TŪ MANAWA ACTIVE AOTEAROA

APPLICATION GUIDE

About Tū Manawa Active Aotearoa

Tū Manawa targets tamariki and rangatahi who are less active or missing out on quality physical activity opportunities.

Tū Manawa Active Aotearoa provides funding for programmes or projects delivering play, active recreation and sport experiences for tamariki (children 5 – 11), rangatahi (young people aged 12-18), young women (aged 19-24) and disabled tamariki and/or rangatahi.

Research shows that there are some groups who are more at risk of missing out or being less active, including those living with a disability, in higher deprivation communities and girls and young women.

Programmes or projects that reach these groups will be prioritised for funding.

TIP Look for the **blue bold text** to see application questons.

Who can apply?

Your organisation must be a legal entity to apply for Tū Manawa Active Aotearoa.

Your organisation must also be able to demonstrate at least one of the following:

» Organisation's primary purpose is to provide play, active recreation and/or sport OR

» Play, active recreation and/or sport is an important and mandated part of your organisation OR

» You present play, active recreation and/or sport in a kaupapa Māori content OR

» You can demonstrate a relationship and impact working with one of our priority groups – young people who experience high deprivation, young women aged 18-24, and young people with disabilities (aged 5-18).

There must be evidence in your application that demonstrates

your purpose and experience working with the priority groups.

If you want to apply but do not have legal status, we recommend you consider partnering with a qualifying (legal) entity.

Online eligibility questionnaire
Complete our simple questionnaire online to check if you're eligible to apply for Tū Manawa Active Aotearoa.

CHECK YOUR ELIGIBILITY

Examples of who can apply

· Hapū, Iwi, Marae, Māori organisations
· Primary/Intermediate schools/Kura
· Secondary schools/Wharekura
· Tertiary Education/Whare Wānanga
· Charitable Trusts
· Regional or Local Councils
· Incorporated Societies
· For-profit businesses/commercial organisations and social enterprises

Examples of who cannot apply

· National organisations who already receive Partnership Investment from Sport NZ (Regional Sport Trusts, National Sport and Recreation organisations)
· Government agencies and their regional branches (e.g. Ministry of Health, Oranga Tamariki)
· Early Learning Services
· Professional or semi-professional sports teams and organisations
· Individuals

STEP-BY-STEP GUIDE
TO COMPLETING YOUR APPLICATION

Fund focus

Tū Manawa Active Aotearoa has a particular focus on **young people** who are missing out on physical activity opportunities including **girls and young women**, **disabled young people** and those living in **higher deprivation communities**.

TIP
Your application needs to show how you are meeting the needs of young people.

SECTION ONE
About your organisation

A guide to completing questions 1 to 5 of the application.

Question 1: Organisation name
Please use your organisation's full legal name.

Question 2: Tell us about your organisation and what you do
250 words max.

We'd like to hear about your organisation's experience or involvement delivering play, active recreation and/or sport for young people including girls and young women, disabled young people and those living in higher deprivation communities.

Question 3: Physical/ Registered Address
Organisation's address.

Question 4: What type of organisation are you?
You must select from one of the following on a dropdown menu:
- Incorporated Society
- Charitable Trust
- Social enterprise
- Regional or local council
- For-profit organisation
- Primary/intermediate school or kura
- Secondary school/Wharekura
- Tertiary education/Wānanga
- Marae, Hapū, Iwi, Māori

Question 5: If relevant, what is your Incorporated Society Number or New Zealand Business Number (NZBN)?
If you have an NZBN it will be 13 digits. You can find your NZBN at www.nzbn.govt.nz.

Question 6: Who is completing this application and what is your role in your organisation (e.g. treasurer, chairperson, CEO).
You will be required to provide name; email, phone number and role in the organisation.

Who is your target audience?

Understanding your target audience goes beyond identifying who they are - you must also have evidence to support you are targeting the right people.

1

Get to know them

Once you have identified them, think about things like where they live, where they spend time, what motivates them and what their barriers to taking part in your project might be.

2

Use research

You can use existing research to help you understand different groups of people. A list of sources can be found on p9.

3

Engage

It is important that you engage with your target audience in the right way, and be clear on what you want to find out from them. Going to them, (e.g. their school) will usually be a lot more effective than asking them to come to you at a separate time.

SECTION TWO
Activity/project details

In this section you will be asked to explain the who, what, where and why of your proposed activity.

If you're programme has been running for a while, and you're not sure if it is eligible for funding, please email tumanawa@sportbop.co.nz.

Question 7: What is the name of your initiative/activity/project?
E.g. Murupara P.S. mud kitchen or Te Teko Waka Ama.

Question 8. Tell us about the activity you plan to deliver, what is the purpose of it, where will it occur, what group(s) of tamariki and rangatahi will you be working with, and what do you hope to achieve?
300 words max.

In this question we want to know who you are targeting; the number and length of your proposed activity sessions; who will be involved in the delivery etc.

The more detail you can provide, the easier it will be for us to consider your application.

Question 9: How many participants do you expect to be involved in your activity?
This should refer to the total number of individuals participating across the duration of your activity/project.

Question 10: Who will be involved in your activity?
You will need to select one or more of the below. These groups are the identified target groups for the fund and research shows these groups are more at risk of missing out or being less active.
· Tamariki (children aged 5-11 years)

• Rangatahi (young people aged 12-18 years)
• Young women (aged 19-24 years)
• Disabled tamariki and/or rangatahi.

Question 11: Of this total, what proportion of them do you expect to be (approximately - complete matric below)

We're seeking information about how 'targeted' your activity is to the groups you identified above.

For example if your activity will only be provided for tamariki with a disability you would select "All" for tamariki and "All" for Disabled tamariki and/or rangatahi and "None" for rangatahi.

If you are running an initiative that is open to equal numbers of rangatahi and tamariki, with equal gender splits between male and female, you would select 50% for female and male and 50% for both tamariki and rangatahi.

Q11 Matrix for proportion of participants	None	25%	50%	75%	All
Male	○	○	○	○	○
Female	○	○	○	○	○
Non Binary	○	○	○	○	○
Tamariki (children aged 5-11yrs)	○	○	○	○	○
Rangatahi (young people aged 12-18yrs)	○	○	○	○	○
Young women aged 19-24yrs	○	○	○	○	○
Disabled tamariki and/or rangatahi	○	○	○	○	○
From higher deprivation communities	○	○	○	○	○
Maori	○	○	○	○	○
Pacific people	○	○	○	○	○
RST priority group	○	○	○	○	○

Question 12: What is the predominant type of physical activity that your activity involves? (identify one from below)

PLAY
Intrinsically motivated (spontaneous), personally directed and freely chosen activities.

ACTIVE RECREATION
Generally non-competitive physical activities for enjoyment and wellbeing.

SPORT
A game, competition or activity in which an individual or team competes against another.

Sport projects or programmes

If you select 'Sport' in question 12 you will be presented with an A-Z list of sports to choose from, including an 'other' option if your sport does not appear on the list. Multiple sports can be selected.

Question 13: Is this a new, existing or modified / expanded project or programme? (Can be more than one.)

In question 13 you are able to select one or more of the following:
· New
· Existing
· Modified/expanded
Existing projects or programmes are welcome to apply, but it important that they meet the fund requirements such as engagement with target groups and clear outcomes and measures.

Question 14: What are the proposed dates of your activity?

Online you will select a start and finish date for your project/activity from a date picker. Please note, projects need to be delivered within one year from receipt of funding, and if you are successful it may take some time to put an agreement in place.

Question 15: What setting/s will your project take place in? (Can be more than one.)

You can select from one or more of the below:
· Community setting
· Primary / Intermediate school / Kura (see **Clarifying school support** below)
· Secondary school / Wharekura
· Tertiary Education / Whare Wānanga
· Marae
· Home setting
· Other – please state

Clarifying school support
If you select Primary/Intermediate school/Kura in question 15 then you will be prompted to complete the additional questions below to clarify school support.

If any part of the activity is to be delivered in schools or kura please advise when?
   · Out of class time
   · In class (curriculum) time – **without** an outside provider
   · In class (curriculum) time – **with** an outside provider (further questions below)

Requirement for activities delivered in class (curriculum) time with an outside provider
If your activity is in class (curriculum) time and will be delivered by an outside provider, then please make sure you have read and completed the Implementation in school/kura setting document before applying. This document confirms consideration and discussion has taken place about how the school and provider will work together to succeed in meeting what the school/kura is trying to achieve for their ākonga.

Where an outside provider is delivering in curriculum time:
a.The application needs to be completed by the school, or by the school in partnership with the provider. A provider cannot apply without the school's involvement.
b. A signed "Implementation in a School/Kura Setting" document must be uploaded as part of the application.
c. The applying school must also confirm there is a shared understanding of goals, learning outcomes and roles and responsibilities, and that the project will enhance the NZ Curriculum/Te Marautanga o Aotearoa but not replace the role of the teacher/kaiako.
If a project involves many schools, one school could take the lead; however the 'Implementation in a school/kura setting' document needs to be signed by all schools or kura involved.

SECTION THREE Kaupapa Māori

In response to Sport NZ Ihi Aotearoa and Sport Bay of Plenty's commitment to collaborating and learning from tangata whenua, the Tū Manawa fund has an opportunity for communities to apply for funding via a kaupapa Māori pathway.

This pathway has the same outcomes and purpose as the fund, but it provides an alternative way to apply that may better suit some communities. For this funding a kaupapa Māori context means that your activity will be assessed against the five key Māori development criteria using Te Whetū Rehua framework. These applications will also be discussed through a Māori-led panel.

Question 16: Is your activity provided in a kaupapa Māori context?
Yes or no. If you answer yes the below information will appear and you will be asked to provide a rating from 1 to 3 for each dimension. If you answer no in the online form, you will not see the below Te Whetū Rehua information.

THE FIVE KEY DIMENSIONS TO TE WHETŪ REHUA

By Māori

This refers to the degree that activities are governed, managed and/or delivered by Māori within an organisation. This dimension supports the principles of rangatiratanga / self determination.

With Māori language and cultural values

Te Reo me ngā Tikanga – Māori language and culture are central to survival and expression of unique Māori identity. Kaupapa Māori activities have a role to contribute to the promotion, strengthening and upholding of Te Reo and Tikanga. This dimension brings to life the Tiriti Principle of Protection.

In/on

Places and spaces of whakapapa connection (e.g. marae, awa, maunga) are of significant importance to Māori. They provide access to enhancing cultural identity and connection to place or space. This dimension brings to life the Tiriti Principles of Partnership, Protection and Participation.

For Māori

The concept of whānau is highly valued in Te Ao Māori. Participating as Māori in modern times links to both traditional whakapapa whānau (genealogical connections) and Kaupapa Māori whānau collectives (e.g. Kōhanga Reo, Tairāwhiti Māori Netball). The principle of whanaungatanga (connections, relationships) is affirmed through this element. This dimension brings to life the Tiriti Principle of Participation.

Through

Activity types that place an emphasis on the development and advancement of traditional physical activities, but are also inclusive of contemporary activities.
· Ngā Taonga Tākaro (traditional Māori sports)
· Ngā Kēmu Tawhito (traditional Māori games)
· Ngā Mahi a te Rēhia (traditional Māori performance arts)
· Ngā Hākinakina Auraki (contemporary active recreation and sport)

SECTION FOUR
Gathering insights and capturing the voice of young people

No matter how well you think you know or understand the problem or need, it is important to validate your knowledge and opinions by using insights/evidence.

Insights help you better understand the need and design a project that creates more value for the group you are trying to target.

The key things we're looking for in this section are:
- Evidence that you have engaged with young people
- That you understand what they want or need
- That you understand what they feel are the barriers that prevent them from participating.

There will be a further opportunity to upload **supporting evidence** showing how you engaged with young people and what they said.

TIP Make an effort to ask young people what they want and need, and what barriers they currently face to participating in physical activities.

What is the problem you are trying to address?
The clearer you are on the problem or need that you are trying to address, the easier it will be to plan, evaluate and measure. Asking yourself these questions may help with your thinking:
· Why is there a need for this project?
· How do I know that this is a problem?
· Who am I targeting by trying to address this problem?
· What evidence do I have to show this need?

Insights checklist

☑ Have you clarified your problem?

☑ Have you identified your target audience?

☑ Have you looked into relevant research/data?

☑ Have you engaged with your target audience to inform your project or programme?

☑ Have you used ideas from your target audience to inform your project or programme?

☑ Have you gathered evidence to show why your project will help address the problem?

What is the problem you are trying to address?

The clearer you are on the problem or need that you are trying to address, the easier it will be to plan, evaluate and measure.

Asking yourself these three questions may help with your thinking:

- Why is there a need for this project?
- How do I know that this is a problem?
- Who am I targeting by trying to address this problem?
- What evidence do I have to show this need?

Examples of evidence

- Feedback or survey previous participants
- Feedback from key enablers/influencers (e.g. whānau, teachers, coaches)
- Survey of potential participants
- Discussion/focus group with potential participants
- Observations of behaviour
- High level research or data

Question 17: How do you know this project is needed? (ie. Who have you spoken to? What evidence or insights do you have?) What barriers to participation are you trying to remove?

You have a maximum of 250 words to explain why you believe your project or programme is needed by young people, what barriers they face, how your proposed activity will remove those barriers and how you came to these conclusions. Following this question you will be asked to upload evidence of engagement. Letters of support from adults should not be used as a substitute for evidence that you have consulted with the targeted young participants

Uploading evidence

Applicants need to provide evidence of a 'participant voice' in order to demonstrate that the targeted young people that are missing out are genuinely interested in doing the proposed activity.

In the online application form you will be asked to upload information that shows you have actively engaged with young people and that your proposed activity reflects what those young people want and need.

Examples of evidence

This uploaded information can be in the form of survey results (collated), images of a whiteboard brainstorm or feedback session, videos of young people talking etc. The key thing is to show us that you've consulted with young people and your activity is what they want or need.

Useful resources

Sport NZ Young Women Profile

Sport NZ Active NZ Summary Insights

Sport NZ Insights Tool Active NZ Data

Statistics NZ BOP Census Data

SECTION FIVE

Developing outcomes and measurements

Outcomes and measures are critically important because we want to be confident that the projects or programmes that receive funding will make an impact on tamariki and rangatahi.

Question 18 of the Tū Manawa Active Aotearoa application asks you to provide some specific outcomes for your project. Question 19 explores how you plan to measure whether an outcome has been achieved.

What are outcomes?

Your project outcomes are the main things that you are trying to change or achieve as a direct result of your project (e.g. improvement in physical activity levels, participation/ attendance, confidence of participants, community and marae connections, cultural knowledge, access to opportunities, diversity of participants etc).

The more specific your outcomes are the easier they are to measure.

To help determine what your outcomes are for your project, firstly, identify a problem to be addressed by engaging with your target audience and gathering insights about their wants and needs (see Section 4 for tips).

Remember:
Outcomes should address what you are trying to achieve, not what you will do.

Baseline measures
A baseline measure is taken before the project begins to understand your starting point. The measure is then repeated at the end of the project to demonstrate a change against your specified outcomes.

Baselines are not always necessary and depend on the outcome. As a rule, if your outcome talks about 'increasing' or 'improving' something, then you should take a baseline measure.

Question 18: What are the key changes (outcomes) your programme is trying to bring about in the people and / or the communities that you are working with?
In the online application form you will have the opportunity to list **up to three outcomes** – one to two sentences per outcome.

Question 19: What does success look like based on your listed outcomes above? How will this success be measured (e.g. surveys, participant feedback, case studies)?
In the online application form you will have the opportunity to provide one to two sentences **per outcome** listed above explaining how you will measure each of these outcomes.

What are meaures?

Measures are tools you put in place to show if an outcome has been achieved or if there has been a change. In question 19 you must provide information about how you will monitor and evaluate your impact based on the outcomes you're hoping to achieve. It is important to think about these measurements at the start of your project.

When coming up with measures for your outcome it is important to consider:
- What will you need to measure to show if you have achieved that outcome?
- What evidence will you need to collect?
- How will you measure it (methods)?
- When will you measure the change(s)?

Example project

Observation: Year 10 girls have low physical activity levels.

Insight: We surveyed the girls to find out why (attitudes, perceptions, motivation levels, beliefs etc), and discovered they "felt too old to try a new activity" and are "worried about embarrassing themselves" as they have had a negative experience in the past. They did not feel comfortable to participate in a competitive setting. They are, however, keen to participate and try casual outdoor volleyball.

Constraints/barriers: Currently only a competitive indoor volleyball environment and no casual offering.

What are you going to do?
- Purchase equipment and assign project to identified person(s) to help deliver.
- Promote offering so all year 10 girls know about it.
- Offer three lunchtime outdoor volleyball casual sessions in a safe environment to more than 20 year 10 girls in terms 1 and 4.
- Get feedback from girls after term 1 to see if the offering can be improved in term 4 to ensure high participation throughout.

Outcomes	Measures
Participants have increased confidence to participate in outdoor volleyball.	Participant confidence level (self-assessment questionnaire pre- and post project).
Increase participation in year 10 girls playing outdoor volleyball.	At least 20 girls participated three times per week in terms 1 and 4 (record participant numbers at each session).
Participants have increased confidence to participate in outdoor volleyball.	Participant perception and motivation levels (self-assessment questionnaire pre and post project).

Quick tips

Ensure your outcomes reflect the change you want to see in your target audience/participant, and are not just a list of your actions.

Be realistic about what you can change or impact.

Ensure your outcomes are things you can directly affect through your project.

The more specific an outcome is the easier it is to measure.

Measures should be tangible and considered at the start of your project.

Include both quantitative (numbers) and qualitative (words/ stories) measurements where appropriate.

Think about how you will collect evidence, not just what you will collect.

Remember to collect a baseline at the start of your project if one of your outcomes is to increase or improve something.

Think about how you can show that any change you measure was due to your project.

SECTION SIX Delivery partners

Question 20: Who will you be working with to deliver this activity? What will be their role and contribution?

Max 250 words.
You must include the names of partners you intend to work with (e.g. schools/kura, community groups, marae, iwi, other activity providers etc) and how they are supporting your project or activity.

SECTION SEVEN Financial information

Fast Fund
Up to $15,000 available per project or programme
Major Fund
Up to $40,000 available per project or programme

What can be funded

This is an activation fund that is intended to help cover the costs that are directly associated with the delivery of your activity. These costs might also address any barriers that prevent participants accessing your activity. They could include:

- Venue or equipment hire
- Costs of transport to the event
- Support for volunteers or activity delivery staff
- Equipment (only where this is required as part of a project or activity)
- Officials, where these are required for the delivery of the opportunity
- Costs associated with developing and promoting your activity.

What cannot be funded

- Costs of retrospective programmes or events (those that have already been completed or held)
- Multi-year programmes
- Costs associated with professional athletes, professional sports teams, academies, or representative teams
- Capital costs (e.g. facility development, playgrounds)
- Administration and on-going costs (e.g. rent, internet, power)
- Medals, prizes, giveaways and spot prizes
- Costs that are already funded by other sources
- Wages or annual salaries for staff not involved in the planning or delivery of the project/programme (such as salaries or wages for existing staff, administrative overheads etc) – but you can apply for funding for the activities that the role will deliver. E.g. If you plan to deliver 20 hours' worth of an activity, you can apply for funding to cover that 20 hours of delivery.

Question 21. What is the total amount you are applying for?
In the online application form there are two ways to complete this question which depend on how much you apply for.

For requests over $1000
Requests for funding over $1000 will be required to complete the below budget template. You will be able to upload this completed template when filling out the online application.

! DOWNLOAD BUDGET TEMPLATE

Fast Fund
Up to $15,000 available per project or programme

Major Fund
Up to $40,000 available per project or programme

For requests under $1000
If you are requesting under $1000 then you will not need or see the budget template in the online form. Instead you will be prompted to complete line-by-line detail about incomes, and line-by-line detail about expenditures to demonstrate how you will cover the costs of the project or programme, and where Tū Manawa funding will be used.

Example of line-by-line detail:
Incomes
- Income category
- Amount (GST exclusive)
- Notes

Expenditures
- Expenditure category
- Amount (GST exclusive)
- Breakdown/comments
- Tū Manawa funding required? (checkbox)

Question 23. Does the budget for your application include purchasing equipment?
If yes, you will be asked to upload quotes.

Question 24. If there is a difference between the total cost of your activity and the amount you are requesting, how do you intend to fund the outstanding amount?
Max 100 words.

Question 25. Have you applied to other organisations for funding for this project/ activity?
Checkbox answer yes or no.

SECTION EIGHT
Conditions of application

It's important to demonstrate how your project or programme has taken into acount the safeguarding or children and young people, and the health and safety of participants and deliverers.

Information, templates & examples of policies & plans

- Police vetting process
- Child Protection
- Risk Management
- Health & Safety

You must upload up to three examples of your organisation's policies or plans that reflect your intention to ensure the health and safety of participants in your project or activity (e.g. RAMS form, Health & Safety Policy, Child Safeguarding Policy etc).

Question 26: Please verify that you have policies and procedures in place that are required by your organisation/sector/industry, and to ensure the safety of children and young people.
You will be asked to complete a checkbox verifying which of the below you have:

- ✓ Health and Safety policies and procedures

- ✓ Child protection policies and procedures

- ✓ Police vetting (where required)

- ✓ Other (please state)

You will then be asked to upload **up to three examples** of the policies and procedures that you indicated in question 25 that you have in place.

Question 27: Conditions of application. (All fields must be acknowledged for the application to be eligible.)

- [ ] I confirm that I am authorised to submit this application on behalf of our organisation, and that our directors and/or trustees and/or treasurer are aware of and support this submission.

- [ ] I have read the Tū Manawa Active Aotearoa Community Guidelines 2021-22.

- [ ] I will comply with the requirements set out in the "Protecting your information" section of the Tū Manawa Active Aotearoa Community Guidelines 2021-2022 and have advised my organisation's Directors, Trustees and/or committee members of the information in that section.

- [ ] I confirm that information in this application is correct, and that any amount we receive as a result of this application will be used solely for the purposes specified in this application.

- [ ] I acknowledge that Sport NZ / Sport Bay of Plenty has the right to audit the information provided in this application and the use of any funds granted. I will provide full cooperation in the event of such an audit being undertaken.

QUESTIONS?
tumanawa@sportbop.co.nz

sportbop.co.nz/tu-manawa

Please note our team experiences a high-number of requests and is therefore limited in how closely we can work with each applicant.