives.

The efficient management of projects usually relies on skillful delegation and the building of accountability. Those in the project need to understand exactly what is required and for what they are responsible.

This will require a system of effective work planning and reporting back. Annual, quarterly, monthly and weekly work programmes could be prepared, and monthly, quarterly and annual reports should be made. If the objectives in the programme align with organisational objectives, then work programming and reporting back should be very developmental.

Along with this should go a formal system of appraisal where project workers have skills and qualities recognised and challenges given for the future .

Work closely and cooperatively with stakeholders.

Relationship building has to be seen as a fundamental role. To begin to identify key individuals within partner organisations and then to develop effective and trusting working relationships with them will be essential. This does not mean that these relationships will always be comfortable, but it will ensure that when challenges or even disagreements occur enough trust has been built to ensure an objective approach is always available.

Work closely with any sponsoring NGO to ensure visits from experts outside Ethiopia contribute maximum value.

The "flown in" experts can be of enormous value, but they also need to be managed carefully to ensure all they say and do aligns with project objectives. The sending organisation will always develop Terms of Reference TOR with any visiting expert and it is important the base country has input to these. During the visit the project manager should ensure there is high quality delivery and if possible give an appraisal of the consultant's work.

Organise and implement capacity building to internal staff and stakeholders in line with the major objectives of the project.

The system of monthly, quarterly and annual planning and review should include a section where project workers can specify their own CPD needs. This may lead to them attending courses already available, but where the project is highly innovative there may be a need to provide custom made CPD.

All organisations will have their own systems, but the use of mentors can be extremely powerful and where mentor and mentee share the same office or work on the same project there is the possibility of almost daily capacity building.

Carry out internal monitoring and evaluation activities

Conduct research, assessments and surveys on issues of disability.

Many projects have a unique character from which much learning can take place. Evidence of good practice carefully recorded and researched can be of immense value in the future

Prepare physical and financial reports.

It is vital that a coherent system of data collection is established, and this must include qualitative as well as quantitative data. Individual events, community activities project activities should all be recorded and summarized so that current data is always available. Case studies also provide valuable data, and all project workers should be aware of the need to record exceptional happenings in case study format to ensure the learning taking place is not lost.

Develop strong team spirit and exercise appropriate leading roles.

Most project managers will have been picked because of their ability to do this. They are leaders who are able to get people to work with them and really enjoy doing so.

The role of the Project Co-ordinator

The role of the Project Coordinator is extremely important. Kebele coordinators may find the new role very unfamiliar and it will be up to the Project Coordinator to help them as much as possible in the early stages, and then to offer support as their experience grows. The other main role of the Project Coordinator will be to liaise with the Project Manager to ensure that all work is aligned with the policies of the various partners as well as those of local, regional and national government.

This section contains advice on the following:

- Supervision and evaluation
- Database and record keeping
- Management
- Capacity building
- Reporting
- Design and Development
- Aligning with policies
- Project proposals
- Talent identification and progression

Supervision and evaluation

The text in this section is virtually the same as the text in Monitoring and supervising coaches in the Kebele coordinator section. There is a good reason why. Any guiding, supervising and evaluation system should permeate an organization from top to bottom. In this way people believe in the system, and everyone has a chance to have a positive effect on the work of others. Once the system is understood, effective self-evaluation becomes possible and evaluation is not seen as threatening but is welcomed as something that is very useful. So ... here is the text.

It will be very important to see the Kebele coordinators at work to ensure they are working effectively, delivering what they are supposed to be delivering and to see if there is any capacity building that needs to take place. If the Kebele coordinators know you are concerned about their work, they will appreciate it and also ensure they are well prepared to deliver high quality and effective work. You don't need to give detailed feedback after every session with a Kebele coordinator, but you should always be prepared to listen to what they say about their performance. Always try to be specific about their performance and ensure there is always some praise.

The detailed feedback should include comments on:

- Planning and preparation
- Knowledge
- Evaluation of work in the Kebele and self-evaluation
- Knowledge of Inclusive activity
- Communication

Your questions could include the following:

- What are the main strengths of the work you are currently doing?
- What could be improved?
- What are you trying to change?

At least once every three months you should develop some action points with the coordinators so they have something to work on that you have both agreed. Kebele coordinators must get used to this kind of evaluation as soon as possible, as they will need to evaluate their own work and the work of the coaches.

Database and record keeping

It will be very important to design a database or spreadsheet to keep all the data from the project. This is essential for reporting, but also recording evidence of the success of the project. It is worth thinking very carefully about the information you collect. You will definitely need:

Names of participants; Date of birth; Address (held by Kebele coordinator)

Details of coaches (held by Kebele coordinator)

- Numbers of sessions
- Attendance at sessions
- Nature of disabilities of participants
- Gender of participants

Capacity building

The Project Coordinator will have responsibility for building the capacity of the Kebele coordinators as well as having an overall strategy for capacity building. Regular meetings should be held with all the Kebele coordinators to ensure they learn from each other, but it is also essential for monthly meetings to cover topics that develop the capacity of the coordinators.

The overall strategy for capacity building will involve collecting details of the competencies within the communities, and then planning suitable course to take place. The best way of doing this is to get members of the community to gain specific expertise and then pass it on to others.

Reporting

Reporting to the Project Manager and to the Kebele coordinators will ensure that all messages within the project are consistent. Clear reports with timelines, deadlines and clear courses of action will ensure everyone has all the information they need.

Design and development

This is probably the most important part of the Project coordinator's role. Designing what should take place in the Kebeles and then developing activity and expertise so the Kebele begins to become self-sufficient.

Initial design will involve work with the Project Manager deciding what is a feasible workload for each Kebele coordinator. This will include decisions about:

- The number of teams supported
- The number of competitions
- What inclusive sports to offer
- How many volunteers are needed
- What records need to be kept
- How much capacity building can be offered, and what form should it take.

Aligning with policies

Each project will need to be fully aligned with local, regional and national policy guidelines, policies of external funders and stakeholders, and of course the policies of the organization running the project. This will ensure that the project is in the best position for full integration once the initial funding period is over. If local and regional organizations can see that the project is helping them achieve targets then they are much more likely to want to integrate personnel or redirect existing personnel to the long term achievement of the targets of the project.

This kind of alignment with policy is best achieved by forming an alliance with stakeholders right from the beginning so they fully understand their role within the project and also the long-term expectations.

The role of the Project coordinator will be to:

- Be familiar with any relevant policies
- Integrate policies into the work of the Kebele coordinators
- Liaise with partner organisations to keep them updated of progress

Project proposals

Any project proposals would be directly supervised by the project manager, but the project coordinator may be required to assist. The most important role would be:

- The gathering of evidence from the day to day work in the Kebeles
- Knowledge of case studies that present a unique and special view of the work
- Records of achievement of performance indicators from previous projects
- Visual images of the work

Talent identification and progression

As inclusive work is established there may be an explosion of talent as disabled people are given a chance to flourish. Having a structured system for noticing and recognising talent will be very important. The Youth Sport Trust developed such a system and looked for talent in the following areas:

- Invasion games
- Striking and fielding games
- Net and wall games
- Athletic activities: move
- Athletic activities: jump
- Athletic activities: throw

They then established a number of descriptors using the headings:

- Emerging
- Established
- Excellent

that could be used to help young people understand the components of excellent performance, and also give teachers and coaches a clear idea of the ability of young people. This helps to make young people aware of the components of successful performance and to give a developmental guide to progress that is useful to them, their parents and their coaches and teachers.

Establishing such a system could be a highly developmental process with everyone understanding their role in the identification of an appropriate development journey for each individual. In this way each child is given the best opportunity to succeed.

The role of the Kebele Coordinator

The role of the Kebele Coordinator is very important. Inclusive activities can be very new to some communities and their introduction requires careful planning, building of relationships and sensitive monitoring.

This guide is not comprehensive as Coordinators will find their own way of being effective in a community, but it does contain good advice from those who have done this work for more than three years. This section contains advice on the following:

- Initial audit and the first meeting
- Preparing a plan
- Communicating with the Community
- Working with committees
- Coordinating training sessions
- Monitoring and supervising training sessions
- Evaluating progress
- Saying thank you and rewarding people

Initial audit and the first meeting

The initial audit should focus on people and places. Coordinators will need to know what facilities are available and this will include:

- Facilities with access for disabled people
- Specialist facilities
- Meeting spaces
- Spaces that could be used for training

Coordinators will also need to find the key people in their Kebele. These may include:

- Disabled people
- Families that include disabled people
- Volunteers and potential volunteers
- Leaders
- Sports experts
- Relevant committees

The first meeting

It is important to invite the key people in the community to the first meeting. This will ensure everyone feels included. Make sure the venue is big enough and try to offer refreshments (people will remember this) At the meeting you will need to:

- Introduce people to your programme
- Help them understand your role
- Outline the core principles of the programme
- Create awareness of issues for disabled people
- Describe how you will keep people informed
- Gain input from them for your plan

Preparing a plan

After the initial meeting a plan should be prepared. This should include all the activities for the kebele not just the coaching sessions. Items for inclusion in the plan include:

- Coaching sessions
- Matches and tournaments
- Festivals
- Committee meetings
- Inclusion training

The plan should also state objectives and have some performance indicators to give some measure of the success of the plan. For example:

| | |
|-----------------------|---|
| Objective | To increase knowledge of inclusion in the Kebele |
| Performance Indicator | To run three training sessions on inclusive awareness between January and March with at least 20 people at each session |

Communicating with the Community

This will include a whole range of methods including:

- Face to Face meetings
- Reporting to committees
- Producing timetables and training plans
- Producing newsletters

Working with committees

Committees are an essential part of community life, and key people will work on them. They may be the key to opening opportunities and giving access to funding.

Try to find out which committees in the Kebele are relevant to your work with disabled people, and ask if it is possible to be on the agenda at meetings.

When presenting, be well prepared with (if possible) a handout for each member of the committee and a really clear idea of what you want to say and achieve. If some members of the committee are very influential try to get them on your side before the meeting by making them very well informed.

Coordinating training sessions

Weekly coordination of sessions ensures everyone knows what is happening and gives the best chance of really good attendance. The timetable should state clearly:

- Who the session is for?
- Where it will be held?
- What time?

Ideally there should be a monthly and a weekly timetable. Once sessions are running regularly, then making the weekly schedule available on the Wednesday of the week before should be sufficient.

The monthly timetable will allow time to introduce new events, or new time slots and the announcement of anything new.

Monitoring and supervising training sessions

It will be very important to attend training sessions to ensure they are of the highest quality. If coaches know you are concerned about their work, they will appreciate it and also ensure they are well prepared to deliver high quality sessions. You don't need to give detailed feedback after every session you observe, but you should always say something ...not just "that was good". Try to be specific about something and ensure there is always some praise for the coach.

The detailed feedback should include comments on:

- Planning and preparation
- Knowledge
- Coaching
- Knowledge of Inclusive activity
- Communication

Your questions could include the following:

- What were the main strengths of the sessions?
- What could be improved?
- What has changed since the last session

After the questions you should develop some action points with the coaches so they have something to work on that you have both agreed.

It is really useful to get coaches used to this kind of evaluation because you can then get them to start evaluating themselves (self-evaluation).

Evaluating progress

The plan should include targets, and it is important to review these so that you know you are achieving your goals. Try to find time once a month to sit down and evaluate how things are going and what has been achieved. Every three months you may want to hold a more formal review inviting other people so that the achievements can be shared.

You should always evaluate any training that takes place, and should agree with the coaches how you are going to evaluate them, Self-review by the coaches, as stated in the previous section, is also important.

Saying thank you and rewarding people

Saying thank you is very important. Many of the people with whom you work will be volunteers. As well as thanking them whenever you see them you may also like to arrange awards for people that work hard and effectively in the community. The awards ceremony could include the following awards:

Volunteers who have given more than 100 hours work

- Best male coach
- Best female coach
- Best male disabled coach
- Best female disabled coach
- Best young coach

The Kebele Coordinator

Specific duties and responsibilities

- Coordinate and implement the sport project activities in a specified Kebele as per the plan and strategies to achieve the intended objectives and goals
- Organise sport events with various groups of participants in line with the budget, plan and schedule
- Manage the overall activities undertaken by the project in the Kebele
- Establish sports clubs
- Initiate sport programmes and encourage disabled and non-disabled young people to participate
- Create awareness of the implementation of the project in the community
- Design and plan weekly training programmes and facilitate their implementation
- Identify the skills and talents of young people taking part
- Produce local solutions to problems that hinder or challenge the smooth implementation of the project
- Participate in and contribute to the quarterly, biannual and annual evaluation meetings
- Evaluate the performance of the young people participating
- Keep a record of attendance
- Identify any capacity gaps and arrange help for capacity building
- Address cross cutting issues like: disability; gender equality; prevention and controlling of HIV/AIDs; reproductive health; family planning and incorporate into project planning and implementation
- Closely work with partner organizations at Kebele level and strengthen the partnership relationship based on mutual respect and understanding, shared values and principles to achieve common goals

The Project Coordinator

Job Summary

The Project Coordinator (PC) is responsible for coordinating, planning, organising, monitoring, evaluating and reporting the activities of the Sport for Inclusive Development project in order to achieve the intended results. This will be achieved through partnership working with government offices, schools, community members and the project staff. The PC will ensure that all development is in line with the sport policy framework of the government as well as the vision, mission, values, goals and objectives of funding partners.

Specific duties and responsibilities

- Coordinate the activities of the project in line with the sport policy framework and strategies issued by the national and regional governments.
- Attain goals and objectives described in the project plan as well as the goals and objectives of funding partners
- Prepare a detailed implementation plan of the project indicating the time schedule of events and budget allocated
- Supervise the development of appropriate intervention plans for each Kebele
- Design effective implementation strategies that ensure the participation of disabled and non-disabled young people both in and out of school
- Help Kebele coordinators to identify skills, talent and potential of young people both in sport and in preparation for future careers.
- Conduct supervision of Kebele coordinators and PE teachers using an appropriate evaluation framework
- Produce weekly, monthly, quarterly, biannual and annual plans and reports to the Project Manager.
- Arrange appropriate distribution of the reports
- Organise and provide capacity building training to: Kebele coordinators; PE teachers; CBR fieldworkers and other partners to improve the implementation of the project.
- Establish a database of teams; coaches; young people participating in the programme identifying demography and types of sport
- Prepare project proposals for potential donors and attempt to solicit funds to contribute to project sustainability
- Take an active part in the Project Management team including attending management meetings
- Assist and consult with the Project Manager to develop, strengthen and expand the project

The Project Manager

Job Summary

Specific duties and responsibilities

- Represent the main organisation in all matters in the region and make decisions on project issues.
- Prepare concept papers, develop project proposals, solicit funds from international and local donors.
- Manage efficiently and effectively the overall programmes of the project and administer financial, manpower, material and physical resources and other activities in line with the organizational vision, mission and objectives.
- Work closely and cooperatively with stakeholders. These should include: Education; Health; sponsoring NGOs; Youth Sport and local communities and individuals and could include: Labour and Social affairs; Micro Enterprises; Justice; Police; CBOs; Schools and Clubs.
- Work closely with any sponsoring NGO to ensure visits from experts outside Ethiopia contribute maximum value.
- Organise and implement capacity building to internal staff and stakeholders in line with the major objectives of the project. These to deal with cross-cutting issues like gender; children's rights; HIV/AIDs and to create a better awareness on issues of disability.
- Carry out internal monitoring and evaluation activities; arrange collection of feedback and take appropriate corrective measures.
- Conduct assessments and surveys on issues of disability.
- Prepare physical and financial reports and submit to relevant stakeholders.
- Develop strong team spirit and exercise appropriate leading roles.

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