

TIP SHEET FOR THE COMMUNITY IMPACT AWARD

We recognise that Community Impact organisations operate in a different way to commercial businesses so for the Business Awards questions we have tried to use language and terms you will already be familiar with when applying for funding to describe what you do and the difference you make.

Most of the questions asked and 'things to be considered' are self-explanatory.

Rātā Foundation have put together some tips to help answer some of the questions, along with some examples.

Answering the Questions:

- Try to use clear language that is easy to understand.
- We are interested in hearing about the difference your project will make. Being clear about the outcomes of your project can be really helpful.
- Remember we won't assess your application on how well you present the information, so please don't worry about formatting your answers.

Question 1. Your Kaupapa, Purpose or Mission

- Brief description of your mission, purpose or kaupapa

All purposes should show a clear charitable aim. Please note the examples below are just examples of possible wording and not designed to be a one-size fits all answer. Ideally, you will know your OWN kaupapa, purpose or mission already.

For example, under 'Participate' you might choose 'improving health and wellbeing by increasing participation in recreation activities and sports' 'improve health and wellbeing through increasing participation in sport and activity'.

You might describe this as:

"We work with schools in low income areas to enable young people, who are not otherwise taking part in sport and activity, to be part of our holiday programme. The holiday programmes offer taster sessions in a range of sports. We work with the young people to identify clubs where they could continue to participate after the holiday programme has ended."

Other examples:

Learning (Early Childhood, Education, Adult Learning, People with disabilities)

"Connecting families/whānau and communities to children's learning and schools by providing..."

"Enabling the lifting of educational outcomes of Māori and pasifika children, those with learning needs and those coming from low socio-economic backgrounds by providing...."

"Enabling access top quality Early Childhood Education by providing..."

“Enabling people to develop skills, knowledge and confidence throughout their lives particularly people who may face barriers by providing..”

Supporting (social services and youth development)

“Supporting positive youth development for young people/rangatahi by providing”

“Supporting older people/kaumatua to live full and active lives by..”

“Supporting the provision of services to people with mental health or addiction challenges by...”

Connect (community development and organisations who work to make people feel connected)

“Supporting connections, bringing people and community organisations together, and building strong communities by...”

“Enabling connection by enhancing or maintaining places where people gather, such as community centres, hubs or marae..”

“Fostering and celebrating a sense of identity and community, belonging, diversity and cultural connection by...”

Participation (Sport, Recreation, Cultural activities)

“Improving wellbeing by removing barriers to participation in active recreation activities and sport by...”

“Creating opportunities for participation and learning in creative activities or heritage, culture and traditions...”

“Enabling participation that reflects and recognises diversity by....”

“Enabling deeper understanding of tikanga Māori in arts, heritage, and traditional tākarō by...”

Sustain (environmental projects which enhance our natural environment, reduce environmental impacts for future generations and/or strengthen communities by supporting capacity, capability and sustainability of community organisations)

“Involving people in actions benefitting our natural environment by...”

<https://ratafoundation.org.nz/funding/what-we-fund/sustain/additional-criteria-for-environment-projects> for examples

“Develop knowledge and skills through Environmental Education or sustainability programmes to bring about positive environment change by...”

“Providing capacity building support to increase effectiveness of community organisations and not-for-profit social enterprises by....”

How do you know there is a need for your project or organisation?

For example:

Local community asked for it

Only group in the area providing your programme, project or service

Identified need “30,000 people in Canterbury living with endometriosis and want to make sure they get the right support”

What programme, project, or service do you currently provide?

What difference will your project, programme or service make? Describe the changes you are making?

For example:

Remove socio-economic barriers to participation

Reduce the pest population in local area by x% (what was the problem in the first place)

What difference will your project, programme or service make? Describe the change you are making?

Try to tell us about the difference your project will make (the outcomes) not just what your organisation is doing (the outputs). (This is also covered in Question 3 – Outcomes so suggest less detail here)

How the community or people you are helping will be/are involved?

For example:

Volunteer project

Is the project community-led? How do people get to have input

How do you support, promote and celebrate inclusivity, diversity and equity through your mahi?

For example:

Sports group programmes for women, disabled groups which are reflective of diversity of community

Providing opportunities for communities to express and celebrate their language and culture and share it

Supporting organisations that provide settlement services and programmes that assist with migrant settlement

Question 2. Capacity and Capability

What is your organisation's governance capability to undertake the programme, project or service and ensure its ongoing viability?

Generally, the governance of a Trust or charity would have at a minimum three officers – a chair, a treasurer to ensure the financial health of the organisation and a secretary. An organisation's constitution should set out the functions, duties and powers of each of the officers to ensure they are acting in good faith and in the organisation's best interests and taking reasonable care in exercising their duties. What is your governance capability eg experience and expertise in the area you are working? what training have they undertaken? Fundraising efforts? Planning?

How does your project, programme, or service meet good practice principles that can help ensure that people are treated with care and respect or that the work is being done will do no harm and make a positive difference? Here is a link to some [Good Practice Guides](#) from Rātā Foundation.

This might include meeting legal requirements, following good practice or having an evidence base for how you work in your area of delivery. If your organisation works with children, young people or other vulnerable people, please tell us about the policies you have in place for safe practice. Here are some examples:

- If you are running an event tell us about your health and safety plan.
- If your organisation is working with vulnerable people (young people, elderly people, disabled people, people with mental health and other issues), tell us how your service or programme meets good practice or is evidence based.
- If your project involves a heritage place demonstrate how it aligns with national, or local authority strategies or plans or iwi management plans, and in addition to any consents required you must have the written approval of a conservation architect for heritage buildings or a landscape architect for heritage sites, that the project will not have a negative impact on heritage values. Heritage Place means any buildings, items, objects, and sites of significant heritage value that are listed in District Plan policies under the Resource Management Act 1991 or in the New Zealand Heritage List/Rārangi Kōrero.
- Please also tell us how you meet any legal requirements. For example - if you are a licensed early childhood education provider. If your projects involves an archaeological site you must have obtained an authority from Heritage New Zealand.
- Organisations working on biodiversity projects should be focused on ecosystems in threatened environments, or that are severely depleted or under-protected, or key habitats for threatened or regionally endemic species, or areas of high ecological value that are subject to significant threats.
- In line with biodiversity best practice, projects will be reviewed for priority actions (in this order: legal protection e.g. through covenant; physical protection e.g. pest/livestock control; habitat restoration or enhancement; habitat re-creation/reconstruction).

Question 3: Outcomes

The outcomes question is talking about the difference your project, programme or service makes and how you evaluate your mahi to evidence those outcomes. The 'Things to Consider' provides a good guideline for those.

Try to tell us about the difference your project will make (the outcomes) not just what your organisation is doing (the outputs).

For example rather than saying:
"Older people will attend a weekly lunch club."

You could tell us about the difference that will make by saying:
"Older people will not be lonely as a result of attending a weekly lunch club."

Make sure your outcomes are realistic and not too ambitious.

For example saying:
"Ex offenders will be in full time employment by the end of the programme."

Might not be as realistic as saying:
"Ex offenders will have increased employment skills, and will feel more confident about future workforce opportunities as a result of taking part in the programme."

Focus on the difference you want to make and remember to use change words like improved, reduced, maintained etc., and make it specific to the people you are working with. For example, improving health, reducing isolation, increasing confidence and self-esteem.

What is a Theory Of Change

A Theory of Change is like a series of 'if-then' statements and assumptions

