GET MOVING!

WELCOME TO THE INTERACTIVE IOC GUIDE TO MANAGING SPORT FOR ALL PROGRAMMES
FOREWORD

Dr Jacques Rogge  
*IOC Honorary President*

The ability to practise sport is a basic human right for all individuals. It not only enables people to live more active and fulfilling lives, but can also teach vital life skills and values, making a contribution to improving the quality of people’s lives.

The International Olympic Committee is committed to ensuring that sports activities can be pursued by people of all ages, whatever their social or economic circumstances may be.

For this reason, I particularly welcome the initiative of the IOC Sport for All Commission to launch this new IOC guide to managing Sport for All programmes at the 15th IOC World Conference for Sport for All in Lima, Peru.

This guide has been designed to be an informative and useful platform for organisations across the Olympic Movement that are managing Sport for All programmes, providing them with the knowledge, understanding and tools needed to improve existing programmes worldwide, as well as to create new ones.

The Sport for All movement has been making major strides in recent years, and we expect the IOC guide to managing Sport for All programmes to contribute to this trend.

Sam Ramsamy  
*Chairman of the IOC Sport for All Commission*

As the Chair of the IOC Sport for All Commission it is with great pride that I introduce “Get Moving! – the IOC Guide to Managing Sport for All Programmes”.

It was at the 13th IOC World Sport for All Congress in Jyväskyla, Finland (2010), that the recommendation was made for “the International Olympic Committee to develop a set of guidelines for Sport for All activities, including specific programmes, for all sections of the Olympic Movement”.

This guide is one of the many results of this call to action, and showcases the commitment and efforts being made from all corners of the world in the area of Sport for All.

It is my hope that the combination of practical guidance and inspirational cases will assist and motivate even more people and organisations to develop new programmes. This guide will continue to evolve, and I thank you in advance for any contributions you can make to it in the future.

I hope that “Get Moving!” guides you to success in your initiatives.
I

HOW DOES THE IOC SUPPORT SPORT FOR ALL?

THE IOC SPORT FOR ALL COMMISSION
THE IOC WORLD CONFERENCE ON SPORT FOR ALL
SUPPORTING OLYMPIC DAY
SUPPORTING OTHER INITIATIVES
WORKING WITH PARTNERS

II

HOW TO MANAGE A SPORT FOR ALL PROGRAMME?

WHY DEVELOP A SPORT FOR ALL PROGRAMME?
WHAT WORKS – THE RESEARCH
A HELPING HAND – USEFUL PROJECT MANAGEMENT TOOLS
GET INSPIRED – CASE STUDIES

GET STARTED!
HOW DOES THE IOC SUPPORT SPORT FOR ALL?

THE IOC SPORT FOR ALL COMMISSION

THE IOC WORLD CONFERENCE ON SPORT FOR ALL

SUPPORTING OLYMPIC DAY

SUPPORTING OTHER INITIATIVES

WORKING WITH PARTNERS
THE IOC SPORT FOR ALL COMMISSION

The International Olympic Committee (IOC) formed the Sport for All Commission in 1983.

The most important aim of the Commission is to encourage and support the efforts of sharing the health and social benefits to be gained by all members of society through regular physical activity. This goal is achieved through cooperation with International Sports Federations, National Olympic Committees, national sports organisations and a wide range of other recognised partners.

The composition of the IOC Sport for All Commission includes International Olympic Committee members, representatives from National Olympic Committees, International Sports Federations, the International Paralympic Committee, athletes and experts in the field of Sport for All. It is further supported by the IOC’s Sports Department.

Once a year, the Commission meets to establish guidelines for the IOC’s Sport for All strategy. It also organises, biannually, the IOC World Conference on Sport for All. At this conference, the Commission awards Sport for All Grants, to acknowledge, support, and further encourage the implementation of high-quality programmes in the field of Sport for All, particularly in the developing world.

In addition to these activities, the Commission also awards IOC patronage and financial assistance to 15-20 Sport for All events per year across the five continents that are run by National Olympic Committees. Since 2012, Olympic Solidarity has managed this patronage programme on behalf of the Sport for All Commission. Any NOC keen to develop an initiative in this field may refer to Olympic Solidarity’s Sport for All programme guidelines.
“The practice of sport is a human right. Every individual must have the possibility of practising sport, without discrimination of any kind and in the Olympic spirit.”

The Olympic Charter
THE IOC WORLD CONFERENCE ON SPORT FOR ALL

Every second year, since 1986, an international forum for exchanging ideas and experiences in the field of Sport for All was organised. This event, now called the IOC World Conference on Sport for All, has become the leading international Sport for All conference in the world. The many discussions and initiatives that have come out of this event are summarised in the final reports and declarations from each conference.

FOR MORE INFORMATION ON SPECIFIC EDITIONS OF THE CONFERENCE

15th Edition – Lima (PER) 2013
Website

14th Edition – Beijing (CHN) 2011
Final report
Call to action
Book of abstracts

13th Edition – Jyväskylä (FIN) 2010
Videos
Final declaration

12th Edition – Genting Highlands (MAS) 2008
Final declaration

Final declaration

10th Edition – Rome (ITA) 2004
Final declaration

9th Edition – Arnhem (NED) 2002
Final declaration

8th Edition – Quebec City (CAN) 2000
Final declaration
Déclaration finale

7th Edition – Barcelona (ESP) 1998
Final declaration

Final declaration

5th Edition – Punta Del Este (URU) 1994
Final declaration

Download all conference declarations
“The World Conference on Sport for All provides an ideal forum for international exchanges of ideas and experiences aimed at realising the Olympic ideal, which states that sport is a right belonging to all individuals, without any kind of distinction.”

Liu Qi,
Chairman of the Beijing Olympic City Development Association
Every year, on 23 June, millions of people – young and old – celebrate Olympic Day.

Olympic Day was introduced in 1948 to commemorate the birth of the modern Olympic Games on 23 June 1894, at the Sorbonne in Paris and to promote participation in sport across the globe regardless of age, gender or athletic ability.

“Move”, “learn” and “discover” have become the pillars of Olympic Day celebrations, and Olympic Day Runs are hosted around the world by the majority of the 204 National Olympic Committees (NOCs). In addition, NOCs are now organising additional sport, culture and education activities. For example, recent activities have included meetings for children and young people with top athletes and online information directing people to programmes in their neighbourhoods.

With the onset of social media, the IOC has embraced new digital communication channels and has inspired millions of people around the world to take part in Olympic Day celebrations virtually through various campaigns. Keep updated on Olympic Day by following the IOC on facebook.com/Olympics and twitter.com/Olympics.

If you are interested in taking part or assisting in the organisation of Olympic Day, you can contact the NOC based in your country to receive more information.
SUPPORTING OTHER INITIATIVES

The IOC also supports many other Sport for All initiatives related to the Olympic and Youth Olympic Games and in partnership with Olympic organisations around the world. Some recent examples include:

International Inspiration programme
*London Organising Committee for the Olympic Games 2012*

The International Inspiration programme was London 2012’s international sports legacy programme. It inspired and enabled millions of young people in countries around the world to play sport; changing their lives, and opening doors to self-empowerment, health, inclusion, excellence or simply participation.

Culture and Education Programme
*Innsbruck Youth Olympic Games Organising Committee 2012*

The Culture and Education Programme (CEP) forms the counterpart to the sports programme of the Youth Olympic Games (YOG). As an important element of the YOG, the CEP engaged and inspired participants to be true champions and to embrace, embody and express the Olympic values of excellence, respect and friendship.

Olymafrica

Olymafrica is a programme that supports the construction of sports centres to serve the expansion of Olympism in these countries – thus providing new opportunities for local populations to engage in physical activity.
WORKING WITH PARTNERS

The IOC works with a variety of partners in their pursuit to promote and develop Sport for All around the world. Besides the various National Olympic Committees, International Sports Federations, organising committees for the Olympic Games and Youth Olympic Games and its own Olympic Youth Development Centre, who all work with the IOC to promote and develop Sport for All activities, there are two additional important partners whose collaboration with the IOC is of vital importance:

The World Health Organisation (WHO)

The WHO and IOC work at both the international and national level to promote activities and policy choices to help people reduce the risk of non-communicable diseases such as cardiovascular diseases, cancers and diabetes. A follow-up group meets at least once a year to further define, develop and maintain a programme of international cooperation and implement activities of common interest for the WHO and IOC.

SportAccord

SportAccord is the umbrella organisation for Olympic and non-Olympic International Sports Federations and organisations, supporting its members in promoting the benefits of sport and physical activity at both elite and grassroots levels. The organisation established a “Sports’ Social Responsibility Unit” with the aim of supporting its members in promoting sport at all levels as a means to advance positive development and to provide them with assistance, training and support related to achieving the United Nations Millennium Development Goals. Since 1996, SportAccord has been a partner of the IOC in the field of Sport for All and has been associated with the patronage of the conference.
Two other notable organisations that work with the IOC are:

**The Association for International Sport for All (TAFISA)**

TAFISA, as the leading international Sport for All organisation, is in the privileged position to bring joy, health, social interaction, integration and development to communities and citizens around the globe through the promotion of Sport for All and physical activity. The IOC provides support to two of TAFISA's programmes:

1. **Triple AC:**
   - **Active Cities – Active Communities – Active Citizens**

   This programme is a global initiative aimed at creating an active world by providing a platform that encourages cities and communities to talk about their programmes and events and learn from each other to develop an attitude of active living.

2. **Certified Leadership Course in Sport for All**

   This programme has been developed to train and qualify national Sport for All leaders, managers and volunteers who already work in the field of Sport for All. Several courses have already been held in Asia, Africa, Europe, Latin America and Oceania, and the international network of course graduates is constantly growing.

**Beyond Sport**

Beyond Sport is a global organisation that promotes, develops and supports the use of sport to create positive social change across the world. It is the central point for a network that reaches 135 countries worldwide and has conducted extensive due diligence on dozens of programmes using sport as a tool to tackle social issues including health, unemployment, conflict resolution, gang-related violence and education. The IOC appointed Beyond Sport to support the IOC Sport for All Commission throughout the build-up to the 15th IOC World Conference on Sport for All in April 2013 in Lima, Peru.
HOW DOES THE IOC SUPPORT SPORT FOR ALL?
WORKING WITH PARTNERS
HOW TO MANAGE A SPORT FOR ALL PROGRAMME?

WHY DEVELOP A SPORT FOR ALL PROGRAMME?

WHAT WORKS – THE RESEARCH

A HELPING HAND – USEFUL PROJECT MANAGEMENT TOOLS

GET INSPIRED – CASE STUDIES
WHY DEVELOP A SPORT FOR ALL PROGRAMME?

Successful Sport for All programmes can lead to healthier individuals, a stronger society and a sustainable sports movement.

“Sport is part of every man and woman’s heritage and its absence can never be compensated for.”

Baron Pierre de Coubertin, founder of the modern Olympic Movement

A HEALTHIER INDIVIDUAL

Sport for All can contribute to a healthier body and mind. The World Health Organisation (WHO) suggests that;

**Physical inactivity accounts for almost 3.2 million deaths per year.**

Physical inactivity, along with an unhealthy diet, tobacco use and alcohol intake, is a major preventable risk factor in non-communicable disease and global mortality around the world.

Non-communicable diseases have taken over from infectious diseases as the major cause of illness and death in the world.

**Physical inactivity is a major cause of obesity.**

Physical inactivity contributes to many, major health problems directly linked to the growing incidence, across nearly all age groups, of people being overweight. Less than a third of young children are sufficiently active to ensure a healthy lifestyle. More than 300 million people are obese worldwide.
Regular physical activity can help to solve these problems!

Participation in physical activity of at least moderate intensity – such as walking, cycling or participating in other sports – has significant benefits for health, including, and among others:

- Lower incidences of non-communicable diseases such as cancers, diabetes and cardiovascular diseases.
- Reduction in risk of obesity, raised blood pressure and raised blood sugar level which are all risk factors for non-communicable diseases.
- Lower incidence of mental illness including depression.

A STRONGER SOCIETY

Sport for All activities can provide significant social benefits for communities and should therefore be seen as:

1. An investment

A healthier, fitter society means greatly reduced government, community and health system costs. Government funding of sport and recreation, including encouraging people into physical activity, at all levels, is an investment and the returns are substantial.

2. A platform for promoting values

Sport and recreation practised in the Olympic spirit can teach life skills, ethics and values such as fair play and respect. They can teach self-discipline, dedication, and self-satisfaction; and can build a sense of self-esteem, at both personal and community level.

3. A bridge connecting communities

Sport and recreation, if practised in regard to the Olympic values, can be a uniting force for a more peaceful and cohesive society. They can assist in reconciliation efforts by building bridges between distanced communities and can build new communities by creating a sense of common purpose and teamwork.

For more information on the health benefits of physical activity visit the World Health Organisation's web site.
A SUSTAINABLE SPORTS MOVEMENT

Sport for All projects and programmes and community sport and recreation participation provide a healthier and better society as well as a local and national talent pool and sporting culture.

In turn, increased participation in top-level organised sport, coupled with heroes and role models from elite sport, and the inspiration, ambassadorial and uniting role provided by them are all major factors that encourage community-level and individual physical activity. This results in significant health, social and economic benefits for communities and countries.

Sport for All projects and community-based sport and recreation programmes and activities also provide increased, deserved and more equal opportunities for people across all sectors of society to train and be coached, and to achieve high performance sporting success.

Did you know that the IOC Sport for All and human development objectives are in line with the Millennium Development Goals of the United Nations? The promotion of education, human values, gender equality, the environment, HIV/AIDS awareness and human development have long featured on the IOC’s agenda.

“Sport is a school for human values.”

Gloda El-Khoury,
Chief of UNESCO Section for Youth, Sport and Physical Education
There is a lot of academic and governmental research available online that can be very useful in understanding the right approaches to Sport for All. Here are just two examples that may be useful for you:

**A guide for population-based approaches to increasing levels of physical activity: implementation of the Global Strategy on Diet, Physical Activity and Health (World Health Organisation, 2007)**

This guide can assist in the development and implementation of a national physical activity plan and provide guidance on policy options for the effective promotion of physical activity at national and sub-national level.

**Obesity Prevention through Physical Activity in School-Age Children and Adolescents (Universidad Camilo José Cela, 2011)**

This report outlines ways to encourage, monitor, and advocate increased physical activity among children and teenagers.
HOW TO MANAGE A SPORT FOR ALL PROGRAMME?
WHAT WORKS – THE RESEARCH
A HELPING HAND – USEFUL PROJECT MANAGEMENT TOOLS

This section has been designed to provide useful tools for those who want to develop their own Sport for All programmes. Implementing this type of programme can be a difficult but exciting journey. This section guides you through the essential phases of developing a successful Sport for All programme.

STEP 1 DEFINE YOUR PROJECT

STEP 2 DESIGN YOUR ACTION PLAN

STEP 3 TRACK YOUR PROGRESS

STEP 4 REVISIT YOUR IDEAS

STEP 5 MAXIMISE YOUR LEARNING OUTCOME

STEP 6 SHARE YOUR RESULTS

APPENDIX: LEARN MORE AND TEMPLATES
Pre-project phase
The pre-project phase establishes the foundation of a Sport for All project. Depending on your project, this phase can take hours, days, or even months of preparation.

During the project phase
At this stage of the project, you need to ask yourself whether you are getting where you want to go. However, you should always bear in mind that a project is an ongoing process. Even if you are getting “there”, you need to go further. In this section, we give you some guidelines to successfully track your progress by measuring your performance. You will also find some tips on revisiting your ideas at this stage of the project.

Post-project phase
At this stage, the programme is completed – or at least it is up and running! Well done! We hope you spent some time with your team and stakeholders to celebrate your success. However, your work is not over. We encourage you to maximise your learning outcome and share your results.

For each of the different steps outlined, you are provided with a set of tools and useful tips to help you implement your project in a very practical way. These tools are not only a useful source of information, but also a powerful source of inspiration to further develop your ideas.
There are a lot of things to be taken into consideration to complete a project successfully. Knowing where to start is very important. The first thing to do is look at existing programmes as there is no point in re-inventing the wheel. Once you have reviewed other programmes, you can start to develop your own project.

The following steps can help you to get a clearer understanding of how to develop your project from the start:

1. Define your mission and vision
2. Determine your target audience
3. Establish clear objectives

Having trouble getting started?

> Question everything even if it appears evident – never assume.
> If you can’t explain it easily to someone else, chances are you don’t really understand it yourself. If you do not understand something, ask, and ask again.
> Write everything down on a list – once it is written down, it clears your mind and you no longer have to remember it – the project will instantly look and feel more manageable.
> Set up a project notebook and carry this with you to all meetings – your objectives, plans and ideas should all be kept in this notebook!
1. Define your mission and vision

A mission and vision for any project is very important to ensure that everyone involved in the project fully understands and agrees on the direction that the project is headed. Missions and visions can evolve and should grow as the project grows.

“Our mission is to use sport as a means to promote social inclusion and personal change for homeless, marginalised and disadvantaged people, creating healthier communities.”

“The World Fit mission is to promote a culture of health and fitness for children. World Fit strives to eradicate both childhood obesity and the enormous toll obesity has taken on families, society and healthcare systems.”

YOUR MISSION

A mission is what defines the overall purpose of a programme, i.e. what it will do, for whom and the benefits.

WHY IS HAVING A MISSION IMPORTANT?

Having a mission is important for three reasons.

It gives you a chance to:

> Communicate to your project sponsors, stakeholders, team members and to the rest of the world about the overall purpose of your programme
> Inspire those who are involved or who will participate in the programme
> Focus on what is important for the project – a mission helps avoiding taking on irrelevant activities

A powerful mission statement should be concise enough for you to describe the overall purpose of your project in less than 30 seconds.

A few examples
YOUR VISION

A vision is a picture of the preferred future. In other words, it gives an overview of how the future will look if the programme is successful.

WHY IS HAVING A VISION IMPORTANT?

Having a vision is important because it helps you to focus your strategy. If you have a clear vision, you know where you want to go and can build a strategy that will help you get there. If you don’t have a clear vision it is easy to get lost along the way.

A few examples

“If the programme is successful, participants will see their life changed. They will be re-connected with their family and their community; they will find solution to their housing situation and will actively look for employment opportunities.”

“If the programme is successful, children will practise in sport. They will engage in physical fitness and will have a healthy lifestyle in schools.”
2. Determine your target audience

You should be able to determine – at an early stage in the project – the main target audience the programme is designed to reach. The distinctive and particular characteristics of the local and regional populations and the level and nature of resources available to them should be considered to ensure maximum attractiveness, inclusiveness and therefore sustained participation in programmes.

Within the framework of non-discrimination and maximum inclusiveness of projects and programmes, particular sectors and their needs can be targeted in the formulation of a Sport for All programme.

**Two levels** can be considered when selecting a target for a programme. By doing so, your target audience becomes both comprehensive and precise.

**REMEMBER TO MENTION YOUR TARGET GROUP IN THE MISSION STATEMENT!**

A few examples

---

**Active After-School Communities:** Primary school children from diverse locations and backgrounds are involved. For instance, close to half the participating sites (52 per cent) are regional and remote communities, 31 per cent are low socio-economic communities, 6 per cent are Indigenous communities and 10 per cent of sites cater for children with special needs.

**Kidsvolley Denmark:** Kidsvolley is a game for Danish children aged 6-12, in schools.

---

FOR INSTANCE

“We would like to target **children** who are economically **disadvantaged**.”

Primary audience: **Children and youth**
- Girls and/or woman
- Adults in general
- Seniors

Secondary audience: **Active**
- People with disabilities
- Economically disadvantaged
- Minority group
- Health risk
- Socially isolated
3. Establish clear objectives

The execution and management of a Sport for All project becomes easier if the objectives are clearly defined at the very beginning. The clearer the objectives are, the easier it will be to work towards achieving them.

The best way to ensure your objectives are well established is to follow the SMART rule. Indeed, clear objectives are SMART.

**S**pecific
Smart objectives are objectives which specify exactly what they want to achieve – they are measurable, achievable, relevant and time-related.

**M**easurable
By establishing measurable objectives you should be able – at any time during the project – to measure whether you are meeting them or not.

**A**chievable
You can achieve almost any objective you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps.

**R**elevant
To be relevant, an objective is one which you are both willing and able to work on. It can be both high and realistic; you are the only one who can decide just how high your objective should be. But be sure that every objective represents substantial progress.

**T**ime related
An objective should be grounded within a time frame. With no time frame tied to it there’s no sense of urgency.
STEP 2
DESIGN YOUR ACTION PLAN

Developing a Sport for All programme is a long journey which can take months or even years. It is therefore good to have a strong action plan to ensure the project moves forward.

A good plan can help to:

> Achieve your objectives
> Make it clear to everybody involved in the project what it is you are doing
> Motivate staff and volunteers
> Show to your partners that you are forward looking
> Show that you are organised

Moreover, you should always bear in mind that making a plan is a process. A plan is a means to an end, not an end in itself.

The best plans are always simple to understand and easy to explain! The following steps can help you design your action plan:

1. Identify project roles
2. List the tasks and responsibilities
3. Estimate time and resources
4. Prepare a communication plan
5. Anticipate risks
1. Identify project roles

The following definitions can assist in identifying project roles.

WHAT IS THE DIFFERENCE BETWEEN A PROJECT SPONSOR AND A PROJECT MANAGER?

**Project Sponsor**

The project sponsor is a middle-person between the project team and any top-level management or stakeholders. They should:

- Report to management on progress and outcome of the project
- Resolve high level blockages that the project manager is unable to resolve
- Advise on topics/issues if asked and act as a high level go-to-person for objective ideas and problem resolution

**Project Manager**

The project manager is the leader, the planner and the controller of the project itself and the team involved. They should:

- Set the direction and strategy for how things are done
- Be responsible and accountable for the project
- Report to the project sponsor on progress and any issues that they are having

HOW TO DEVELOP A GREAT PROJECT PLAN

1. Your plan should be:
   - **Realistic** – give yourself and your team achievable goals when setting deadlines or targets.
   - **Clearly communicated** to everyone on the project team, plan the communication to ensure it happens.
   - **Dynamic** – a good plan can change and evolve with external input and should evolve as the project evolves.

2. By following these guidelines your plan should give you and your stakeholders a high level of comfort that your project will succeed.

3. A rule of thumb is that planning should take up about 20% of the total project resources (80% for control and implementation).

4. Implementation should not start until you are happy with your plan.

A good sports team enters the field with a game plan.

A good project team enters the project with a project plan.
WHO ARE THE STAKEHOLDERS?

**Stakeholders** are people, organisations or groups who are affected by the project. If there are a lot of them you may need to break them into primary and secondary stakeholders.

*Examples:* schools, sponsors, suppliers, local government, National Olympic Committee, local sports clubs, facility owners or operators (stadium, parks and gardens, swimming pool).

WHO IS THE PROJECT TEAM?

A **project team** is composed of people who are going to deliver the project. They may be paid staff, volunteers, or representatives of the local government or sporting clubs. They are the ones who make the project happen. Select people with different skills and experience to bring some well-rounded perspective to the project. You can break your team roles down to tasks or areas of expertise but think about this before bringing people on so that you don’t end up with lots of risk management people and no one who can help with marketing and communication.

Know your own strengths and weaknesses so you can use people on the team to support you, for example, if you do not know much about marketing ask a marketing person to join the project to help out.

TIPS

**NEVER MANAGED A TEAM BEFORE?**

To be a good manager you need to offer two things:

1. **Motivation**
   
   Explain to the team what the goal is and what the end objective is – always communicate. Put the effort in yourself and learn how to motivate each individual on the team.

2. **Leadership**

   Delegate effectively (using people’s strengths) and empower your team. Keep in touch, regularly assisting with issues and taking responsibility when it is needed.
2. List the tasks and responsibilities

Tasks (also called activities and actions) are specific pieces of work which need to be completed in order for the project to happen.

A responsibility is an obligation or duty given to a project team member to take on, and carry forward, an assigned task or activity to ensure that it is successfully completed.

The person is therefore given the authority to manage the task and take the necessary action required to ensure that it is completed on time and to a good standard.

Creating this list can take time and you might not think of everything on the first attempt. Put the list aside and come back to it. Ask others to contribute and think about what needs to be done as well.

Involving the project team in the planning stage will help you to obtain a better understanding of the issues that may arise and will give the team buy-in to the tasks and timeframes.

In order to be able to effectively assign the tasks to each team member and stakeholders you first should review the tasks and activities that you have just created and list beside them:

- **How long** each task should take?
- **Who might be in charge** of the task?
- **Determine the flow of specific tasks** so that you understand if one thing needs to be completed before another one starts.
- **Specify interim milestones** so that you will know if the project is on track or not, and if not, you will have time to get back on track before it is too late.
- **Always include regular project follow-up meetings with the various stakeholders.**

Now that you have this, re-order your list and check to see if anyone has too much to do at a specific time and see if you can re-allocate tasks so that the tasks are spread more evenly.
3. Estimate time and resources

Once tasks are identified and responsibilities assigned, the estimate of the required time and resources becomes quite easy to do.

As a guide you should document and track the following items:

1. **Key phases** (do they start and finish when planned?)
2. **Key activities** (what needs to be done?)
3. **Key milestones** (e.g. deliverables, approvals)
4. **Communication needs** (e.g. project team meetings, steering committee meetings, etc.)
5. **The project schedule** will also serve as a basis for reporting.

When planning your activities and milestones, always add buffers to critical activities to account for delays and uncertainty. Look for:

- An even flow of work amongst the team, specifically, watch out for people who have too much work to accomplish at critical points, or people who do not appear to be involved for extended periods of time
- Deadlines that appear to be too short/tight
- Any areas where tasks are dependent on another task and will be delayed if the first task is not completed on time (dependencies).

**Revise and adapt your project schedule regularly.**
Also, it may help to start with a draft project plan rather than a blank piece of paper when you are short on time or are involving an inexperienced project team. So draft a preliminary project plan before the first meeting as this will help to focus the discussion and kick start your team's thinking about what needs to be done.

Financial and human resources are a key limiting factor of projects. It is therefore important that you realistically estimate at the beginning the required resources for your project to get an accurate idea of what is necessary to achieve your objectives, and at what time you will require the resources. In some cases, it might be necessary to adjust the scope and specific objectives of the project. The earlier this is done, the more efficient the use of resources will be.

**TWO KEY PRINCIPLES**

1. Good planning is critical to the success of budgeting for costs and resources. Spend enough time on it to get it right (about 20% of the time allocated for the entire project is a guideline).

2. Try to attach costs and timescales to each activity, task and deliverable.

“Things that matter most should never be at the mercy of those which matter least.” *Goethe*
4. Prepare a communication plan

Effectively communicate the features and benefits of the Sport for All projects and physical activity in a community, through public and media relations conducted cross-culturally and cross-sectorally, in collaboration with relevant organisations and local media. Adapt your message to local conditions and think about whether modern technology is important for your target audience or not.

The project team should, early on, appoint someone to be responsible for communications. This person should be the first contact and act as a platform for every issue concerning public and media relations.

The following tasks should be undertaken:

> Develop the **message** to send to the main partners/stakeholders.
> Determine the most appropriate **communication tools** for your target group (e.g. your own websites; newspapers; TV; information meetings, through local schools or clubs).
> **Advertise** the programme within the local and national community, as appropriate and as relevant to your target audience.

Of course, integrating information on the local level is crucial. Depending on your resources, you may choose different communication channels to cover and spread the news in a timely manner as well as to communicate the meaning and purpose of your Sport for All project and to encourage participation.

Communicate openly and proactively with:

> **The team:** This can be done through a regular team meeting. Try to avoid emails for important communication, and try instead to arrange face-to-face meetings or a phone call. You can still send an email with the agreed decisions or next steps to confirm the content of the meetings in written form.
> **The partners:** For any larger project, it is recommended to produce a simple (one-page) communication document (fact sheet) explaining the purpose and objectives of your project.
> **Other stakeholders:** Make sure you don’t forget any stakeholder group and that you establish regular communication intervals at the very beginning of the project.

Please note that communication, whether to the team or to external parties, is not “reporting” on progress.
5. Anticipate risks

A **risk** is any significant potential outcome which could put the success of the project in jeopardy.

**HOW CAN YOU ANTICIPATE AND MANAGE RISKS?**

Every action or project has a degree of risk attached to it. It is how you manage and/or minimise that risk which is important. The first step is to recognise that there is a risk. The more you are aware of risks, the more easily you will be able to react to, and manage them, early and appropriately.

**Spend some time reviewing the risks:**

> Think about each key task and what could go wrong.
> Think about injury, delays, transport issues, discrimination, insurance, lighting (if an event is held at night or in winter), disputes with the games, referees or players (if this is relevant), sponsors/partners or key stakeholders pulling out of the event at the last minute.
> Continually update your risks as the project progresses to ensure that something has not changed.
> When you have identified the risks plan how they should be managed or what can be done to minimise them, e.g. arrange transport for participants, create buffers on deadlines if it is critical that they are delivered on a specific date.
Just like any athlete, managers also need to measure their performance. On-track evaluation will allow your project to adapt according to the first results. However, measuring a Sport for All project is a tough task.

Indeed, it is difficult to define what should be measured because of:

- The nature of the project and its objectives
- The scope of activities and various objectives which are very complex and often not quantifiable
- The involvement of volunteers and various stakeholders. Passionate members and veterans of the sport dedicate time and money and as such should not be assessed as you might an employee

WHAT SHOULD I MEASURE?

**THREE CRITERIA FOR THE SELECTION OF MEASUREMENTS**

1. **IMPORTANCE**: There is no reason to spend time measuring the performance of an activity if this activity is not important in reaching the programme’s goals. E.g. number of people who brought their dog to the event.

2. **ABILITY TO INFLUENCE**: It is not reasonable to start measuring something that is outside the influence of the project and which cannot be modified. E.g. what the weather was like.

3. **MEASURABILITY**: It would be counter-productive to spend time trying to measure something that is actually not measurable in any reasonable way, e.g. how many children made long-term friendships as a result of the programme.
WHY MEASURING YOUR PERFORMANCE IS IMPORTANT

There are three good reasons why tracking and measuring your progress is important. It:

1. Improves management: “If you can’t measure it, you can’t manage it”
2. Improves focus: “What gets measured gets done”
3. Delivers results: “You can only score where the goal is”

With SMART objectives in place from the beginning of a project, the measurement of such objectives and the programme as a whole becomes easier.

SIX REASONS WHY SOME PROJECTS SUCCEED!

1. The structure of the project is suited to the project and the team.
2. The project team participates in planning.
3. The project team is committed to established schedules and budgets.
4. The project team is committed to communicate, communicate and communicate.
5. The project makes proper use of planning techniques – and doesn’t let the plan become an end in itself.
6. The project team agrees on specific realistic project goals.
STEP 4
REVISIT YOUR IDEAS

Once a project has started it is good to stop and revisit your initial ideas.

There are two main reasons why you should revisit your ideas:

1. **Unexpected issues** can always develop as a project progresses. You should therefore plan for the unexpected and schedule time in your plan to revisit your thinking and adapt your ideas accordingly.

2. A project is an **ongoing process**. There is usually always room for improvement.
You can revisit your ideas and the project plan at any point but it is better if you have tracked your progress on the project and planned for specific scheduled times to address this topic. Your project needs to be flexible so that your feedback can be used in those aspects that need improvement.

**Topics you can review:**

- The plan and whether anything needs to be added, removed or adjusted.
- The strengths and weaknesses of the team, yourself and the project.
- The risk assessment and whether anything has changed.

**What do I do if I have too many things to change?**

- Focus on the most important new ideas from each of the above.
- Make a list of all ideas that would turn the weaknesses into strengths and that would reinforce the strengths.
- Select the SMARTest ideas.
- Implement those focused and important ideas.
STEP 5
MAXIMISE YOUR LEARNING OUTCOME

When a project is finished, it is important to measure the actual results against the planned outcomes. In other words you should capture the learning from the project.

WHY IS IT IMPORTANT TO LEARN FROM YOUR EXPERIENCE?

There are three reasons why it is important to maximise your learning outcome from a project:

1. **It is cost-efficient**: the cost of re-doing previous mistakes can be higher than the cost of new learning.

2. **It is forward-looking**: what you learn is useful for developing skills and capabilities in order to confront new and different issues in future projects.

3. **It is the project’s memory**: a way to make sure that crucial information is not lost.
HOW CAN YOU MAXIMISE YOUR LEARNING OUTCOME?

The “wheel of learning” is one of the most used learning processes available.

THE FASTER THE WHEEL TURNS THE BETTER!

You first need to know the “know-why” and then the “know-how”.

You can either use the data you have collected throughout the project or conduct a specific debrief as soon as possible at the end of the project (and before everyone forgets).
STEP 6
SHARE YOUR RESULTS

Sharing your results is an opportunity to talk about your project. What you achieved was great and many people have benefited. Take the opportunity to tell others about it.

We therefore encourage you to share the results of your project with the people who were involved: participants, volunteers, employees, funding partners, and other organisations like yours, as well as with the community.

WHAT CAN YOU GAIN FROM SHARING YOUR RESULTS?

> Others may run similar projects in the future.
> An opportunity to increase the visibility of the programme (e.g. talking to the community, other schools).
> A platform to give a final thank-you and wrap-up of the project to the volunteers, sponsors and stakeholders.
How to share your results

Know who you are targeting and you will know what to say.

<table>
<thead>
<tr>
<th>Your audience</th>
<th>Results you should share</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your partners</td>
<td>› Financial statistics</td>
</tr>
<tr>
<td></td>
<td>› Impact of the project on any specific area</td>
</tr>
<tr>
<td></td>
<td>› Were their goals reached?</td>
</tr>
<tr>
<td>Your participants</td>
<td>› Statistics about the number of participants</td>
</tr>
<tr>
<td></td>
<td>› Other statistics that might concern them</td>
</tr>
<tr>
<td></td>
<td>› Ranking (if any)</td>
</tr>
<tr>
<td></td>
<td>› Invitation to participate in the next project</td>
</tr>
<tr>
<td>Other stakeholders</td>
<td>› General statistics about the project</td>
</tr>
<tr>
<td></td>
<td>› Invitation to participate in the next project</td>
</tr>
<tr>
<td>Non-stakeholders</td>
<td>› Mission/Objectives of the project</td>
</tr>
<tr>
<td></td>
<td>› General statistics about the project (what was achieved, participants, etc.)</td>
</tr>
<tr>
<td></td>
<td>› Invitation to take part next time</td>
</tr>
</tbody>
</table>

You need to also think about when is the best time to talk about your results. Often the sooner the better, but it can also be aligned with specific events, for example, a council meeting, school presentation evening, etc.

Finally, do not hesitate to share your results with the IOC! As this toolkit continues to evolve we invite you to share your programme results with us at the IOC!  

USE THE TEMPLATE NOW
HOW TO MANAGE A SPORT FOR ALL PROGRAMME?
USEFUL PROJECT MANAGEMENT TOOLS
APPENDIX

LEARN MORE

A Sport for All Philosophy for developing successful programmes A

What is project management? B

How to manage partnerships and collaboration for your programme to be successful C

How to use a role model to promote your programme D

How to write effective promotional material E

Three models to help you to identify risks F

How to generate new ideas G

How to present your results effectively H

How to make sure numbers don’t dilute your message I

Take a certified leadership course in Sport for All

TEMPLATES

Action plan checklist

Programme description form

List the tasks and responsibilities

Project schedule form

Communication strategy plan

Risk Management Form

Post-project evaluation
A SPORT FOR ALL
PHILOSOPHY FOR
DEVELOPING SUCCESSFUL
PROGRAMMES

There are some key principles that should be taken into consideration when developing a successful Sport for All programme:

1. Sport for All should be open to all

A Sport for All programme, or any sport and recreation activity organised for the community, or for any group or organisation, should be conducted without any discrimination in regard to ability, race, age, religion, gender, politics or social and economic circumstances. Sport is a human right: a right which must be protected for everyone. At the same time, the benefits of sport and recreation programmes should be available across the community, for the whole population to have the opportunity to enjoy. Facilities and programmes should be physically and financially accessible to the maximum possible number of individuals and to organisations and sport and recreation sectors across the community.

2. Easy entrance will lead to programme participation

The desirability of – and therefore participation in – Sport for All programmes often increases when modified rules of a sport are used. Low “threshold to start” features, including modified rules for sports and low-cost equipment, are key to programme accessibility and success. Programmes should focus on providing increased opportunities for safe, clean and fun physical activity and do not need to consist of structured or organised sport necessarily.
3. Effective management and measurement will drive results

While care should be taken to ensure and maintain simple, cost-effective administration of projects and programmes, and even if human and financial resources may be limited, there should be solid, resilient administrative structures in place for the management of every Sport for All programme. Successfully managed programmes will enable effective measurement of outcomes that can increase programme effectiveness for the future.

4. Partnerships make better programmes

Partnerships increase potential resources, and make effective use of specialist or specific geographical knowledge of local needs, demands and issues. Collaboration and involvement of and with families is important for encouraging children and young people to participate in regular physical activity. To maximise the effectiveness of Sport for All programmes, a multi-sectoral partnership approach should be adopted, in which all relevant sectors and all key stakeholders and actors are involved. The most important collaboration and partnership is with the community itself, and the integral involvement of community clubs, sports clubs, community organisations and education institutions is very important. Links with the corporate world can also assist with the financing and promotion of programmes.
WHAT IS PROJECT MANAGEMENT?

The main role of project management is to guide the implementation of a project in a structured way. More specifically, as a project manager, you are in charge of planning and controlling the following resources:

- **Human resources:** Your project sponsors, stakeholders and team members.
- **Financial resources:** Funding, subsidies, donations, budgeting.
- **Material resources:** The equipment needed, e.g. schools, arena, swimming pool.

PLANNING

Planning is thinking in advance about all of the steps that need to be taken to complete your project including all tasks, milestones, deadlines and risks. A project manager has to bear in mind that a plan is a means to an end, not an end in itself. For this purpose, you can imagine your planning as a continual **WHEEL OF ACTIVITIES.**
CONTROLLING

Controlling is about “working the plan”. Project managers need to ensure that all activity on the project is undertaken within the agreed budget and guidelines. Significant sums of money can be gained or lost by controlling a project in a professional manner.

For effective control the project manager should arrange regular update meetings with the entire project team. These meetings allow the project manager not only to keep up-to-date with how all of the tasks are progressing on the project, but also to communicate with the entire team on the progression of the project. This helps with the clear communication and the early identification of any problems that may affect or cause delay to the project outcomes.

Without a strong wheel, a car cannot move forward.

Without strong planning, a project cannot move forward either.
HOW TO MANAGE PARTNERSHIPS AND COLLABORATION FOR YOUR PROGRAMME TO BE SUCCESSFUL

To maximise the effectiveness of Sport for All programmes, and community-based sports and recreation activities, a multi-sectoral partnership approach should be adopted, in which all relevant sectors and all key stakeholders and people are involved.

The most important collaboration and partnership is with the community itself, and the integral involvement of community clubs, sports clubs and other community organisations is very important.

The success of Sport for All actions and community-based projects is dependent upon interaction with the community, close relationships and consultation with government (resulting in appropriate policy actions), inter-sector cooperation and action (e.g. health reforms) and non-government organisations and the corporate world.

At inter-governmental and international level, there is close collaboration and partnerships between national and international organisations. Many international organisations are integrally involved in the implementation and promotion of Sport for All projects and programmes and community-based sports and recreation activities.
For instance, the United Nations and the world of sport “come together in communities, schools, cities and countries to use sport as a tool for development, as a tool for helping people, as a tool to promote environmental awareness and action, to promote HIV prevention, care, treatment and support, to fight discrimination and intolerance of any type, to empower women and young people from all walks of lives – above all to reach out to those who live in the midst of poverty, disease, disaster or conflict with a message of hope and a better tomorrow”. (Wondy Asnake, in Olympic Review, number 77).

At local and regional community level, partnerships with local health and social organisations (including those involved in drug and alcohol abuse prevention) and governmental organisations are important. **Partnerships** increase potential resources, and make effective use of specialist or specific geographical knowledge of local needs, demands and issues.

**Collaboration and involvement** of and with families is also important in regard to encouraging children and young people to participate in regular physical activity. Parents and families have a key role in maintaining or boosting physical activity levels among children, by ensuring children have the opportunity, accessibility, space and the right environmental conditions to play and enjoy sport and engage in physical activity, thereby injecting Baron Pierre de Coubertin’s concept of “physical culture” into the lives of children.

Long-term partnerships between various sectors of the community, such as schools, sports clubs, volunteers and community and youth groups, are particularly important, as they provide higher sustainability for an overall project and provide individual participants with an opportunity of sustained involvement. In turn, this means the project leaves a more effective and sustainable legacy for the community.
HOW TO USE A ROLE MODEL TO PROMOTE YOUR PROGRAMME

Local champions and elite athletes have great influence, particularly among young people, in the community and can be of great assistance in the promotion and effectiveness of Sport for All programmes.

Role models, influencers and heroes who can provide inspiration, encouragement and positive influence in regard to sport and recreation – and healthy lifestyle choices generally – can of course come from within families, and other community sectors, such as arts and entertainment or politics.

Role models can be highly effective in encouraging participation in Sport for All programmes, and are vital ingredients in the communications recipe. They can act as ambassadors in promoting the values and ideals inherent in Sport for All, and the consequent social benefits of community sport and recreation, and sport overall. Through this, they can positively affect behaviour and life-choice decision-making.

They can effectively promote other causes, such as environmental protection, disease prevention and healthy lifestyles through Sport for All, thereby boosting the overall benefits of Sport for All activities.

Family members can also play an important role as role models and provide a positive influence by being physically active, taking an active interest in school and community recreation activities, and respecting children’s abilities and preferences.
HOW TO WRITE EFFECTIVE PROMOTIONAL MATERIAL

Written materials are often an effective method of promoting a programme or initiative. Like most communication skills, writing only improves with practice. However here are a handful of hints inspired by Robert Bly, author of The Copywriter’s Handbook: A step-by-step guide to writing copy that sells.

PUT THE READER FIRST

When trying to promote something you must ensure that the reader will understand what is being written. They need to understand the terminology you are using, and find the facts and information you are presenting both relevant and interesting. Remember you are not always writing for someone already involved in your programme, but often for an outsider who may need some guidance in understanding what you are trying to share.

PRIORITISE YOUR PROMOTIONAL IDEAS

Your ideas need to be organised in a clear fashion and not mixed all together. The organisation of promotional points depends on their relative importance, the amount of information you give the reader and the type of promotional material you are producing. Before you start writing, list all of your promotional points and organise them in a logical and persuasive order. Depending on the length and type of document you are producing you may wish to include them all or only the main ones.
KEEP IT SHORT AND SIMPLE

Promotional writing, as a general rule, uses much shorter and simpler sentences than other types of writing. There is an average of 6 to 16 words per sentence, while regular business writing has an average of 34 words. Sentence lengths should also vary in length to ensure that the text remains stimulating to read. Don’t try to impress people with big words; often they will just be misunderstood.

GET STRAIGHT TO THE POINT

Effective promotional material is concise and doesn’t waste the reader’s time with diluted messages that take up extra space. Avoid repetition or redundancies, run-on sentences, wordy phrases, and other stylistic habits that take up space but add little meaning or clarity. Sounding nice, but not saying anything specific does not make for good promotional material. Avoid the feeling that you need to warm up your readers and get straight to the point.

WRITE IN A FRIENDLY, CONVERSATIONAL TONE

Advertisements, brochures, and other promotional material are often a substitute for a promotional person. A light, conversational tone is nicer that reading stiff, formal prose of business writing. While you write, think about speaking to the reader and becoming their friend, so be sure to speak to them as you would a friend but avoid any inappropriate or offensive language.
THREE MODELS TO HELP YOU TO IDENTIFY RISKS

Some models can help you to identify risks and issues. See below a list of some of the most used models:

> **RAG (Red, Amber, Green) Risk Evaluation:** A risk evaluation should at least indicate a RAG status (red: high probability, amber: medium probability, green: no risk), a description of the risk and measures that will be taken to mitigate the risk.

> **Probability and Impact Matrix:** Risks are prioritised according to their potential impact on the project objectives. What is the probability of the event occurring and its potential impact? Risks with high probability and high impact are considered high risks; risks with high probability/low impact or low probability/high impact are considered medium risks; and risks with low probability and low impact are considered low risks.

> **Risk Management Plan:** Should a risk become highly probable, a risk management plan, i.e. a plan describing how you will address and manage the risk in order to deliver your project (i.e. a list of corrective actions or a back-up plan), is needed. In the worst-case scenario your project can be stopped, either temporarily or permanently.
HOW TO GENERATE NEW IDEAS

Here are some useful hints on how to inspire yourself to generate new ideas!

1. ASK QUESTIONS
   Take a few minutes each day to write down questions about issues that you have. It could be anything related to changing processes in your organisation, or a new approach to an old task. The point is, the more questions you ask yourself, the more ideas you will have about how to solve different challenges.

2. SEEK SURPRISES
   You need to be fully engaged with your world if you want to be innovative. So turn off your iPad, put down your daily newspaper and give yourself a chance to be present and connect with the world around you. You may be surprised by what is going on.

3. WATCH AND LEARN
   Observing what is happening around you is a crucial part of discovery. Take the time to look at how things happen, and watch those who do things differently than you. Try networking with people of different nationalities, industries or educational backgrounds, they might offer you a fresh viewpoint.
ROLE-PLAY

Try a role-play alone or with others in your team and imagine how an innovative company would view your problem or organisation. What questions would be asked and how might the answers be approached?

EXERCISE ASSOCIATIVE THINKING

Exercising associative thinking – drawing connections between questions, problems, or ideas from unrelated fields – can be fun. Try to force the most surprising, unrealistic associations by, for example, picking a word randomly from a dictionary or magazine and saying “what does that word have to do with our problem?”
HOW TO PRESENT YOUR RESULTS EFFECTIVELY

Here are a handful of hints, designed in an easy to remember structure, to help you give effective presentations. All of this advice, however, becomes difficult to remember, especially when you are a little nervous. To make presenting easier, all you need to remember are the 4Cs for presenting effectively; four easy to remember words that will help you to give better presentations.

CLARITY

First of all, you need to be clear with the message you want to deliver. Then, make sure you articulate your words clearly and at a sufficiently high volume so that your audience can hear you loud and clear. Though seemingly straightforward, that is very often the obstacle that hinders the ability to get a message across to the audience.

CONSISTENCY

Find your style and stick to it. Everyone has a certain style that he or she is comfortable with and if you can be comfortable with yourself during a presentation, it will help you to have the confidence to present better. Do not try to be someone you are not as that often backfires. Consistency also means not surprising your audience. For example, it would be inappropriate to joke and then be very serious right after. Having these consistencies will not only allow you to be comfortable with yourself, but also help your audience to be comfortable with you so they can connect with you.
CONTROL

When you are given the floor to deliver a presentation, you are given the time and attention of the audience. Hence there is a duty to be in charge and control the situation to make sure that the time entrusted to you and the situation is well managed. Therefore it is important that you deliver a controlled presentation which is acceptable to the social norms and cultural sensitivities of the audience, control the audience so that it is a generally conducive environment for a presentation and finally, control the time so that the programme can run as scheduled.

CONFIDENCE

It is difficult to try to listen to someone who is speaking without confidence, let alone be convinced by what they have to say. Hence it is important to make sure that you can be perceived as confident even if you truly are not! The first step is to prepare well and know the subject matter that you are going to present and then you will be able to show that you know what you are talking about during the presentation. The final trick which might not be too obvious is that you should admit what you don't know. Nobody knows everything, so it can in fact increase your credibility when you have the confidence to say, “I don’t know”.
HOW TO MAKE SURE NUMBERS DON’T DILUTE YOUR MESSAGE

Audiences often get lost when they are presented with numbers and data. In order for your presentation to be effective and to ensure that your message gets across while also sharing figures is a difficult task. Here are a few hints in making sure that numbers don’t dilute your message.

IDENTIFY THE KEY POINTS YOU WANT TO MAKE

Any presentation should start with a clear introduction and overview of the points you are going to make. This becomes even more important if you have a presentation full of numbers and data so put away the PowerPoint and summarise in two or three sentences the key points you want your audience to walk away with. This gives them a solid opening context in which to view the data you will then put before them.

BE SELECTIVE

Chances are that you see the relevance of your numbers a lot more than most of your audience members will. Therefore, to choose the right evidence to present in support of your message you are going to need to take a few steps back to look at things from your audience’s perspective. Overloading your audience with data is a sure way to guarantee they will forget almost everything you say, so be selective.
IF YOU SAY IT SHOW IT

Your audience will have difficulty remembering and understanding any more than one number. So if you are going to present them with data and say a list of numbers you need to show them the numbers in a visual context. Be careful with percentages and ratios as these need to be clearly presented as many people won’t understand what they represent.

INTERPRET THE NUMBERS

The numbers themselves aren’t what is actually interesting for your audience; it’s the interpretation of the data, so help your audience understand by highlighting what the message is before you present the numbers. Help them visually to understand the message, for example if a number presented represents a decrease or loss, highlight it in red, if it presents a gain or increase maybe put it in green.

UPDATE YOUR NUMBERS

If you are presenting to various audiences as your message may change, your supporting evidence and how you present the numbers should also change. Review your data before each presentation to ensure that you have highlighted the numbers and message that are important to that specific group. Also, make sure that your numbers are current, as an audience will not listen to the message if they know that the data is out of date or they know something that is more current.
HOW TO MANAGE A SPORT FOR ALL PROGRAMME?
GET INSPIRED – CASE STUDIES

In this guide, each case study includes:

A Easy-to-find information on key aspects, such as the organisation running the programme, the target group and the supporting partners.

B A thematic classification, which allows for quick understanding of the programme's objectives.

C A levelled budget scale, which provides insights on the different resources needed for such programmes.

D Detailed sections describing the programme's goals and objectives, its communication strategy and evaluation methods.
### CASE STUDIES SELECTION BY TOPICS

<table>
<thead>
<tr>
<th>PRIMARY AUDIENCE</th>
<th>SECONDARY AUDIENCE</th>
<th>OBJECTIVES</th>
<th>CONTINENT</th>
<th>BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td>17</td>
</tr>
<tr>
<td>18</td>
</tr>
<tr>
<td>19</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>21</td>
</tr>
<tr>
<td>22</td>
</tr>
<tr>
<td>23</td>
</tr>
<tr>
<td>24</td>
</tr>
<tr>
<td>25</td>
</tr>
<tr>
<td>26</td>
</tr>
<tr>
<td>27</td>
</tr>
<tr>
<td>28</td>
</tr>
<tr>
<td>29</td>
</tr>
<tr>
<td>30</td>
</tr>
<tr>
<td>31</td>
</tr>
<tr>
<td>32</td>
</tr>
<tr>
<td>33</td>
</tr>
<tr>
<td>34</td>
</tr>
<tr>
<td>35</td>
</tr>
<tr>
<td>36</td>
</tr>
<tr>
<td>37</td>
</tr>
<tr>
<td>38</td>
</tr>
<tr>
<td>39</td>
</tr>
<tr>
<td>40</td>
</tr>
</tbody>
</table>

### OBJECTIVES

- **Educate** on importance of sport and physical activity
- **Health** involvement
- **Involve** schools
- **Promote** sport development
- **Support** the disadvantaged
- **Raise** awareness through sport
ACTIVE AFTER-SCHOOL COMMUNITIES (AASC) PROGRAMME

PROVIDING CHILDREN WITH ACCESS TO FREE SPORT AND OTHER STRUCTURED PHYSICAL ACTIVITY PROGRAMMES AND ESTABLISHING LINKS WITH COMMUNITY CLUBS

Start-end date: 2005 – ongoing.
Target group age: 5-12 years old.
Reach: Approx. 190,000 children per semester.
Partners: National Sporting Organisations (NSOs), State Sporting Associations (SSAs), local sports organisations and clubs, local community organisations, schools and private providers.
For inspiration: www.ausport.gov.au/participating
Summary

The AASC programme is run in more than 3,200 schools and after-school care centres in all states and territories, with approximately 190,000 children participating each semester. The programme offers up to 70 different sports and 20 structured physical activities for children to participate in after school.

“The AASC programme is so much fun. At first I didn’t want to go, but my teacher told me to come along and watch. When I got there, it looked like so much fun and I wanted to play. Now I love playing sports after school.”

Participant
Keys to success

NETWORK OF AASC REGIONAL COORDINATORS

The Australian Sports Commission manages the AASC programme nationally through a network of locally based regional coordinators. These coordinators assist schools and after-school care centres to facilitate the programme, recruit and/or train community coaches, and work with local sports clubs and organisations to increase ongoing participation in junior sport.

COMMUNITY INCLUSION

The AASC programme is being delivered to approximately 3,254 sites during the first semester of 2013. Fifty-two per cent of sites are located in remote and regional locations; 33 per cent of sites are located in low-socioeconomic communities; 18 per cent of sites are either special schools or schools that cater for special needs; and 6 per cent of sites are located in Indigenous communities. Over 54,000 community personnel have been trained as community coaches through the programme, and to date, there are approximately 600 schools and after-school care centres on the waiting list.

Sport for All objectives

EDUCATE ON THE IMPORTANCE OF SPORT AND PHYSICAL ACTIVITY

The AASC programme began as a response to a number of societal changes, including increasing sedentary behaviour; decreasing participation in physical activity; mounting time and financial pressures on families making it difficult for extracurricular physical activities for their children; and declining daily physical education in schools due to the crowded curriculum.

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT

The programme aims to enhance the physical activity levels of Australian primary school children through a nationally recognised and coordinated programme. AASC introduces children to sport and other structured physical activities in a fun, safe and inclusive environment which is achieved through the “Playing for Life” approach to coaching. This is based on coaching that uses games rather than drills to introduce the principles of a particular sport or other structured physical activity to children.

IMPROVE HEALTH

As primary school children across Australia are becoming less active and subsequently less healthy, the programme aims to engage primary school children in sport and other structured physical activities, and develop a lifelong love of sport that motivates them to stay active for life.

INVOLVE SCHOOLS

Primary schools and local sports clubs are at the heart of the AASC programme. Children from a diverse range of locations and backgrounds are involved in the programme. Approximately 190,000 children participate each term in more than 3,200 schools and after-school care centres.
How is the programme communicated?

The AASC programme recognises the need to use a variety of communication channels to reach the target audience. This includes use of the Internet, regional and state-based newsletters, fact sheets, flyers, posters, postcards, collateral such as show bags, stickers, tattoos and Frisbees, and the use of social media, which is currently being explored as a potential communication tool.

How is the programme evaluated?

AASC regional coordinators regularly monitor the quality of the programmes being delivered in their region to ensure that sites, clubs and community coaches are working towards achieving mutually beneficial outcomes.

At the completion of each semester, participating sites are required to complete a Programme Feedback Form (PFF) to provide information on the programmes being delivered. This information includes feedback on the quality of their coaches, the number of transitions and the acquittal of grant funding. The PFF also provides sites with the opportunity to provide feedback on their local AASC Regional Coordinator.

Additionally, the AASC programme commissions an external consultant to conduct an independent evaluation of the programme. This research has shown that the AASC programme is achieving all of its objectives.
IAAF KIDS’ ATHLETICS

ENCOURAGING AND INSPIRING CHILDREN OF PRIMARY-SCHOOL AGE TO PRACTISE ATHLETICS

The aim of the International Association of Athletics Federations (IAAF) Kids’ Athletics Programme is to encourage children of primary-school age to practise athletics and inspire children, in this era of internet and video games, to be more physically active.

Organisation
IAAF Regional Development Centre (RDC) – Beijing.

Start-end date
April 2011 – March 2014.

Target group age
7-12 years old.

Reach
Estimation of 240,000 children by March 2014.

Partners
The programme is jointly supported by the Education Bureau of Shenzhen Municipality, Chinese Athletics Association, Tianlianyangguang Sport Development Company Ltd, IAAF RDC · Beijing and sponsored by Nestlé.

Key facts
Shenzhen is located in the Guangdong Province of China which is in proximity to Hong Kong, called the Chinese Special Economic Zone, with total population of about 10.47 million.

For inspiration
www.iaaf-rdcbj.com/english/
Summary

The Kids’ Athletics programme is an IAAF-led programme that operates by engaging young people through exciting and creative means of practising athletics. The project consists of three stages:

> From April 2011 to March 2012, to set up Kids’ Athletics Experimental and Demonstration Schools;
> From April 2012 to March 2013, to establish Kids’ Athletics Experimental District;
> From April 2013 to March 2014, to implement “IAAF Kids’ Athletics Programme” in all the primary schools in Shenzhen.

Keys to success

MULTI-SECTOR COLLABORATION AND SUPPORT

The IAAF Kids’ Athletics Programme in Shenzhen is successful because of the cooperation between International and National Federations, the government and the private sector. This multi-sector collaboration and support gives the programme a sense of unity and different skills to share.

A THREE-PHASE PROGRAMME

The programme is divided into three different phases. From April 2011 to March 2012, 68 Kids’ Athletics lecturers who are PE teachers from more than 50 primary schools were trained. In the second phase, six primary schools were chosen as Kids’ Athletics Experimental and Demonstration Schools to carry out the IAAF Kids’ Athletics Programme. In the last phase, more than 300 primary schools of Shenzhen will carry out the Programme. Finally, early in 2014, the Shenzhen Municipality Kids’ Athletics Games will be held.

PRACTICAL AND EASY TO ORGANISE

Two elements that make the programme feasible are cost and location. The set-up is not expensive and it can be implemented everywhere; it is a real “go anywhere” programme. A square of 50m is enough to organise the Kids’ Athletics activities. The IAAF educates instructors, coaches and physical education teachers on how to improvise using the equipment used in the KA programme.
**Sport for All objectives**

**PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT**
The main objective of Kids’ Athletics Programme in Shenzhen is to reach 240,000 children. The three-phase programme allows a large number of children to be reached and to be encouraged to practise athletics from a young age.

**INCREASE HEALTH**
The IAAF identified that the practice of sport in general was declining for several reasons: the decrease of physical activities in schools; children were spending more time in front of the television; and obesity was on the rise with the WHO identifying it as a worldwide epidemic. To counter these negative trends, Kids’ Athletics aimed to improve the health and well-being of children through improved coordination and cognitive development, obesity prevention and increased social integration.

**INVOLVE SCHOOLS**
The programme provides lecturers who are PE teachers in primary schools with some training that will then be shared with the children. The aim of the project is to use PE teachers as a channel to encourage youngsters to practise athletics and other sports more often.

“IAAF Kids’ Athletics is one of the central pillars of the IAAF Athletics’ World Plan, our association’s strategic policy which, as we celebrated the IAAF Centenary in 2012, is designed to ensure that the sport of athletics and its world governing body are fit and ready for the tasks of the next 100 years.”

Lamine Diack – IAAF President

**How is the programme communicated?**

Through local newspapers such as the Shenzhen Daily and Shenzhen Jingbao Newspaper. Also, the web site: iaaf-rdbbj.com is available for information and updates.

**How is the programme evaluated?**

The project is evaluated on a regular basis by the IAAF RDC· Beijing and IAAF School & Youth Programme.
KIDSVOLEY

PROMOTING VOLLEYBALL TO CHILDREN IN DANISH PUBLIC SCHOOLS

Created to increase participation in volleyball, Kidsvolley aims at being the most popular ball game for children in Danish public schools.

Organisation: Danish Volleyball Federation.
Start-end date: 2002 – ongoing.
Target group age: 6-12 years old.
Reach: Approx. 35,000 children per year.
Partners: Sports Confederation of Denmark, Association of Danish School Sports, Municipalities, Schools.
Sponsor: Healthcare company.

For inspiration: www.kidsvolley.net
www.skolevolley.dk
Summary

Kidsvolley aims at increasing the participation in and promoting the sport of volleyball in Denmark through a programme targeting public school children. In order to recruit new children into volleyball clubs, volleyball needed to return to the schools, and the Danish Volleyball Federation thus set about making this possible. Kidsvolley is a game for children aged 6-12, and is made up of six levels which are increasingly difficult, all of which are played with teams of four on a badminton court. In essence, it breaks down the required skills to play volleyball to allow young children to enter into the sport in an easy way. Kidsvolley was developed in three phases. Phase one was directed towards the clubs of the Danish Volleyball Federation. In phase two the game was introduced to schools by completing a programme of courses for teachers. In phase three the Federation introduced a school tournament concept in order to further increase the interest from schools and thereby generate a wider recruitment base for the clubs.

Keys to success

PARTNERS
A mix of selected partners from different sectors bringing in different elements contributed to the successful implementation of the project. Financial support is guaranteed by a partner. The approval of the project, access to the teachers’ databases, advertising for courses and school tournaments, and administrative aid is provided by a second partner. A third partner supplies materials and sports kits.

PHILOSOPHY
The programme is characterised by a key philosophy that helps maintaining consistency and a certain standard throughout the cycle development and the different schools. The key points of this philosophy are: focusing on the child and their development first rather than the traditional rules of volleyball, having fun while playing, early entry, and the possibility to progress.
**Sport for All objectives**

**EDUCATE ON THE IMPORTANCE OF SPORT AND PHYSICAL ACTIVITY**
By bringing and adapting volleyball to public schools, Kidsvolley participates in educating school children on the importance of sport and physical activity. Additionally, the programme provides teachers with a lot of instructional tools and aids.

**PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT**
The core idea of the programme is to promote participation in sport and particularly in volleyball through an adapted game for school children.

**INVOLVE SCHOOLS**
Schools are key to the success of Kidsvolley. Success stems from teachers believing in the philosophy of Kidsvolley. With more than 250 school tournaments across the country including the participation of 33,000 pupils from 1,500 classes, 750 schools and 1,800 teachers, such a programme would not be possible without the involvement and support of schools.

**PROMOTE SPORT DEVELOPMENT**
Kidsvolley’s ultimate goal is to promote the development of volleyball with the aim of increasing the number of athletes in volleyball clubs, and they do this by introducing an adapted game for children in public schools.

---

“*Our vision in to make volleyball the world’s best ball game for children between the ages of 6 and 12.*”

Peter Morell – Developing Manager – Danish Volleyball Federation

---

**How is the programme communicated?**
A communication strategy based on a mix of traditional media and interpersonal relations has ensured the success of the programme. The programme was initiated in bigger clubs where ambassadors for Kidsvolley were recruited who then began to develop Kidsvolley in their area.

**How is the programme evaluated?**
Around 1,800 teachers are involved in the school tournaments. Eight days after the school tournament every teacher receives an online questionnaire comprising a series of questions about the programme which is used to assess and improve it for the future.
READY, SET, GOLD!

MOTIVATING STUDENTS TOWARDS A LIFETIME OF FITNESS

As the only programme of its kind in the United States, “Ready, Set, Gold!” inspires and motivates students towards physical exercise, health, good nutrition and fitness as guidelines for their entire life.

**Organisation**  
Southern California Committee for the Olympic Games.

**Start-end date**  
2006 – ongoing.

**Target group age**  
9-15 years old.

**Reach**  
25,000 children per year.

**Partners**  
Los Angeles Unified School District (LAUSD), Samsung Electronics North America.

**Key facts**  
A study found a “41% increase” in students scoring in the “healthy fitness zone” of the Fitnessgram test.

**For inspiration**  
www.readysetgold.net
Summary

RSG! is a mentoring programme. Olympians and Paralympians are assigned to a specific public school and make five visits to their adopted school at intervals throughout the school year to help promote student fitness, nutrition and healthy living habits. Their mission is to inspire, motivate and educate their students about health and fitness as long-term goals. The main objective of the programme is to tackle the epidemic problems of childhood obesity and diabetes by providing students with real life examples from Olympians and Paralympians on setting goals and being successful in sport and in life.

Keys to success

PUBLIC-PRIVATE PARTNERSHIP
RSG! is a public-private partnership between the Southern California Committee of Olympic Games and the Los Angeles Unified School District (LAUSD). This partnership works to provide a much needed and beneficial service which the LAUSD is unable to provide on its own.

OLYMPIANS AND PARALYMPIANS
RSG! Olympians and Paralympians are at the heart of the programme, which would not have the same success and influence without them. They are passionate about health and fitness as life-long objectives and eager to share their passion, knowledge and experience.

Sport for All objectives

EDUCATE ON THE IMPORTANCE OF SPORT AND PHYSICAL ACTIVITY
RSG! serves as a life-long model for students fighting the epidemics of diabetes and obesity by emphasising physical activity and healthy living habits. During their visits to the schools, the Olympians encourage each student to improve their fitness and eating habits.

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
Ready, Set, Gold! began in September 2006. It promotes student fitness, nutrition and overall well-being. By giving students direct interaction with Olympians, the programme provides students with real life examples of how setting goals helped the Olympians to be successful and healthy in sport and in life.

IMPROVE HEALTH
The programme’s goal is to shape the future by eliminating the epidemics of diabetes and obesity. A study found a 41% increase in students scoring in the “healthy fitness zone” of the Fitnessgram test. There are examples of teachers and other students who have been motivated by RSG to lose weight and make important lifestyle changes on their own.
PROMOTE THE OLYMPIC VALUES
RSG! Olympians and Paralympians are the heart of the programme. With both winter and summer sports represented and Olympic years ranging from 1964 to 2008, there is a diverse group of 44 individuals who are passionate about health and fitness as lifelong objectives, and ready to share the Olympic Values.

INVOLVE SCHOOLS
RSG! focuses on 5th, 7th and 9th grade physical exercise classes where students prepare for their annual state-mandated physical exercise test called Fitnessgram. RSG! matches Olympians/Paralympians with elementary, middle or high schools to meet five times throughout the school year to inspire and motivate the students to exercise, with health, good nutrition and fitness as guidelines for their entire life.

How is the programme communicated?
A mix of channels is used to promote the programme and mobilise the audience. A professional public relations expert is employed and social media is used: Facebook and Twitter. The website – readysetgold.net – is available for information and updates. News and updates on recruiting and choosing the Olympians and teachers for the programme, weekly updates, monitoring school visits, training and orientation meetings for Olympians and teachers, and presentations at industry conferences all provide communication opportunities for the programme.

How is the programme evaluated?
Two types of evaluation are used:

> Qualitative: Reports from Olympians and Paralympians, teachers, and students concerning their school visits and evaluations from the RSG! Director.

> Quantitative: Results of student scores on the State of California Fitnessgram test are evaluated by a local university. Scores of participating students are compared to those of students in the same schools in previous years.

“It was a delight speaking to this group of students! I had so much fun with them. They were so engaged and asked a lot of questions as well.”

Becky Kim – 2008 Olympian (synchronised swimming)
SPORT BUILDS BRIDGES

REINTEGRATING STREET CHILDREN THROUGH SPORT

The programme, developed in Switzerland, aims at reintegrating street children into their families and public schools in Addis Ababa, Ethiopia.

Organisation: Sport – The Bridge.
Start-end date: 2002 – ongoing.
Target group age: 5-15 years old.
Reach: 200 children.
Partners: Local organisations.
For inspiration: www.sportthebridge.ch

Addis Ababa (Ethiopia)
Summary

Sport – The Bridge is a voluntary organisation founded in Switzerland that has the goal of promoting children’s personal development and building bridges between people. In doing so it relies on the universal value of sport. The Ethiopia-Sport Builds Bridges project offers street children from Addis Ababa a possibility to find a way back to their families and society. In the first year of the programme they attend daily sports educational lessons, tournaments and games. During training sessions of football, basketball, martial arts and other types of sports, the children learn acceptance, fairness and teamwork, as well as how to follow the rules. Additionally, the children have the opportunity to playfully practise how to deal with their emotions, both positive and negative. Children also learn to relate to and implement the behaviour they learn during sports into their daily lives. After the first few weeks, the programme begins to work with the families. Together with the staff, family members and the children discuss existing problems and look for solutions. The successful clarification of the family situation is key to the sustainable integration of the children in their families.

“The strong curriculum focus on ‘pedagogy’ and the emphasis given to the importance of family involvement around their street children are what make this project remarkable and very contemporary.”

Sport – The Bridge programme organiser
Keys to success

HELP FOR SELF-HELP
The programme is based on the principle of “help for self-help” and can be divided into two phases: one year of intensive support, at the end of which the child should be ready to sleep at home and attend public school; and three further years of supervision of the child and their family.

VOLUNTARY-BASED WORK
100% of the work in Switzerland is done by volunteers; therefore all contributions go directly to the project in Ethiopia.

Sport for All objectives

IMPROVE HEALTH
The project has five departments, which are nutrition, health, family integration, sport and administration/infrastructure. Important components of the programme include personal body hygiene, health care, and the treatment of illnesses. Only a child who does not have to worry about finding food every day on the street and only a child with a healthy body can concentrate on the didactic topics in sport.

SUPPORT THE DISADVANTAGED
The goal of the programme is to offer street children a possibility to find a way back to their families and society.

RAISE AWARENESS THROUGH SPORT
At the centre of the programme’s activities are the sport-pedagogical teaching of the children about social behaviour through sport, their reintegration into their families and their reintegration into school. Learning stands at the heart of the activities. In providing medical care, food support and teaching of various topics the programme ensures a healthy development of body and mind. In workshops and self-help groups the families learn how to handle their children, to take responsibility and also to improve their economic situation. Children and families, but also society, have to learn to change their behaviour, and sport is an ideal tool for promoting such learning.

How is the programme communicated?
Communication is mainly through the involvement of the local community and by word-of-mouth through spreading the message in schools and institutions. This involvement offers opportunities to support and strengthen community cohesion and development and bring children to the programme with the support of their family.

How is the programme evaluated?
Following the programme there is close contact with the children and their families through a follow-up programme in which support is reduced step-by-step to gradually promoting independence. Constant feedback and support is provided.
INTERNATIONAL NETBALL FEDERATION (INF) GOAL PROGRAMME

EMPOWERING YOUNG WOMEN TO BECOME LEADERS IN THEIR COMMUNITIES

The GOAL Programme enhances existing community programmes, contributes to the Government of India’s aims to empower young women and complements its efforts to promote sport and netball in particular.

**Organisation**
International Netball Federation (INF).

**Start-end date**
2006 – ongoing.

**Target group age**
14-19 years old.

**Reach**
Approx. 3,500 girls and women.

**Partners**
Standard Chartered Bank, Naz Foundation India Trust.

**Key facts**
The programme uses netball as a tool for positive individual development and social inclusion. It has won several important awards in the last three years.

**For inspiration**
[www.netball.org](http://www.netball.org)
Summary

GOAL uses the sport of netball and life skills education to transform the lives of young under-privileged girls in India, both on and off the court. The young girls who participate in GOAL gain a better chance in life. GOAL changes their opinions of themselves and their role in the world. The programme was launched in Delhi in 2006 and was expanded to Mumbai in 2008 and Chennai in 2009, and is made up of several key components.

Keys to success

ADAPTED TO TARGET GROUP
Netball remains the perfect sport partner for a women’s empowerment programme, as globally it is recognised as a women’s sport which has huge appeal; is fun, easy to learn and relatively cheap to play but very rewarding in terms of learning teamwork and building self-esteem and confidence. The netball aspect of the programme provides a safe, fun, comfortable and open environment which encourages interaction and social development.

TAILORED PARTNERSHIPS
Both of the partners are focused on sexuality issues and committed to women’s empowerment, joining GOAL’s objectives.
Sport for All objectives

**PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT**
The programme uses netball as a tool for individual development and social inclusion. By doing this it not only achieves its positive goals for the participants and society, but also promotes participation in sport.

**INVOLVE SCHOOLS**
Participants come to play netball, but also complete classroom based teaching – basic skills designed to help them to realise their true potential. To graduate, the girls must complete four modules – promotion of self-confidence, communication skills, health and hygiene and financial literacy.

**SUPPORT THE DISADVANTAGED**
Girls and young women between the ages of 14 and 19 from low-income families from urban slums are the main target group of the programme. GOAL uses netball as a tool for positive individual development and social inclusion.

**PROMOTE SPORT DEVELOPMENT**
The International Netball Federation provides netball guidance and expertise, training and coaches and facilitating opportunities for future development of skilled netball players.

“How is the programme communicated?”
The programme is communicated through different channels mainly including official websites, YouTube and local and international press.

“How is the programme evaluated?”
An evaluation was carried out by an English university – “Substance and Development through youth sport: the GOAL project for young women in Delhi.”

“Before I was a part of this, I always used to be very shy, even talking to the people with whom I live every day, like my father, my mother, my brother. But now it is not like that. I am a confident girl. Now when we meet, we get to speak.”

Participant
WORLD FIT

PROMOTING A CULTURE OF HEALTH AND FITNESS FOR CHILDREN

World Fit is a walking programme for elementary and middle school students, which includes teachers, family and friends.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>World Fit Foundation, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start-end date</td>
<td>2009 – ongoing.</td>
</tr>
<tr>
<td>Target group age</td>
<td>8-13 years old.</td>
</tr>
<tr>
<td>Reach</td>
<td>Approx. 30,000 students in 2012.</td>
</tr>
<tr>
<td>Partners</td>
<td>A combination of national and community corporate partners, Foundation grants and individual donors including Sanofi Aventis, Platinum Performance, United Health Group, and Dole Foods.</td>
</tr>
<tr>
<td>Key facts</td>
<td>In 2012, 68 schools participated in the programme in the USA. Collectively, they logged in 2.2 million miles in the six-week competition. Some 75% of those miles were attributed to sport and exercise, while 25% were recorded from the daily school walk.</td>
</tr>
<tr>
<td>For inspiration</td>
<td><a href="http://www.worldfit.org">www.worldfit.org</a></td>
</tr>
</tbody>
</table>
Summary

The World Fit Foundation is an independent non-profit organisation based in Florida. World Fit is a fitness initiative targeting students in schools from ages 8 to 13. An Olympian is assigned to a school to help motivate and inspire the students. At the heart of the World Fit programme is the World Fit Walk, a six-week competition among schools each spring (April/May) to determine which has the fittest students. All sports and exercises are converted to equivalent walking miles (km) and count towards the competition. The objective of the Foundation is to make World Fit a global programme.

Keys to success

PARTICIPATION OF OLYMPIANS AND PARALYMPIANS
Olympians/Paralympians “adopt” a middle school, speak to the student body about personal fitness and kick off the first day of the World Fit Walk. Each Olympian/Paralympian may adopt up to three schools in the region where he or she lives and will return to each school to give a 15-minute presentation every year.

THE WORLD FIT WALK
Every year for six weeks, students participate in a daily walking programme, where the numbers of miles walked (or jogged, or run) is logged each day and totalled. All walking occurs on the school campus on a measured course and is supervised by teachers.

On the organisation’s website, schools and students can read inspirational stories about Olympians and their student peers, register for the Walk, log their daily miles throughout the Walk and the remainder of the year and post photos for other students to see.

WORLD FIT AWARDS
At the completion of the World Fit Walk programme, students who reach a minimum of 60 miles receive a World Fit certificate for their achievement signed by the Olympian or Paralympian, the Athletic Director and the Principal of the school. Students that reach 120 miles logged during the six-week Walk receive President’s Active Lifestyle Award certificates. Twenty-five Olympic-style medals are given to each participating school to award to their top students. The Olympian may also choose to present the awards to the students, depending on availability.

“With World Fit, it was the friendly competition that made me get up and exercise more, to beat the other schools, my friends.”

Participant
Sport for All objectives

EDUCATE ON THE IMPORTANCE OF SPORT/PHYSICAL ACTIVITY
Through Olympian and Paralympian participation, World Fit pairs these mentors with schools to inspire their students about the importance of health, fitness and the Olympic values of perseverance, respect and fair play.

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
The World Fit mission is to promote a culture of health and fitness for children.

IMPROVE HEALTH
The objective of World Fit is to reduce childhood obesity. World Fit strives to eradicate both childhood obesity and the enormous toll obesity has taken on families, society and healthcare systems.

PROMOTE THE OLYMPIC VALUES
The second objective of World Fit is to connect the Olympians and Paralympians to the youth and further the Olympic values and awareness through role models and inspirational messaging.

INVOLVE SCHOOLS
In 2012, 68 schools participated in the USA including a total of approximately 30,000 students.

How is the programme communicated?
Communication is achieved through a mix of different channels and relies on a strong social community around the programme that facilitates the involvement of Olympians, families and students, helps community leaders’ work more effectively, and acts as a repository for exercise data and survey information tied to the ongoing research of the programme’s effectiveness.

How is the programme evaluated?
Annual surveys of each participating school are conducted online and ongoing research of programme efficacy is being planned.
WAVES FOR DEVELOPMENT

CREATING LIFE-ENRICHING EXPERIENCES IN COASTAL COMMUNITIES THROUGH EDUCATIONAL SURF PROGRAMMES

WAVES for Development believes that surf travel should benefit the people and communities where it happens.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>WAVES for Development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start-end date</td>
<td>February 2008 – ongoing.</td>
</tr>
<tr>
<td>Target group age</td>
<td>10-30 years old.</td>
</tr>
<tr>
<td>Reach</td>
<td>Approx. 270 volunteers and 200 participants since 2008.</td>
</tr>
<tr>
<td>Partners</td>
<td>Peruvian Surfing Federation, Peruvian Sports Institute, Surf companies and Foundations.</td>
</tr>
<tr>
<td>Key facts</td>
<td>Since its launch in 2008, 269 volunteers have served in Lobitos and over 180 youths have benefited from education, 7 consistent jobs for community members have been created, a surf photography business has started, a surf shop created, and a young female who learned to surf through WAVES has participated in international and national surf contests.</td>
</tr>
<tr>
<td>For inspiration</td>
<td><a href="http://www.wavesfordevelopment.org">www.wavesfordevelopment.org</a></td>
</tr>
</tbody>
</table>

Lobitos & Piura (Peru)

For inspiration [www.wavesfordevelopment.org](http://www.wavesfordevelopment.org)
Summary

WAVES creates life-enriching experiences through education programmes, which develop youth into healthy and empowered adults, and surf volunteerism programmes, engage travellers and transform their views of the world and themselves. The idea originated in late 2004, when a group of local and international surfers shared a desire to help local youth who had few resources and enjoyed surfing.

Keys to success

DUAL OBJECTIVE
WAVES is based on a dual mission: help the coastal community members, youth in particular, and engage and provide a lifetime experience to surf travellers who would like to volunteer. This allows a great cultural exchange and mutual understanding contributing to the success of the programme.

ENGAGING VOLUNTEERS
Since the launch of the programme in 2008, around 270 volunteers have served in Lobitos for in excess of 702 weeks, contributing roughly 7,592 volunteer hours. Their presence, work and contribution are necessary for the programme’s success.

LOCAL MISSION AND FOCUS
WAVES for Development believes that surf travel should benefit the people and communities where it happens. In Lobitos, roughly a third of the local youth finish high school. Those who drop out of school generally undertake a traditional local job. WAVES specifically works at empowering community members, youth in particular, to pursue educational activities including setting career goals and living healthy lives.
**Sport for All objectives**

**INVOLVE SCHOOLS**
WAVES funds English classes for local youth in the school and adults in the community. It also funds an environmental education teacher for local youth in coordination with the local school.

**SUPPORT THE DISADVANTAGED**
One of the key reasons behind the creation of WAVES is to help the coastal community members, youth in particular, and empower community members to pursue education activities.

**PROMOTE SPORT DEVELOPMENT**
A pillar of WAVES is to provide equipment, swim and surf lessons to local youth. Swimming and surfing programmes foster a healthy young community and provide a creative outlet for self-expression.

**How is the programme communicated?**
The dedicated website, social media and word of mouth are their biggest marketing tools.

**How is the programme evaluated?**
The programmes are evaluated on whether or not they are helping to enrich lives. The evaluation for volunteers is undertaken by comparing responses on the volunteer’s original applications to those in feedback forms after their service. For the participants and community members, the organisation conducts a regular community consultation which entails going from house to house, in addition to tracking individual class participation and progress.
CISA Kids is an educational campaign for children aged 7-14 through sport, art and culture. The programme is built on three distinct phases: School Programme, FESTIVEN, Sports caravan.

**Organisation**  
Jappo.

**Start-end date**  
2007 – ongoing.

**Target group age**  
7-14 years old.

**Reach**  
Over 50,000 students since its creation.

**Partners**  
IAAF, IOC, CNOSS, UASSU, local and regional organisations.

**Key facts**  
The programme is implemented in four regions across Senegal, involves 300 schools and has reached over 50,000 students in five editions.

**For inspiration**  
www.jappo.net
CISA Kids is an educational campaign comprising sport, art and culture for children in Senegal. The programme is implemented in four different regions and involves 300 schools. It takes place on an annual basis from March to September and is divided into three phases. The first phase is called “School programme” and consists of afternoon field visits involving sport, artistic and cultural activities. The second phase, FESTIVEN, is the culmination of the school programme in a two-day cultural and sport festival where over 5,000 school students gather. The last phase, Sports Caravan, takes place during the school holidays and aims at occupying the students through art, sport and cultural activities.

“"We played well and are very happy, the teachers treat us well, the programme is very interesting and it is very good for us.”"

Participant

**Summary**

**Keys to success**

**ANNUAL THEMES**

Each year, a central theme frames CISA Kids. Educational activities are closely related to the central theme, and this helps for a better understanding and organisation of the programme and serves as a guide.

**CONSISTENCY AND RECURRENCE**

Based on a consolidated model, CISA Kids takes place every year on or around the same dates and with the same format, divided into three phases.

**LINKS BETWEEN SPORT, EDUCATION, ART AND CULTURE**

The programme links sport, education and culture on a daily basis allowing the participants to learn and improve their skills in different domains.
**Sport for All objectives**

**PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT**
The main programme's objective is to encourage children to engage in sport and physical activity. The programme helps to promote various sport disciplines in schools and encourage inter-schools sport competitions.

**IMPROVE HEALTH**
The programme aims at demonstrating the positive effects of physical activity for the children’s health.

**INVOLVE SCHOOLS**
Schools are at the heart of CISA Kids. The whole organisation and running of the programme depends on schools.

**RAISE AWARENESS THROUGH SPORT**
Through CISA Kids, awareness is raised on different themes, from health to social issues, to everyday life challenges.

**How is the programme communicated?**
Communication is achieved through television, radio and the internet. It also includes printed communication tools such as posters and flyers, t-shirts, monthly newsletters and official publications.

**How is the programme evaluated?**
The primary evaluation for the programme is conducted through the use of evaluation sheets and activity reports.
OLYMPIC YOUTH DEVELOPMENT CENTRE (OYDC)

PROVIDING SPORT AND COMMUNITY DEVELOPMENT OPPORTUNITIES FOR YOUNG PEOPLE

The centre promotes sports development in the region, as well as offering a wide range of educational programmes, health services and community activities.
The Olympic Youth Development Centre (OYDC) project provides sport and community development opportunities for young people and underserved segments of the population from the surrounding communities. It is based on beliefs and experiences that sport and its related facets, when harnessed well in an enabling environment, have the power to bring hope and development. A high quality sporting environment provides, motivates and promotes high quality athletes and sports leaders. Currently, the Centre hosts organised sports competitions, sports camps for children and youths between the ages of 7 to 30. In addition, the Centre also conducts coaches’ and sports administrators’ seminars and clinics. The OYDC also provides community development services; Olympic education, girl’s empowerment and health services on HIV and AIDS, malaria and other health issues pertaining to athletes.

Keys to success

UNIQUE PARTNERSHIP MODEL
A key reason for the success of the OYDC is its unique partnership model. The Zambian government donated the land to the Zambian NOC. The IOC had the overall control during the construction phase and built the facility, and the six International Federations (IFs) of athletics, basketball, boxing, weightlifting, handball and hockey helped to develop the sports facilities, providing technical expertise as well as financial assistance. The Zambian NOC is now in charge of looking after the running and maintenance of the centre, with the ongoing support of its partners.

THE MULTI-PURPOSE COMPLEX
The Olympic Youth Development Centre has been set up as a multi-purpose complex, including outdoor facilities for athletics, football, basketball, tennis, handball, volleyball and hockey, an indoor sports venue, a boxing hall, a gym, and a number of educational and cultural areas, such as classrooms, a library, an internet zone and offices.

Summary

The Olympic Youth Development Centre (OYDC) project provides sport and community development opportunities for young people and underserved segments of the population from the surrounding communities. It is based on beliefs and experiences that sport and its related facets, when harnessed well in an enabling environment, have the power to bring hope and development. A high quality sporting environment provides, motivates and promotes high quality athletes and sports leaders. Currently, the Centre hosts organised sports competitions, sports camps for children and youths between the ages of 7 to 30. In addition, the Centre also conducts coaches’ and sports administrators’ seminars and clinics. The OYDC also provides community development services; Olympic education, girl’s empowerment and health services on HIV and AIDS, malaria and other health issues pertaining to athletes.
Sport for All objectives

EDUCATE ON THE IMPORTANCE OF SPORT/PHYSICAL ACTIVITY
There is increased knowledge and awareness of health and well-being among athletes and their families who participate in the programme.

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
The main goal of the project is to provide positive sport and lifestyle opportunities for athletes, coaches, sports administrators and underserved women, youth and children, through high quality facilities for community development and high performance sports training and competitions.

PROMOTE THE OLYMPIC VALUES
The project aims to provide athletes, young people and communities in developing countries with better opportunities to practise sport and to be educated in the values of Olympism.

PROMOTE SPORT DEVELOPMENT
The OYDC in Lusaka is the first of its kind. Its main purpose is to help enhance sports development in Zambia by offering sports competitions and training facilities.

RAISE AWARENESS THROUGH SPORT
The OYDC also provides a wide range of educational programmes, health services and community activities to athletes and the general public in the region.

How is the programme communicated?

The communication component of the programme is delivered through a mix of print and electronic media; community awareness through a system of posters and public advertisements, community and school programmes, as well as ministerial and corporate sports festivals.

How is the programme evaluated?

The OYDC has a Monitoring and Evaluation (M&E) Unit which evaluates all programmes and activities. The M&E Unit has designed data-capturing tools for all activities. These tools capture statistics and group and individual views from athletes, parents, guardians, partners and guests.

“The centre has opened many doors of opportunities in my life. Apart from playing soccer the centre has put me back in school, a thing I thought would never happen.”

Mary Chama – Participant
COMMUNITY STREET SOCCER

USING THE POWER OF SPORT TO CHANGE LIVES

Street Soccer promotes social inclusion and personal change for participants by providing support and promoting participation, inclusiveness, commitment and team spirit.

Organisation: The Big Issue.
Start-end date: 2007 – ongoing.
Target group age: Over 16 years old.
Reach: Over 5,000 people since its creation.
Partners (main): Nike, Australian Government, Melbourne Heart and regional partners.
Key facts: The Big Issue hosted the Homeless World Cup in 2008.

For inspiration: www.thebigissue.org.au/community-street-soccer/about/
Summary

The Community Street Soccer Programme, known as Street Soccer, uses the power of sport to promote social inclusion and personal change for homeless, marginalised and disadvantaged people. It changes lives and creates healthier communities across Australia. Initiated in 2007, the Community Street Soccer Programme has engaged more than 5,000 persons. Over this period, many participants have reported positive changes in their lives, thanks to the opportunities Street Soccer has created for personal outcomes in pre-employment, employment, health and housing.

Keys to success

SOCIAL BENEFITS TO THE COMMUNITY
In addition to the direct impact on individual participants, Street Soccer is a cost-effective social change programme that saves money for the Australian taxpayer. An independent study on the programme’s economic impact found that participation in Street Soccer had led to individual behaviour change and a reduction in high-risk activities.

PARTICIPANTS’ ENGAGEMENT
Participants are deeply engaged in the programme. People who in many cases have given up on counselling and traditional support systems and services are helped in an efficient way. The person is put at the centre of the solution and the programme provides them with the support and tools necessary to make positive changes to their lives.

“Just get behind this, because this is probably the best programme that the streets have had available. It just inspired me to feel normal again.”

Participant
Sport for All objectives

**PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT**
The programme uses football as a catalyst for transforming lives and providing participants with a sense of purpose and belonging. Participation in sport is at the heart of the project, where participants get together once a week for training and matches. Permanent pitches, playing equipment and a dedicated coach are provided at each location.

**SUPPORT THE DISADVANTAGED**
The programme uses sport to promote social inclusion and personal change for homeless, marginalised and disadvantaged people. It aims to create healthier communities and social change, encouraging participation, inclusiveness, commitment and team spirit.

**How is the programme communicated?**
The programme uses a mix of different channels for communication including “The Big Issue Magazine”, press releases and social media.

**How is the programme evaluated?**
The evaluation focuses on solutions that fix the causes of homelessness (e.g. domestic and family violence, social isolation, drug and alcohol dependency, unemployment) rather than the outcomes, such as a lack of housing.
OPEN SUNDAY
BRINGING CHILDREN TOGETHER FOR SPORTS ACTIVITIES

Every Sunday afternoon from October to March, local gyms around Switzerland are open for children to come and practise physical activities.

Start-end date: 2006 – ongoing.
Target group age: 6-12 years old.
Reach: Approx. 7,000 children in 2012.
Partners: National, cantonal and city-level support, private donations and volunteer work. Save the Children, Laureus.
Key facts: In 2012, participants came from 44 project communities, 55% from urban settings and 45% from rural settings. Approximately 43% of the participants are girls.

For inspiration: www.ideesport.ch/de/opensunday
Summary

The Open Sunday programme allows children aged 6-12 to access local gyms every Sunday afternoon from October to March, and practise sport and physical activities. No membership, reservation or fee is required to participate; the programme is in fact open to anyone within this age group. A multitude of sports and activities are offered at these “sport meeting points”. A mixed team of professional programme managers, volunteers and junior coaches monitor and run the programme for the children.

Keys to success

ACCESSIBILITY AND FLEXIBILITY
Available in 44 different communities across Switzerland, the programme is generally accessible to any child who wishes to participate.

PEER INVOLVEMENT AND PEER EDUCATION
The key reason for the success lies in the concept of peer involvement and peer education. In 2012, around 2,500 junior coaches, girls and boys aged between 13 and 17 years old, monitored and ran the programme for children in the gyms. More than 200 courses per year are organised to prepare them for their leadership role.

“This is really necessary, the young people must be able to do something – you can see, they give everything.”

Open Sunday programme coach
Sport for All objectives

**PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT**
The main goal of the programme is to offer a location and facilities for children to practise sport and do some physical activity.

**IMPROVE HEALTH**
Children participating in the programme spend fewer hours at home in front of video games and more hours doing physical activities, therefore increasing their general health.

**SUPPORT THE DISADVANTAGED**
The programme aims at bringing children, especially those from poor neighbourhoods, together to practise sporting activities. The objectives range from improved health, to integration, to community development.

How is the programme communicated?
The most important communication tools for the programme are word of mouth and printed documents, which are distributed and made available throughout the local communities.

How is the programme evaluated?
The evaluation is made through quantitative monitoring and interviews with participants and team members.
ELDERLY AQUATICS

PROVIDING PHYSICAL ACTIVITY FOR ELDERLY PERSONS IN THE COMMUNITY

The programme provides water-based recreation to senior citizens who are unable to participate in the more traditional exercise programmes, in a safe and comfortable environment throughout communities in Trinidad and Tobago.

Organisation: Trinidad and Tobago Olympic Committee.
Start-end date: 2009 – ongoing.
Target group age: Over 55 years old.
Reach: Approx. 130 participants.
Partners: Olympic Solidarity.
Key facts: Based in two communities in the islands of Trinidad and Tobago, the programme is open to all senior citizens. Participants were initially recommended by the Diabetes Association and by the Community Health Centre, and to date there have been approximately 130 participants from the two communities.

For inspiration: www.ttoc.org
**Summary**

The Trinidad and Tobago Olympic Committee (TTOC) Elderly Aquatic Programme is part of a larger programme named “Shape the Community”. An important part of the Shape the Community programme is the focus on recreation for the elderly with the primary objective being to improve their mental and physical health. Too often this age group is neglected by the community because of false beliefs and misconceptions about their age and abilities, and not enough emphasis is placed on maintaining healthy lifestyles. Activities need to be designed to take into consideration the physical capability of the elderly. The sessions are conducted twice per week for durations of one hour each, by a certified aquatic and therapeutic instructor. The programme also includes therapy sessions which are run in conjunction with the aqua aerobics.

**Keys to success**

**SPECIFICALLY TAILORED**

In a society where elderly citizens are often seen as weak, frail and inactive, there is the need to design an activity that caters to both physical and psychological enhancement. The provision of water-based recreation is geared towards those persons who, because of their physical limitations, are unable to participate in even low-impact activities. The aquatic programme allows individuals to exercise without putting excess strain on joints or muscles.
PART OF A BROADER PROGRAMME
The Elderly Aquatics Programme is part of a larger TTOC programme, “Shape the Community”. The programme was developed to fill gaps in the development of sport in communities, as well as to encourage the development of the communities through sport. It intends to achieve positive changes in the community in which it is implemented, to increase participation, contribute to the quality of life, and assist in individual or community development.

Sport for All objectives

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
The main programme goal is to provide an exercise programme that is accessible to senior citizens who are unable to participate in the more traditional exercise programmes.

IMPROVE HEALTH
The programme seeks to establish effective and accessible opportunities for senior citizens in communities with pools that allow them to manage sedentary illnesses. Additionally, the social interaction can help decrease feelings of depression and isolation, and progress in aquatic activities can lead to re-establishing independence and improved self-esteem.

RAISE AWARENESS THROUGH SPORT
The programme aims at creating awareness around the values and benefits of exercise for the elderly.

How is the programme communicated?
Word of mouth is the main communication tool. The local chapters of the Diabetes Association and nurses attached to the Community Health Centre have also been instrumental in informing senior citizens in the community.

How is the programme evaluated?
Evaluation takes place via participant questionnaires, where improvement in their quality of life is ascertained. Medical tests are carried out regularly, and these measurements are used as a baseline to monitor the participants. This also enables instructors to adapt the programme to individual needs and make recommendations for improvement.

“I have been involved in the programme for the last three months. My goal was to regain mobility in an injured ankle: the aqua aerobics and dance programmes have helped me achieve it, but I now intend to continue with the programme.”

Lenore – Participant
INTERNATIONAL CYCLING UNION (UCI)
CYCLING FOR ALL

ENCOURAGING AS MANY PEOPLE AS POSSIBLE TO TAKE UP CYCLING

The UCI Cycling for All programme encourages people around the world to use cycling as a means of transport, health, leisure or sporting activity.

Organisation
Union Cycliste Internationale (UCI).

Start-end date

Target group age
All ages.

Reach
30 million worldwide.

Partners
National Federations, governments, event organisers, NGOs.

Key facts
About 40% of UCI 170 member National Federations have a Cycling for All programme in place. Around 30 of them are very active in Cycling for All, with a large events calendar, delivery of CFA licenses, a CFA commission and a designated person in the federation looking after the programme.

For inspiration
www.uci.ch/templates/UCI/UCI5/layout.asp?MenuId=MTI2MzM&LangId=1

Worldwide

$
Summary

Participation in cycling as an amateur sport or leisure activity involves close to a billion people. In order to connect with this impressive number of cyclists and make sure the sport continues to develop at a grassroots level, the UCI created the Cycling for All programme.

Keys to success

PYRAMIDAL STRUCTURE
The Cycling for All programme is a programme created and organised by the UCI. However, National Federations play a key role in the development of the programme as they are responsible for implementing the programme on a national basis.

FUNDING
The funding of the programme was initially provided directly by the UCI. However, recently the UCI Cycling for All series gained recognition and it therefore became self-funding. By being self-funded, the Cycling for All programme becomes independent and this allows the UCI to invest in further development.

Sport for All objectives

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
The aim of the UCI Cycling for All programme is to encourage people around the world to take on cycling as a means of transport, health, leisure or sporting activity on a regular basis.

PROMOTE SPORT DEVELOPMENT
The programme is built around the sport of cycling, and one of the objectives is to further promote the development of cycling as a competitive or leisure activity worldwide.

How is the programme communicated?

The programme is communicated through the UCI website, the Cycling for All calendar, and with direct contact with National Federations and policy makers.

How is the programme evaluated?

Different interest groups of cyclists have been categorised, guidelines for National Federations and events series have been created and support for advocacy organisations has been provided based on feedback received from the programme.

“The event helps the local economy and boosts tourism, besides its social aspect, as all neighbouring communities get involved in the organisation as volunteers and suppliers.”

Roberto Iglesias –
Organiser and member of the Spanish Cycling for All Commission
IMAGE

BREAKING DOWN BARRIERS THAT EXCLUDE DISABLED PEOPLE FROM MAINSTREAM SOCIETY

IMAGE stands for Indian Mixed Ability Group Events. It is a programme that uses sport to bridge the communication gap between the able-bodied and disabled communities, whilst redefining the way ability is characterised and judged.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Sucheta Kriplani Shiksha Niketan (SKSN) Institute and Indiability Foundation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start-end date</td>
<td>2005 – ongoing.</td>
</tr>
<tr>
<td>Target group age</td>
<td>8-18 years old.</td>
</tr>
<tr>
<td>Reach</td>
<td>1,000 members.</td>
</tr>
<tr>
<td>Partners</td>
<td>Laureus Sport for Good Foundation.</td>
</tr>
<tr>
<td>Key facts</td>
<td>In 2005, the first SKSN IMAGE Club was piloted at the SKSN Institute with 195 disabled 8-12 year olds and 195 able-bodied 8-12 year olds from local schools of various socio-economic backgrounds. There are 18 IMAGE clubs dotted around Rajasthan with a total membership of 1,000. The programme has now begun to expand beyond the borders of Rajasthan.</td>
</tr>
<tr>
<td>For inspiration</td>
<td><a href="http://www.sksn.org">www.sksn.org</a>, <a href="http://www.indiability.org">www.indiability.org</a></td>
</tr>
</tbody>
</table>
Summary

IMAGE is a programme which has been operated since 2005 by the SKSN Institute and the Indiability Foundation, where able-bodied and disabled children take part in an everyday activity, side by side on an equal footing, creating a model for other areas of life. It provides direct social re-education, creating integrated communities, where all abilities are respected and their contribution valued. IMAGE is predicated on influencing young minds through experiential learning delivered using sport. It is implemented through a network of clubs that come together annually in the Indiability Games to which parents and the community are invited to spectate, support teams and learn more about the clubs.

Keys to success

INTEGRATION OF DISABLED AND ABLE-BODIED COMMUNITIES
The programme is unique as it is the first time that the disabled and the able-bodied communities have been brought together on an equal basis to take part in an everyday activity. The core of the curriculum consists of specifically designed sports events intended to allow able-bodied and disabled children to compete together, to allow able-bodied children to compete using equipment needed by the disabled, and to allow the disabled to emphasise their abilities.

KNOWLEDGE AND EXPERTISE OF THE PARENT ORGANISATION
The SKSN Institute is a school with a 20-year track record of providing education to physically disabled children in rural areas. The Institute was set up with the aim of enabling their alumni to live independent fulfilling lives. Its pioneering use of sport has imbued greater confidence and enabled these children to be proud of their achievements. IMAGE contributes to this vision by changing mindsets and promoting acceptance of the disabled in the mainstream.
Sport for All objectives

**IMPROVE HEALTH**
Many of the IMAGE members with disabilities are affected by polio – a disease contracted orally from faecal matter that can be prevented by the simple washing of hands with soap and water. The IMAGE members with disabilities are examples of what happens when there is a lapse in the proper care and attention to health and hygiene measures.

**INVOLVE SCHOOLS**
The whole project is built around schools and the IMAGE clubs run once a week during the normal school term. Teachers are positively influenced through their assistance with running the clubs and witnessing change.

**SUPPORT THE DISADVANTAGED**
The main aim of IMAGE is to break down barriers, build understanding, drive acceptance and instil respect through sport.

**RAISE AWARENESS THROUGH SPORT**
The clubs create the opportunity to challenge preconceptions and inform minds in a neutral, informal way. The Indiability Games expand this influence into broader communities.

“After this sports event I feel proud of myself because I never took part in any such event before. Many people used to pity me before. They never thought that I was able to do something good and different.”

Janak Singh – Disabled IMAGE member

---

**How is the programme communicated?**
The communication for the programme is achieved through direct interaction with schools via regular meetings, and through close collaboration with the parents, community and local media.

**How is the programme evaluated?**
IMAGE utilises a combination of quantitative surveys and discussions, but mostly relies on informal qualitative-type responses from stakeholders to evaluate the programme. More robust evaluation processes are in the process of being implemented through various tools.
PROMOTING SNOW ACTIVITIES AS THE NUMBER ONE LEISURE CHOICE FOR YOUTH IN WINTER

The “Bring Children to the Snow” campaign was launched in 2007 as an international multi-year campaign to promote snow activities among children and youth, and is divided into two phases: FIS SnowKidz and World Snow Day.

Start-end date: 2007 – ongoing.
Target group age: 4-14 years old.
Reach: Over 500,000 participants.
Key facts: 39 countries participated in the first and second editions of World Snow Day with over 660 events and 500,000 participants globally.

For inspiration:
www.bringchildrentothesnow.com @
www.fis-ski.com @
Summary

Bring Children to the Snow aims to encourage newcomers to experience the snow whilst adding additional value for those who already participate in the sport. The campaign seeks to achieve this vision through two primary projects, FIS SnowKidz and World Snow Day. The primary target group for the campaign is children between the ages of 4-14 and their families. Whilst targeting children and their families, FIS also hopes to motivate more teenagers and young adults. The campaign is not focused on generating competitors for any particular FIS discipline. “Fun in the snow, fun on the snow” is the motto at the heart of the campaign.

Keys to success

A TWO-PHASE CAMPAIGN

The campaign is divided into two different phases. FIS SnowKidz is the first phase, launched in 2009, and is a unique programme and communications platform that enables organisers around the world to share and showcase their events to bring children to the snow. Events can occur at anytime and in any place around the world. World Snow Day is the second phase of the campaign. It looks beyond the FIS membership to the wider snow sports community and seeks to motivate children aged 4-14 by encouraging all snow industry stakeholders to celebrate all things snow around the world simultaneously. It is planned to be staged every third Sunday in January annually for many years to come.
Sport for All objectives

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
The campaign aims to encourage newcomers to experience the snow whilst adding additional value to those who already participate in the sport, therefore promoting participation in sport.

IMPROVE HEALTH
The health benefits of snow sports are obvious and well-known. One big advantage that snow sports offer over many other sports is the “awe” factor that the natural environment provides. FIS seeks to take children away from their snow video games and put them on real snow.

PROMOTE SPORT DEVELOPMENT
The vision of FIS is for skiing and snowboarding to be the first choice winter sport and recreational activity. Through the Bring Children to the Snow campaign, FIS aims to reverse a decline in youth snow sports participation and to encourage FIS Member National Ski Associations to promote snow sports within their country.

RAISE AWARENESS THROUGH SPORT
FIS SnowKidz and World Snow Day are not only about increasing numbers, but also a means to educate and inform, for example by increasing awareness about the need to protect and conserve the natural environment.

“This was a great opportunity for my family. We travelled a long way for the event and we are overwhelmed at the level of organisation as well as the simple opportunity for our children to enjoy snow sports. I have not done snow sports for many years and now I am doing it again – with my children.”

Margaret – Participant

How is the programme communicated?
FIS looks to market and communicate the project through two different types of media - traditional (television, newspapers, radio, etc.) and new/social media (Facebook, Twitter and YouTube). Within the traditional media FIS has established partnerships with Eurosport, the European Broadcasting Union and Infront Sports & Media to distribute the World Snow Day message. In addition, FIS uses its own channels including newsletters, specific snow discipline websites and social media channels.

How is the programme evaluated?
Direct reporting from the organisers and public is conducted to evaluate these goals. The reporting is completed through the FIS SnowKidz and World Snow Day websites.
The Segundo Tempo programme offers multiple experiences through sports activities and implements sport education for children, adolescents and youth, aimed at improving life skills.

Organisation: Brazilian Ministry of Sport.
Start-end date: 2003 – ongoing.
Target group age: 6-20 years old.
Reach: Over 6 million participants since 2003.
Partners: Various federal government agencies, State Governments, counties and NGOs.
Key facts: Over 75% of participants showed an improvement in self-esteem, communication skills, social life and family life; and greater interest in school activities, improvement in school performance and/or health; and a reduction of exposure to social risks was observed.

For inspiration: www.esporte.gov.br/snelis/segundotempo/default.jsp
Summary

The Segundo Tempo programme was created by the Brazilian Ministry of Sport with the aim of promoting the practice and benefits of sports in school environments. The programme focuses on the development of life skills of children, adolescents and youth with the aim of improving their quality of life. It primarily targets groups located in areas of social vulnerability. Participants are selected without any distinction or discrimination based on gender, race/ethnicity, religion or sexuality. Since 2003, the programme has reached over 6 million people across Brazil, and in the coming years, it hopes to further expand the number of participants and to triple the number of cities that are currently involved.

Keys to success

MULTI-SECTOR COLLABORATION AND SUPPORT
Segundo Tempo is made possible through different partnerships. It aims at generating new jobs for physical education and sport professionals in the respective local areas, and improve sports infrastructure in the public school system in the country.

DECENTRALISED OPERATIONS
The local institutions are invited to participate in the planning and execution of their programmes so that the programmes are more attractive and specific to the beneficiaries.
Sport for All objectives

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
The main goal is to implement sport in schools to improve the interaction of children, adolescents and youth with each other. The target participants are primarily enrolled in public schools. The secondary aim of the programme is to keep children occupied and active by offering multiple experiences and sports activities which help them to improve their own self-development.

INVOLVE SCHOOLS
The implementation of activities in schools, public and private places, either with activities before or after school, ensures that the existing infrastructure is well used and therefore valued by the community.

SUPPORT THE DISADVANTAGED
The programme provides learning opportunities through sport and recreation. This helps to keep children, adolescents and young people occupied for long periods throughout the day which, it is hoped, will help them to stay safe and at the same time provide them with opportunities for development.

How is the programme communicated?
The programme is communicated through a mix of different channels, including various websites and social media platforms.

How is the programme evaluated?
The programme is evaluated using a System Monitoring and Assessment Programme. The system is based on a survey that collects operational aspects of the programmes, and constructs and validates indicators of efficiency, effectiveness and impact. A publication with the results is then produced.
FIG FOUNDATION COURSES

EDUCATING AND INSTRUCTING ADULTS INTERESTED IN COACHING GYMNASTICS

The FIG Foundation Courses provide adults interested in teaching gymnastics with foundation knowledge and skills to share with their future students.

Organisation: International Gymnastics Federation (FIG).
Start-end date: 9-14 July 2012.
Target group: Adults interested in coaching gymnastics.
Reach: 28 participants.
Partners: FIG-affiliated Federations, African Union.
For inspiration: www.fig-gymnastics.com
Summary

The FIG Foundation Course is a coaching programme that aims to provide existing or future gymnastics’ coaches with foundation knowledge and basic skills that they can use back home. The programme covers the FIG’s seven disciplines: gymnastics for All (GfA), Men’s Artistic Gymnastics, Women’s Artistic Gymnastics, Rhythmic Gymnastics, Trampoline Gymnastics, Aerobic Gymnastics and Acrobatic Gymnastics. However, the FIG Foundation Course which has taken place in Cape Town had a special focus: providing the National Federation with some useful skills on how to organise the upcoming World Gym for Life Challenge in July 2013. This is a “Gymnastics for All” competition which involves clubs and groups from FIG-affiliated federations. It will gather together between 1,500 and 2,000 participants, all ages, both genders, with and without disabilities.

Keys to success

PROGRAMME SUPPORTED BY AN INTERNATIONAL FEDERATION
One of the main reasons for the success of the FIG Foundation Courses in Cape Town is that it is part of a broader programme conducted by the FIG. The FIG has a lot of experience in sport development programmes and since the Foundations of Gymnastics Courses Programme in 2007, already 13 course programme have been held around the world (4 in Africa, 3 in Europe, 1 in Asia, 5 in the Americas).

FOCUS ON GRASSROOTS DEVELOPMENT
The FIG Foundation Courses focus on the roots of the sport’s development: coaches. By giving them the responsibility to promote and develop gymnastics within their country, coaches feel more involved and achieve higher results in terms of sport participation.
Sport for all Objectives

**PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT**
Through the FIG Foundation Courses, the programme reaches not only coaches but also future students. As a consequence, the more coaches are educated the more young people will have the opportunity to do more sport.

**INCREASE HEALTH**
The programme helps fight obesity and other diseases related to lack of physical activity. The programme provides coaches with education and skills to make youngsters get moving.

**How is the programme communicated?**
The FIG Foundation Course communication is achieved through emails to FIG’s member Federations/Continental Union, the FIG’s website and social media.

**How is the programme evaluated?**
At the end of each course, the participants have to take an exam which includes questions on the theory and practical exercises. So far, this has been a big success as no one has failed. Further follow-up from the courses is being considered for the future.

“The course gave me the foundation knowledge of how to start working with a gymnast, and a clearer understanding on how to deal with different gymnast behaviour.”

Aletta Petlo – Participant
IOC-UNHCR-SAMSUNG SPORTS KITS PROGRAMME

GIVING YOUNG PEOPLE LIVING IN REFUGEE CAMPS ACCESS TO SPORT

By delivering sports kits, the programme enables youngsters in refugee camps to organise games that will help provide fun and a semblance of normality in their lives.


Start-end date: January 2012 – December 2013.

Target group: Young people living in camps in the UNHCR’s care.

Reach: 150,000 over the two-year programme.

Partners: The IOC, Samsung and the UNHCR.

Key facts: 20 countries targeted. Six sports covered (football, volleyball, basketball, netball, table tennis). There are currently more than 42 million refugees around the world.

For inspiration: www.olympic.org
The unfortunate reality is that despite the passion for sport felt by young people across Africa, the majority are not able to realise their full potential. Interventions need to be made at the grassroots level of sports development, by providing children with the necessary sports gear at school-going age.”

Ntutule Tshenye –
Business to Government and Corporate Citizenship Lead of Samsung Africa

**Summary**

Spanning over two years, the programme consists of the distribution of IOC-UNHCR-Samsung Sports Kits in 20 countries throughout Asia, Africa and Latin America. Each IOC Sports Kit contains basic equipment and material for about 300 players, including balls, bibs, caps, shirts and chalk to mark out a field. This two-year programme will allow over 150,000 young people living in refugee camps in the UNHCR’s care (and potentially 300,000 beneficiaries, including indirect ones such as populations in the camps, neighbouring communities involved in sporting activities, etc.) to get active and play.

**Keys to success**

**MULTI-SECTOR COLLABORATION AND SUPPORT**

A key reason for the success of the sports kits programme is its unique collaboration model. By combining their expertise, the IOC, the UNHCR and Samsung have given to the programme a unique and ambitious scope. In addition, Samsung’s financial support makes this programme financially feasible.

**PROVIDE REFUGEES WITH SOMETHING DIFFERENT**

One of the main reasons for the success of this programme is that it provides refugees with something that can make them dream. In refugee camps, the time for fun is relatively small and the IOC-UNHCR-Samsung Sports Kits programme is innovative in this way.

**FLEXIBILITY**

IOC-UNHCR-Samsung Sports Kits are easy to use and flexible depending on the local environment and natural resources available in the refugee camps.
Sport for all objectives

**INCREASE HEALTH**
The programme brings the joy of sport and the related psychological benefits to young refugees who have often suffered enormous atrocities. Indeed, the programme plays an important role in relieving tension and fear among people having to live together in camps and settlements.

**PROMOTE THE OLYMPIC VALUES**
The programme aims to bring joy and peace within each refugee’s life by giving them the opportunity to play sport together.

**SUPPORT THE DISADVANTAGED**
The Sports Kit Programme aims to help people who have been forced to flee their homeland under threat of persecution, conflict and violence to have fun and get active.

How is the programme communicated?
The communication is achieved through IOC, UNHCR and Samsung media platforms, mainly their websites. Some special videos made of sports activities organised in some camps and a photo gallery are also used to promote the programme.

How is the programme evaluated?
One year after the programme was launched; the project has been implemented in 10 of the 20 beneficiary countries, directly benefitting an estimated 76,000 young people. An evaluation is being carried at this current time, halfway through the programme, by the beneficiary organisation.
**COCA-COLA ACTIVE LIVING PROGRAMME**

**PROMOTING ACTIVE LIFESTYLES AMONGST YOUNG PEOPLE**

The Coca-Cola Active Living Programme aims to increase sports participation for school kids aged between 12 and 19, and to make them experience the joy of sport together, during their whole school career.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>An exclusive partnership between Coca-Cola, NOC*NSF (Dutch Olympic Committee) and KVLO (the organisation for physical education teachers).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start-end date</td>
<td>2003 – ongoing.</td>
</tr>
<tr>
<td>Target group</td>
<td>School kids aged between 12 and 19 years old.</td>
</tr>
<tr>
<td>Key facts</td>
<td>325 secondary schools. Year-round national school sports competition in 19 different sports. Objective end of 2016: 400 schools. The final event takes place in the historic Olympic Stadium in Amsterdam (1928 Olympic Games), offering all finalists an Olympic experience.</td>
</tr>
</tbody>
</table>

For inspiration: [www.coca-colacompany.com/sustainabilityreport/me/active-healthy-living.html](http://www.coca-colacompany.com/sustainabilityreport/me/active-healthy-living.html)
Summary

Together with the Dutch Olympic Committee (NOC*NSF) and the federation of Dutch physical education teachers, Coca-Cola is a founding partner of Coca-Cola Active Living Programme, the biggest school sport competition in the Netherlands. Launched in 2003, this programme helps to promote active and healthy lifestyles. In 2011, more than 150,000 students and 48% of secondary schools participated in Coca-Cola Active Living Programme, and 5,500 participated at the national finals in Amsterdam’s Olympic Stadium, home of the 1928 Olympic Games.

Keys to success

UNIQUE PARTNERSHIP MODEL
A key reason for the success of the sports kits programme is its strong partnership model. By combining their expertise, the NOC*NSF and Coca-Cola have given the programme a unique and ambitious scope.

THE PROGRAMME’S DESIGN
The programme provides a really exciting experience for all teenagers because they have the opportunity to meet other teenagers from different schools. It creates a good atmosphere and friendly competition between all Dutch schools.

COMMUNICATION CHANNEL
The programme has tailored its communication channels to reach a young audience. Social media platforms are widely used by teenagers to communicate.
Sport for all objectives

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
The Coca-Cola Active Living Programme aims at involving as many schools as possible in the programme to create an active and healthy movement in the Netherlands. The impressive and increasing number of participants demonstrates by itself that, in 10 years, the programme has succeeded in promoting physical activity and in increasing sport participation.

INCREASE HEALTH
The Coca-Cola Active Living Programme provides teenagers with an opportunity to practise sport all together. Even though the competition is only two or three days a year, teenagers train for this event every week, thereby decreasing the rate of obesity.

PROMOTE THE OLYMPIC VALUES
By taking part in the Coca-Cola Active Living Programme, each participant aims to give his/her best. The competition aspect of the programme teaches participants to respect their competitors and to experience the joy of sport with their friends.

INVOLVE SCHOOLS
The Coca-Cola Active Living Programme focuses on reaching teenagers aged between 12 and 19 who attend secondary school. In 2012, 325 secondary schools took part in the competition.

How is the programme communicated?
Communication is achieved through a social media platform (Facebook) and other media, including the Coca-Cola website.

How is the programme evaluated?
For the first edition in 2003, about 1,000 participants from 27 schools took part in the Coca-Cola Active Living Programme. Five years later, the number of participants increased five-fold, and came from 100 schools. In 2008, the partnership focused on embracing the complete school sports competition and the programme included some qualification rounds and regional finals. In 2012, 150,000 participants representing 325 schools took part in the qualifying round, 25,000 in regional finals and 5,500 at the school final. In 2016, the Coca-Cola Active Living Programme’s objective is to have 400 participating schools representing 65% of the secondary schools in Netherlands.
FIGURE SKATING IN HARLEM (FSH)

USING SPORT TO PROVIDE OPPORTUNITY, EDUCATION, AND EMPOWERMENT FOR GIRLS IN NEW YORK CITY’S MOST UNDERSERVED COMMUNITIES

The aim of the programme is to transform young lives and help girls from Harlem grow in confidence, leadership, and academic achievement through figure skating.

Organisation: Figure Skating in Harlem.

Start-end date: 1997 – ongoing.

Target group: 6-18 year old girls.

Reach: Hundreds of girls each year.

Partners: Private foundations, several American Olympic figure skaters.

Key facts: Each year, students sign a contract pledging to maintain at least a B average in school. Over 84% of the students met this requirement. 97% of students reported an increased sense of accomplishment and self-discipline. 100% of parents stated that the programme had an overall positive impact on their daughters.

For inspiration: www.figureskatinginharlem.org
Summary

Figure Skating in Harem (FSH) provides girls with innovative year-round health, education and fitness programmes that promote academic success, physical health, and emotional well-being. Participating students, girls aged between 6 and 18, spend up to 480 hours annually engaged in comprehensive figure skating and academic programmes, which include ICE: I Can Excel and Summer Dreams. The programme takes place throughout the duration of the school year and includes two to three afternoons per week of ice skating instruction, life skills classes, homework assistance and academic enrichment classes. Each student is provided with ice time, quality skating instruction, and proper equipment (skates, blade covers and bags) and attire (warm-up suits, sweatshirts, and show costumes). The programme addresses issues of safety, social support, classroom engagement, and time management. It actively educates underprivileged girls about their full range of educational and career opportunities by giving them information about non-traditional jobs, financial aid, and scholarship programmes and provides them with mentorship opportunities with successful female professionals.
Keys to success

AN EXTENSIVE CURRICULUM
The FSH’s comprehensive Leading Edge Academic and Character Education Curriculum is focused on helping girls acquire foundational academic skills to prepare them for their future. Delivered by certified teachers and social workers, the programme is continually evolving to meet the students’ needs. Subjects range from nutrition, financial literacy, communications and public speaking, to study skills, and skating history as well as social and emotional skills development. FSH also offers career workshops, leadership and mentoring opportunities, and cultural field trips designed to provide meaningful experiences and to deepen commitment to education and success.

A THREE-PILLAR PROGRAMME
The programme is comprised of three pillars: skating skills, academic achievement and social and emotional well-being. All activities are designed to help participants improve in each of the areas and each student’s progress is monitored on a continuous basis.

Sport for All objectives

EDUCATE ON THE IMPORTANCE OF SPORT AND PHYSICAL ACTIVITY
There is increased knowledge and awareness of health and wellbeing among girls and their families who participate in the programme.

“FSH is where we, as girls, can grow in confidence and become powerful and outspoken young women. It is a place where we feel safe, supported, and where we learn to use our voices.”
Sanaa Roper – Participant (age 12)

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
The programme uses figure skating as a catalyst for transforming lives and providing participants with a sense of purpose and belonging. Participation in sport is one of the key pillars of the project, where participating students are provided with training two to three times a week during the school year.

IMPROVE HEALTH
At FSH, students are engaged in structured physical activities and wellness classes to improve their fitness and instil healthy habits they will take with them throughout their lives.

SUPPORT THE DISADVANTAGED
The main reason behind the creation of FSH is to open up the sport of skating to young women in urban areas, who would otherwise not have the opportunity to learn the discipline and life skills gained from participation.
How is the programme communicated?

The programme is promoted on a dedicated website, which receives an average 4,500 views/month. Additionally, regular electronic flyers and newsletters are sent to the organisation’s database of 3,500 members. The two premier community events, the Soul on Ice Winter Skating Party and Annual Student Ice Show are publicised through press releases one month before the event and through the website, e-communications and social media channels. The Skating with the Stars benefit gala, which attracts a wide variety of corporate sponsors and major individual donors, is promoted through press releases and formal invitations. A marketing campaign leading up to the gala includes social media postings (Facebook and Twitter), phone calls, emails and letters to the network of current and potential supporters.

How is the programme evaluated?

Each student’s progress is evaluated in each of the key areas (skating skills, academic achievement, social and emotional well-being) individually through pre- and post-season assessments, which include interviews, observation, and questionnaires. These tools enable an understanding of how each girl is progressing annually, as well as longitudinally from the time of their initial enrollment.
GET INTO RUGBY

ENCOURAGING PLAYERS OF ALL AGES TO TRY, PLAY AND STAY IN RUGBY

The aim of the International Rugby Board (IRB)'s Get Into Rugby programme is to encourage people of all ages to practice rugby and to promote its values of respect, solidarity, passion and discipline.

Organisation: International Rugby Board.

Start-end date: December 2012 – ongoing.

Target group: All ages.

Reach: 175,000 participants, one-third of which are girls.

Partners: IRB Member Unions, IOC (through IF Development Grant), various equipment manufacturers.

Key facts: Get Into Rugby is expanding rapidly and now available in over 1000 locations (clubs and schools) and will be operational in 50 Unions globally by the end of 2013 and 70 by the end of 2014.

For inspiration: www.irbgetintorugby.com
www.facebook.com/getintorugby
Summary

The Get Into Rugby programme is the IRB’s development programme which aims to grow the game of rugby across the world in partnership with its Member Unions and introduce people globally to rugby. The programme promotes the values of the game – Integrity, Respect, Solidarity, Passion and Discipline – and ensures boys and girls are encouraged to TRY-PLAY-STAY in Rugby in a safe, enjoyable and progressive way. Unions who deliver the Get Into Rugby programme have access to equipment in the form of a toolkit, training, education and interactive online resources. The Get Into Rugby Toolkit contains balls, bibs and tag belts and serves as an integral part of the programme.

Keys to success

A THREE-PHASE PROGRAMME

The programme is divided in three phases: TRY, PLAY and STAY. The initial phase of the programme is to get children to TRY rugby in clubs, schools and local communities in order to learn and experience the values, passion, principles and skills of the game. In the second phase, players progress to PLAY the game in a safe, fun environment – in leagues, festival events and programmes, after an initial training period. The focus of STAY, the final stage is to support players to progress and stay in rugby as a player, coach, referee, administrator, volunteer or fan by joining teams, clubs, communities and National Unions.

EDUCATED COACHES AND FREE RESOURCES

The three phases of the programme are delivered by IRB / Union educated coaches, teachers or development officers. The primary focus is to introduce children to the principles of the game and allow them to experience rugby with a coach or teacher, using the resources and materials provided by the IRB. There are free games for teachers and coaches to use.
Sport for All objectives

PROMOTE PHYSICAL ACTIVITY & PARTICIPATION IN SPORT
Promoting participation in sport and rugby in particular is one of the main aims of the programme. This is further facilitated by providing coaches and teachers with many instructional tools and aids.

PROMOTE THE OLYMPIC VALUES
Rugby is valued as a sport for men and women, boys and girls. It builds teamwork, understanding, co-operation and respect for fellow athletes. In an age in which many traditional sporting qualities are being diluted or even challenged, rugby is proud of its ability to retain high standards of sportsmanship, ethical behaviour and fair play.

PROMOTE SPORT DEVELOPMENT
Get Into Rugby’s ultimate goal is the development of rugby with the aim of significantly increasing the number of players, coaches and referees by 2016.

How is the programme communicated?
The communication strategy uses a mix of channels to promote the programme. Traditional channels include features and interviews on Total Rugby TV and Radio and social media channels such as YouTube and Facebook. The dedicated IRB Get Into Rugby website is available for detailed information and registering.

How is the programme evaluated?
The programme is evaluated online. Each Regional Association and Union completes an online application via the dedicated programme website. To be involved in the programme targets are set in the application and details of each location where the programme will operate need to be provided. Each participating organisation then reports after each session to update the number of participants and the Member Unions complete monthly and annual reports online.

“Through Get Into Rugby, we want to ensure that men, women and children in every nation have as much opportunity as possible to get involved in rugbys.”

 Bernard Lapasset – IRB Chairman
NORWAY CUP
BRINGING SPORT AND CULTURE TOGETHER AT THE LARGEST FOOTBALL TOURNAMENT IN THE WORLD

By bringing different countries from different cultures together to play football, the Norway Cup promotes positive values and creates new friendships.

Organisation: Norway Cup – Bækkelagets Sportsklub.
Start-end date: 1972 – ongoing.
Target group: 10-19 years old.
Reach: 30,000 children and youth every year (ages 10-19 years).
Partners: Participating teams, Norwegian national and local governments, national newspaper Dagbladet, multiple charities and sponsors.
Key facts: In 2013, 1,450 teams from 55 nations participated who stayed at 31 schools and 13 hotels. There were 400 referees – 100 of which foreign – and 80 observers. Matches were played simultaneously on 65 fields.
For inspiration: www.norwaycup.no

Oslo (Norway)
Summary

The Norway Cup is the world's largest football tournament for boys and girls from 10-19 years of age. It was hosted for the first time in 1972 and takes place every year. On average, over 1,450 teams from over 50 nations participate every year. Bringing different countries from different cultures together to play football, the tournament contributes to creating an enabling environment for cultural integration and friendship with great experience among the participants. In addition, the Norway Cup invites children, who come from parts of the world where participating in a football tournament is not a part of everyday life.

Keys to success

COOPERATION WITH PARTNERS

The Norway Cup has a long tradition when it comes to cooperating with important value-oriented organisations and charities. Many institutions contribute to the Norway Cup's value profile either by supporting the tournament or by providing support in bringing teams to Norway.

STRONG VOLUNTEER COMMITMENT

The statistics show that more than 1,000 of the 2,000 members of the organising club, as well as 300 parents/close family members, work as volunteers each year. Their efforts amount to over 45,000 volunteer hours every year.

A CULTURAL FESTIVAL

Cultural exchange is a big part of the Norway Cup and various activities are organised. Marking the opening of the tournament is the Norway Cup Show with popular international and Norwegian artists, which always starts with a colourful parade. The parade is headed by mounted police, flag poles, a marching band and followed by the Norway Cup participants wearing their team jerseys. On the cultural stage, participating teams who have signed up can express their culture with song, dance and other entertainment elements.
Sport for All objectives

**PROMOTE THE OLYMPIC VALUES**
The programme aims to promote peace, respect, fair play and friendship by giving the participants the opportunity to play football together. Often participants are taught to become “friendship coaches” so that they can be good role models for other young people. In 2012, the “Handshake for Peace”, a special handshake between the referee and the team captains after the match, was introduced for the first time at the Norway Cup. This Norwegian concept is the result of the cooperation between the Nobel Peace Centre and the Norwegian Football Association and has now also been introduced by FIFA at their own events.

**SUPPORT THE DISADVANTAGED**
For the invited teams from disadvantaged areas in the world, the Norway Cup is an experience unlike any other and offers the participants the opportunity to interact with other cultures and create new friendships.

**RAISE AWARENESS THROUGH SPORT**
Through the Norway Cup, awareness is raised on cultural integration and other social issues such as combating racism and discrimination.
How is the programme communicated?

Various communication channels are used to promote the tournament. Invitations are sent out to clubs and organisations throughout the world and supported by announcements on Twitter, Facebook, Instagram, You Tube, the event’s website, and PR-trips around Norway.

How is the programme evaluated?

The programme is evaluated through an internal evaluation every year. An external evaluation takes place every 3 to 4 years.

“The Norway Cup represents a fantastic scene for young people to create friendships and memories for life in line with the Sport for All ideology.”

Stig Inge Bjornebye – Norwegian Football Federation
VIVAVÔLEI

VOLLEYBALL AS A TOOL TO EDUCATE AND SOCIALISE CHILDREN

The goal of VivaVôlei is to educate and socialise children through sport and to contribute to their sense of citizenship.

Organisation
Instituto VivaVôlei.

Start-end date
1999 – ongoing.

Target group
7-14 years old.

Reach
40,000 children annually.

Partners
Brazilian Volleyball Confederation, national and local governments.

Key facts
The programme started in 1999 with 2,000 children and since then 200,000 children have passed through the programme. Today, 40,000 children participate in 70 centres nationwide.

For inspiration
www.cbv.com.br
Summary

Volleyball is one of the most popular sports in Brazil. The goal of VivaVôlei is to offer social disadvantaged children an alternative to crime, promote school as a more attractive option, reduce truancy and retention of children in the streets and contribute to their social reintegration by offering regular volleyball practice. Aside from promoting the practice of volleyball and its values, the programme also provides participants with the opportunity to practice volleyball competitively. Schools, clubs, and community associations with the necessary minimal infrastructure can be accredited to run the VivaVôlei programme. For these centres, VivaVôlei frequently organises training courses for teachers, oversees educational activities, and promotes events and tournaments.

Keys to success

AN ADAPTED SPORTING FORMAT

For the purpose of educating and socialising children and to facilitate the learning of volleyball, VivaVôlei introduced “mini-volei.” This simplified form of the sport, adapted to the capabilities and needs of children, focuses on the basic principle of playful learning. The weight of the ball, the net height and the rules of the game are adapted specifically for this age group. Playing volleyball contributes to the physical, social, intellectual, and emotional development of the children, while also teaching them the spirit of cooperation and friendly competitions.

A SUPPORTED NETWORK OF CENTRES AND COACHES

Aside from teaching kids to enjoy the sport, the programme aims to instil educational and social values in each of the participants. The teachers are therefore more than volleyball coaches; VivaVôlei instructors are true educators. To assist its centres and instructors the VivaVôlei organisation provides technical material (the VivaVôlei kit), training of teachers and as well as educational support.

“We are convinced that the students will use the values of the sport – such as discipline, respect, willingness and determination – not only during lessons, but also in their day-to-day life and we hope they will be remember these when they are tomorrow’s adults.”

Walter Pitombo Laranjeiras – President of the Brazilian Volleyball Confederation
Sport for All objectives

**PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT**
VivaVôlei uses volleyball as a tool to educate and socialise children. By doing this it not only achieves its positive goals for the participants and society, but also promotes participation in sport by providing young Brazilians with the opportunity to learn and play volleyball.

**PROMOTE THE OLYMPIC VALUES**
The programme aims to create the habits of teamwork and encourages discipline and organisational skills through sport. It is a non-violent sport that promotes friendship and fair play, which can be practiced by all age groups and social classes. Volleyball also teaches ethical and moral values of citizenship.

**INVOLVE SCHOOLS**
Schools are very important partners of VivaVôlei. The whole organisation and running of the programme depends largely on schools as these often are the only organisations that have infrastructure in place for “mini-volei”.

**SUPPORT THE DISADVANTAGED**
The programme specifically targets children and teenagers from 7 to 14 years of age who are in a socially vulnerable situation to provide them with an alternative to crime and to make school a more attractive option to them.
How is the programme communicated?

The programme is communicated through a mix of different channels, including the website of the Brazilian Volleyball Confederation, newsletters, and television.

How is the programme evaluated?

VivaVôlei started in 1997 as a programme of the Brazilian Volleyball Confederation. Its success resulted in receiving the UNESCO seal of approval and the creation of an independent organisation in 2003. The centres are evaluated on a monthly basis and reports are also sent to (potential) sponsors.
MOVE WEEK CROATIA

MOVE THE 'INACTIVE' TO BECOME MORE 'ACTIVE' THROUGH COMMUNITY ACTIVITIES

The aim of the programme is to have 600,000 more Croatians moving by 2020.
Summary

MOVE Week 2013 Croatia was the part of MOVE Week, an annual European-wide event with more than 1,200 events in over 30 countries, which is an integral part of the NowWeMove Campaign (2012-2020). MOVE Week is an annual week of movement and sport organised throughout Europe to encourage citizens to engage in physical activity or sport. The vision of the campaign is to have 100 million more Europeans active in sport and physical activity by 2020. The three overall goals of the programme are to raise awareness of the benefits of sport and physical activity among Europeans; encourage broader participation in sport and physical activity; and increase accessible opportunities to be active in sport and physical activity by developing new initiatives. 2013 was the second year Croatia was part of MOVE Week.
Keys to success

**MOVE AGENTS AT THE CENTRE**
MOVE Week depends heavily on the involvement of its MOVE Agents. MOVE Agents are individuals, non-governmental organisations, schools, clubs, companies and municipalities who have registered as event organisers to organise community events that promote the benefits of being physically active during MOVE Week. Becoming a MOVE Agent is very easy: one only has to provide some details about the organiser and the activity/event on the programme’s international website. All MOVE Agents receive professional tools to help spread the word and attract as many event participants and supporters as possible. MOVE Agents who register early receive a MOVE Week Minimum Package, including NowWeMove T-shirts, a banner, stickers and bracelets.

**A WIDE RANGE OF ACTIVITIES TO CHOOSE FROM**
The programme is about having fun and for participants to find their MOVE. As long as the event gets people active it is eligible to be part of MOVE Week. To promote MOVE Week, a flashmob was held simultaneously in 34 different cities in Europe with a special MOVE Week choreography that was later used in a promotional video. During MOVE Week 2013, a total of 96 events were organised throughout Croatia. The events ranged from a 20km bike ride and 5km fun run to swimming, karate, Nordic walking, zumba and quadro (a four-ball sports tournament).

“MOVE Week is a privilege for the human body that anyone needs.”

*Nenad Borkovic – President – DRITE (Association of Kinesiology Students in Scholarly Work)*
Sport for All objectives

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
The mission of the NowWeMove campaign is to promote the benefits of being active and participating regularly in sport and physical activity.

IMPROVE HEALTH
Lack of physical activity is a bigger threat to public health than smoking. Two-thirds of the adult population aged over 15 in Europe do not reach the recommended level of activity. To tackle this, the NowWeMove campaign was launched with the vision of having 100 million more Europeans active in sport and physical activity by 2020.

How is the programme communicated?
MOVE Week 2013 Croatia was communicated through a wide variety of channels, including a website, social media platforms, radio and television and physical promotion materials such as banners and posters. Furthermore, the international NowWeMove campaign is communicated via a dedicated international website, social media and on Eurosport.

How is the programme evaluated?
An evaluation of MOVE Week Croatia was carried out by the coordinating organisation, measuring the number of events held, participants, spectators, volunteers, partners and media publications. Furthermore, an international evaluation was published by the International Sport and Culture Association.
### VETERAN SPORT & REHABILITATION PROJECT

Helping the Danish wounded soldiers to get back on track in life through sport

Being able to participate in sport has proved to be an important part of the rehabilitation of veterans towards a good and meaningful life lived in different circumstances than before their injury.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>The Danish Sports Organisation for the Disabled and Paralympic Committee Denmark.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start-end date</td>
<td>2011-2016.</td>
</tr>
<tr>
<td>Target group</td>
<td>Soldiers who have been physically wounded in an international mission under the Danish armed forces.</td>
</tr>
<tr>
<td>Reach</td>
<td>In 2014, over 50 veterans who have returned home with physical injuries to date.</td>
</tr>
<tr>
<td>Partners</td>
<td>Danish Military Sports Organization (DMI), The Danish Sports Organisation for the Disabled (DHIF) and the NOC and Sports Confederation of Denmark (DIF).</td>
</tr>
<tr>
<td>Key facts</td>
<td>85% of the participating veterans believe that, in the next 10 years, sport will continue to play a big role in their lives.</td>
</tr>
</tbody>
</table>
The programme of the Danish Sports Organisation for the Disabled and Paralympic Committee Denmark (DHIF) aims to help those who have been physically wounded in their job as a soldier in the Danish armed forces. In order to include as many wounded veterans as possible, the programme introduced the veterans to a variety of sports to let them try new things and learn. A number of camps have been organised both in Denmark and abroad, including the Summer Paralympic camp as an introduction to all the summer Paralympic sports; the adventure camp, to show veterans that an active life in and with nature is still possible after a big injury; and the Alpine Winter camp to introduce veterans to snow sports. A central part of the programme is the weekly training sessions that take place at the Sports Centre at the Svanemøllen Barracks in the city of Copenhagen. In addition to practising sport, the training has also provided an opportunity to establish new social relations. Multiple additional activities and trips that have been organised include the unofficial Danish Championship in wheelchair basketball, participation in the New York Marathon 2011, sledge hockey in Sweden, sailing activities and the Sports Centre weekend at the Svanemøllen Barracks.

“Sport sets new goals for the veterans and via the activities they become involved in, they develop new self-understanding regarding their own limits and strength and what they are actually able to achieve despite their handicap. Their eyes have been opened up to how almost everything is possible, if only they approach things in a new way.”

Rune Oland Larsen – Project Manager – Danish Sports Organisation for the Disabled
Keys to success

A PERSONAL NEED-BASED APPROACH
During the early stages of the development of the programme, the project manager personally visited all of the eligible veterans to discuss their history of sports participation and their thoughts of participating in sport after the injury. These conversations were the key to the development of the various project activities and put the needs of the veterans at the heart of the programme.

A TWO-PHASE PROGRAMME
The programme was set up in two distinct phases. From 2011 to 2013, the programme focused on establishing a network of club activities with the participation of at least 50% of eligible veterans in daily sports activities and motivating veterans to participate in DHIF’s competitions and tournaments. From 2014 to 2016 the programme will continue to support veterans who have acquired a permanent physical injury to take up sport, but also increase focus on sports development with the ultimate goal to have one to three physically injured veterans to compete in the European and World Championships, as well as the Paralympic Games in Rio in 2016.

Sport for All objectives

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
The main aim of the programme is to motivate physically injured veterans to resume and continue an active sports life after completing their physiotherapy.

INCREASE HEALTH
An important part of rehabilitation is learning to physically and mentally cope with the disability and new way of life. Of the participating veterans in the programme, 78% believe that participating in sport has provided them with new insights into the opportunities they still have despite their handicap.

PROMOTE SPORTS DEVELOPMENT
One of the main goals of the second phase of the programme is to develop Paralympic athletes in a range of disciplines.
How is the programme communicated?

The programme has been widely reported on in the national media in the form of interviews, a documentary and articles about the project or parts of the project. In addition, the programme is featured on the website of the Danish Sports Organisation for the Disabled.

How is the programme evaluated?

The programme has been evaluated in an extensive report called “When sport gets serious”. The most important outcome is that more than 80% of the evaluation participants say that the project has made positive impact on the overall satisfaction of their own lives. In 2015, a seminar will be organised focusing on the rehabilitation of the injured soldiers to share knowledge between multiple stakeholders across national borders. This event will be a catalyst for discussing the programme’s future in the Royal Danish Army and the veteran centre after 2016.
ESCUELA SOCIODEPORTIVA MARTIN LUTHER KING

FREE SPORTS TRAINING FOR DISADVANTAGED CHILDREN AND YOUTH

The goal of the programme is to use sport as a tool to facilitate integration and social inclusion by promoting and reinforcing ethical values, keeping vulnerable children away from the dangers of the street and preparing them for life in society.

**Organisation**
Escuela Sociodeportiva Martin Luther King.

**Start-end date**
2003 – ongoing.

**Target group**
6-17 years old.

**Reach**
1,489 children and youth between 2009 and 2012.

**Partners**
Jesuits of Peru, Real Madrid Foundation, Endesa Foundation, the municipality of El Augustino and the Ministry of Internal Affairs.

**Key facts**
A majority of students who were not in education or jobs before taking part in the programme at the Escuela Sociodeportiva MLK are now receiving an education.

**For inspiration**
www.jesuitas.pe
Summary

In 2003, Escuela Sociodeportiva MLK was founded in El Agustino, Peru, where most of the population lives in poverty. The fundamental aim of the school is to promote sport among children and adolescents and use sport as a tool to promote coexistence, integration and social inclusion and to prevent violence. The programme keeps vulnerable children away from the dangers of the street, strengthening values and preparing them for life in society. The participating children and youth play sport – football and volleyball – three times a week, complemented by skills-training in the form of personal development workshops as well as tournaments. Attending the programme is free, and there are no selection criteria in regard to cognitive or athletic abilities. On average, 65% of participants aged 6 to 17 years of age stay in the programme for at least one year.

Keys to success

**INSTILLING VALUES**

The programme at Escuela Sociodeportiva MLK is aimed at the formation and promotion of values (respect, punctuality, tolerance, honesty and responsibility) and for participants to apply these values in and out of an educational setting. The sports training delivered by the programme consists of various elements that are applied in a consistent manner. After arrival at the sports ground and dividing the children into different categories, the teacher and children greet each other and share a conversation on how they are doing. This is followed by a physical warm-up and sports practice in the form of skills-training and games. The training ends with hand washing and a piece of fruit and a drink which is consumed together with the group and coach, followed by a personal farewell to the coach.

**FAMILY INVOLVEMENT**

Children and adolescents who attend the programme come from very fragile and poor families and are in a situation of risk. In order to help channel some of the risks the children face in their community, part of the programme at Escuela Sociodeportiva MLK is the involvement of family members. Activities include walking with parents, celebrating Mother’s Day and Christmas, and school meetings with parents or other family members. In 2013, the school saw a large increase in family involvement, with 80% of parents accompanying their children to training, championships and other events.
Sport for All objectives

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
Escuela Sociodeportiva MLK uses sport as a tool to promote coexistence, integration and social inclusion and to prevent violence.

IMPROVE HEALTH
In order to help participants stay healthy, two-year medical check-ups, First Aid and assistance to access comprehensive health insurance are provided for all participants.

SUPPORT THE DISADVANTAGED
The programme is targeted at children and youth with a difficult or poor background, and seeks to keep them away from the dangers of street life by using sport to strengthen their values and prepare them for life in society.

“The kids come from very poor and often broken homes, where they are exposed to very difficult and sometimes violent environments. The school is an alternative and positive place where the kids, through football, can learn social skills, relax and play in a safe environment that allows them to be children!”

Luis Lagurtegue – School Coordinator – Escuela Sociodeportiva MLK
How is the programme communicated?

Entry in the school takes place via promotion in local schools in the community and referrals from other social programmes in the area already associated with the Escuela Sociodeportiva MLK.

How is the programme evaluated?

The project's impact is measured through the constant evaluation of the participation of children and adolescents. Changes observed in participants are reduced levels of aggression, improvements in personal hygiene, a greater desire to learn, improved collaboration with teachers and increased friendship, trust and solidarity among peers.
**FIGHT FOR PEACE GLOBAL ALUMNI PROGRAMME**

**PREVENTING VIOLENCE BY ENGAGING YOUTH IN COMBAT SPORTS**

The programme aims at building local organisations’ capacity to deliver Fight for Peace-like services in their communities.

**Organisation**
Fight for Peace International.

**Start-end date**
2011 – ongoing.

**Target group**
All young people living in communities affected by violence.

**Reach**
76,680 young people in 21 countries.

**Partners**
The IKEA Foundation, Comic Relief, Laureus Sport for Good Foundation, Canadian Department of Heritage, and UK Sport.

**Key facts**
To date, Fight for Peace (FFP) has worked with 56 local organisations from across 21 countries through which 76,680 young people are being reached in communities affected by violence. All 56 organisations have been trained at the FFP Academy in Rio, and have received support from FFP to adapt the FFP approach in their communities.

**For inspiration**
[www.fightforpeace.net](http://www.fightforpeace.net)
Summary

The Fight for Peace Global Alumni Programme (GAP) builds the capacity of community-based organisations (CBOs) around the world to deliver high quality support to young people in cities affected by violence. GAP provides intensive training in the FFP approach and 12 months of on-going consultancy support to help adapt the approach to be effective in each CBO community. The ultimate target for all of FFP’s activities is to reach young people living in communities affected by violence. That includes young people who are heavily entrenched in criminal or violent activity, those at risk of involvement, and those not involved in violence but who are marginalised because they live in a community where there is violence. GAP aims to be of benefit to those young people by building the capacity and capability of CBOs in cities where youth violence is a critical issue.

“We think that this programme works because it combines training CBOs in a sport for change model proven to work in Rio and London, but always allows for local adaptation and implementation by true local leaders.”

James Baderman – GAP Manager – Fight for Peace International
**Keys to success**

**CHOOSING THE RIGHT PARTNER ORGANISATIONS**

In each city GAP selects 5-10 CBOs that are well established, sustainable, highly credible locally, and which already have good access to the targeted young people. Broadly, two types of CBOs are selected: boxing and martial arts clubs that want to establish youth programming around their sport; and youth programmes that want to add boxing and martial arts to engage young people involved in violence. Every CBO that is selected for GAP is already a leader in their community; GAP is designed to help them increase their impact and speed up their development. The CBOs that take part in GAP become FFP Alumni, and by the end of 2015 there will be approximately 120 Alumni members from 25 countries all aligned in their use of boxing and martial arts-based approaches to reducing youth crime and violence. These CBOs will collectively support over 100,000 young people.

**INTENSIVE TRAINING FOLLOWED BY LONG-TERM SUPPORT**

The CBOs that are selected to take part in the GAP receive five days of intensive training in all FFP principles and practices at one of the FFP Academies in Rio de Janeiro or London. This training is followed by 12 months bespoke consultancy to support adaptation of the FFP model, and build organisational strength and sustainability. The FFP toolkit, containing a wide range of delivery-ready tools and templates, further supports the participating organisations in the day-to-day delivery of their programmes to the local youth. Through their membership of the FFP Alumni, CBOs gain access to opportunities for peer-learning and partnership with other CBOs around the world. Finally, the use of the FFP Alumni brand and FFP’s evidence-based research assists CBOs in building credibility with supporters and funders.
Sport for All objectives

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
Fight for Peace promotes the practice of boxing and martial arts as a tool in the inclusion and development of young people.

SUPPORT THE DISADVANTAGED
The ultimate target of all FFP activities, including the training of local organisations, is to realise the potential of young people living in communities affected by violence by teaching them boxing and martial arts in combination with education and personal development.

How is the programme communicated?

The programme is communicated through a number of international sport for development and youth violence networks including Beyond Sport, Laureus, Comic Relief, Save The Children, and UK Sport, as well as via relevant local channels and networks in cities where FFP is building a GAP cohort.

How is the programme evaluated?

As an organisation development programme, outcomes are assessed on two different levels: (1) changes in the capability and capacity of CBOs that take in GAP; and (2) improved outcomes for the young people who attend the CBOs that can be attributed to this organisational change. FFP monitors GAP through a combination of self-assessments submitted by the CBOs, and direct assessments carried out by FFP. All CBOs are provided with support to build their measurement and evaluation capacity to help ensure self-assessment data is robust.
GANSBAAI COMMUNAL SPORTS PROGRAMME

A MULTI-PURPOSE SPORTS FACILITY FOR ALL

The centre aims at inspiring positive social change in a diverse local community through sport.

Organisation: Football Foundation of South Africa (FFSA).
Start-end date: 2008 – ongoing.
Target group: Children and young people between 6 and 30 years old.
Reach: Over 5,000 participants and users annually.
Partners: Absa, Barclays, the Premier League, the Western Cape Department of Cultural Affairs and Sport and the Overstrand Municipality.
For inspiration: www.football-foundation.com

For inspiration
Summary

The mission of the Gansbaai sports programme is to support and initiate grassroots sports development in South Africa by empowering people through providing access to education, resources, facilities and equipment. The programme is run in the Gansbaai communal sports centre, which has a full-size artificial football pitch, an additional grass football field, two rugby fields, cricket and hockey pitches, dual purpose tennis and netball courts and cricket nets. The programme utilises sport to address social and developmental issues and can serve as a catalyst for social change and integration. The facility was built in the centre of three culturally diverse communities, with a pathway from each community leading directly to the sports field – making it equally accessible to all people as a “neutral” space not belonging to any specific community.

Keys to success

A FACILITY INSPIRING SOCIAL CHANGE
Gansbaai lacked basic sporting facilities, even for schools in the area. The new state-of-the-art multi-purpose sports facility, uniquely situated on land in the middle of the three communities, serves as the perfect catalyst for social integration. The programme reaches the four schools of Gansbaai, developing boys and girls from the age of six through to 18, as well as the broader Overberg region, by conducting coaching clinics and holiday camps in neighbouring communities.

EXTENSIVE SPORTS PROGRAMME
The sports programme in Gansbaai comprises training five days per week, with games, tournaments and coaching clinics taking place on weekends. Dedicated coaches and volunteers run football, netball, hockey and cricket coaching sessions and education lessons for the young people in the Gansbaai area, developing boys and girls from the age of six through to 19. During school holidays, special holiday programmes attract children from the entire community for weeks of fun, games and educational activities.
Sport for All objectives

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
The main goal of the programme is to offer a location and facilities for young people to practise sport and do some physical activity, thus promoting healthy living and engaging people in activity and sport.

INVOLVE SCHOOLS
The programme reaches all schools in Gansbaai. As a result of the new facility, the Department of Education identified the need for a High School in Gansbaai, and built the very first High School in the area adjacent to the sports fields. As a result of the new High School, more children now graduate because of the decrease in travel time, and, as the dropout rate reduces, fewer children get involved in anti-social or criminal behaviour.

RAISE AWARENESS THROUGH SPORT
Awareness programmes are launched around important days in South Africa like Youth Day, Women's Day, Human Rights Day and World Aids Day. The children learn about significant events in history as well as social and environmental issues that are pertinent today.

“Sport can be an escape from everyday hardships and can unite people, unlock potential and empower individuals. So many children grow up in South African communities with little hope, little love and very little self-esteem. Sport provides a pathway for these children to belong to a family and to develop their talent and potential.”

Leán Terblanche – Managing Director – Football Foundation of South Africa
How is the programme communicated?

The programme is promoted through the FFSA's website and social media platforms that feature regular newsletters and updates on newsfeeds. In addition, press releases are submitted to local newspapers and international sports for development networks to further amplify the programme's online presence as well as broadcast programme events through local radio stations.

How is the programme evaluated?

FFSA staff regularly monitor and evaluate projects by engaging with the local community through site visits, workshops, questionnaires and surveys. Focus groups are explored in depth through group discussion, case study examinations and independent research conducted by partner universities. Since January 2013, an online M&E tool has been implemented that monitors all data captured in the field of sports, training and education to produce measurable results.
GO GIRL GO!

BUILDING HEALTHY, ACTIVE, CONFIDENT GIRLS

The Women’s Sports Foundation’s GoGirlGo! programme focuses on improving the social and emotional health and well-being of girls by combining sports and physical activity, leadership and education.
Summary

GoGirlGo! was created in 2001 in direct response to the epidemic of childhood obesity and is a sports-based leadership curriculum that serves as an educational intervention and supports girls’ health and wellness in childhood and early womanhood. GoGirlGo!’s unique, free education programme, available in multiple age-appropriate versions, uses the personal experiences of champion athletes and celebrities to educate girls about health-risk behaviours and life lessons relating to the girl and her place in the world. In addition to organisations that have received grants, thousands of community organisations have received the GoGirlGo!’s curriculum kit free of charge. To date, this multi-level programme support has helped nearly 14,000 schools and organisations to deliver the programme to almost one million girls.
**Keys to success**

**DIFFERENT CURRICULA FOR DIFFERENT AGES**
The GoGirlGo! curriculum is available in different age-appropriate versions. Topics such as body image, bullying, family issues and smoking are delivered through turnkey GoGirlGo! kits. For the participating girls, each kit contains a GoGirls! Guide to Life and a GoGirls! Scrapbook in which they can track their activities and results.

**EXTENSIVE RESOURCES FOR PARTICIPANTS, PROGRAMME LEADERS AND PARENTS**
The GoGirlGo! programme offers extensive resources for participating girls, adult programme leaders and parents. In addition to the Guide to Life and Scrapbook, participating girls have access to numerous tips and tools via the programme’s website, including a girls’ sport reading list, healthy snack list and a sleep quiz. Adult programme leaders receive an instructional guide to assist them in successfully running the curriculum and a Parents’ Guide has been developed to give parents some insight into the latest knowledge about motivating their daughters to become active and creating a positive and supportive environment for girls.

**Sport for All objectives**

**EDUCATE ON IMPORTANCE OF SPORT AND PHYSICAL ACTIVITY**
GoGirlGo! was created in direct response to the epidemic of childhood obesity. The programme serves as an educational intervention aiming to teach young girls the importance of physical activity.

**PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT**
Girls who are physically active are less likely than their inactive peers to become obese, develop diabetes or have other physical and emotional health issues. They also have higher self-esteem, which in turn results in fewer teen pregnancies and eating disorders. Promoting participation in sport is therefore one of the main aims of the programme.

**INCREASE HEALTH**
As girls across the United States are becoming less active and subsequently less healthy, the programme aims to improve the health of girls and keeping them involved in physical activity.
How is the programme communicated?

The programme is communicated via the Women’s Sports Foundation’s website, on social media, via promotional campaigns and through press releases.

How is the programme evaluated?

The programme is evaluated via different tools. The Youth Athletic Fitness Survey (YAFS) for girls aged 10+ is a practical four-page questionnaire that contains 27 distinct measures of girls’ backgrounds, behaviours, interests, attitudes and identities, and is administered at the end of the GoGirlGo! programme. In addition to the survey there are qualitative focus groups, a leadership training survey and a programme leader feedback survey.

“The purpose of the GoGirlGo! programme is to build healthy, active and confident girls. Our programme gives girls the confidence they need to become the next generation of healthy and successful leaders.”

Kathryn Olson – CEO – Women’s Sports Foundation
INTERNATIONAL INSPIRATION PROGRAMME

TRANSFORMING LIVES THROUGH SPORT

The programme aims to inspire and enable young people around the world to play sport and transform their lives.

Organisation
International Inspiration (IN).

Start-end date
2007 – ongoing.

Target group
All children, young people, women and marginalised groups.

Reach
Over 15 million children from more than 20 countries.

Partners
London 2012 Organising Committee (LOCOG), British Council, UNICEF, UK Sport, Youth Sport Trust and others.

Key facts
By 2014, over 15 million children from more than 20 countries will have actively participated in sport, physical education and play through International Inspiration.

For inspiration
www.internationalinspiration.org
Summary

The International Inspiration Programme became the first legacy programme of its kind to be developed by an Olympic Games Organising Committee. Bringing together a unique coalition of delivery partners – the British Council and UNICEF with leadership by UK Sport – the original aim of the programme was to use London 2012 as a vehicle to reach 12 million children in 20 countries with quality sport and physical activity by 2012. By early 2014, the programme had surpassed this original target. As the individual projects within the initial programme come to a close, the International Inspiration Programme hands the torch over to IN to continue its work. The International Inspiration Programme helps develop young people to play their role in civil society, developing their leadership potential through sport and widening access to sustainable livelihoods. Through the programme, children and young people are benefitting from the improved delivery of Physical Education (PE) and sport lessons in school, as a consequence of the capacity building of teachers, school principles and youth leaders. This is designed to ensure not only that PE and sport is embedded within the school curriculum and practised more regularly in schools, but also that it proves more attractive and suitable for different groups of young people.

“Every child has the opportunity to participate, there is no discrimination; women get to play the same sports on the same level, and the nature of activities helps to remove their shyness.”

Teacher – Nigeria
Keys to success

A THREE-LEVEL APPROACH
International Inspiration works on three levels – with policy makers, sports practitioners and children and young people – in order to change the way countries are promoting the role of sport in the school curriculum and in the community. With international governments, International Inspiration aims to create long-lasting change to school curricula and national policies. On the sports practitioners level, the programme trains Young Sport Leaders (YSL), teachers and coaches in high-quality and inclusive PE and sports techniques. As a result, children and young people are benefitting from the improved delivery of PE and sports lessons in their schools. In addition, sports festivals are also organised and delivered by YSLs with the support of local sports tutors and teachers where participants take part in a range of inclusive sports (e.g. football, basketball, running), games (e.g. tug of war, musical chairs) and other cultural activities (such as traditional dance and painting).

TAILORED PROGRAMMES FOR EACH LOCATION
International Inspiration is characterised by its ability to adapt. The programme does not offer a quick-fix or “one size fits all” approach; rather its projects are designed to meet real needs in the most culturally sensitive and effective way, in partnership with key local stakeholders. Programmes range from teaching children in flood-prone areas of Bangladesh to swim, to raising awareness of HIV and AIDS for young people in Zambia and South Africa.
Sport for All objectives

**PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT**
Providing opportunities for children and young people to play sport is one of the key pillars of the International Inspiration programme.

**IMPROVE HEALTH**
The programme uses sport as a tool to address health issues, working with people to raise awareness of a number of problems. This includes improving young people’s understanding of communicable diseases, in particular HIV/AIDS and malaria, and providing access to counselling and medical services.

**SUPPORT THE DISADVANTAGED**
Through sport, International Inspiration aims to inform, develop and implement child protection and safeguard policies and practices. Young people learn values such as teamwork, respect and fairness alongside life skills such as leadership, negotiation and communication. To improve long-term prospects for children, young people and marginalised groups, IN provides skills, information and opportunities for employability and enterprise.

**RAISE AWARENESS THROUGH SPORT**
One of the main aims of the programme is to contribute to human and social development. Through sport, the programme aims to engage more children and young people in education; promote the rights, status and voice of women and girls in their communities; and provide opportunities for children with disabilities to join in social and sporting activities.
How is the programme communicated?

The London 2012 Olympic & Paralympic Games was a huge driving force of and for the programme. It was marketed and promoted by LOCOG, UK Sport, the British Council, Unicef and governments worldwide. Currently, the programme is communicated through the International Inspiration website and on various social media platforms.

How is the programme evaluated?

The programme has been extensively evaluated by an external third party. Conclusions from an interim-evaluation are very promising and show that children and young people who participated in the programme are more engaged during sports activities, and have improved social cohesion and school attendance. Additionally, there is evidence to suggest that young people are now feeling more empowered and as a result are applying their improved leadership skills and enhanced sense of responsibility to other areas of their lives.
ITF TENNIS PLAY AND STAY CAMPAIGN

PROMOTING TENNIS AS AN EASY, FUN AND HEALTHY SPORT FOR ALL

Created to increase tennis participation worldwide, the Tennis Play and Stay Campaign aims at giving starter players a positive first experience where they are able to play the game from the beginning.

Organisation: International Tennis Federation (ITF).
Start-end date: 2007 – ongoing.
Target group: All ages.
Reach: Tens of thousands of children and adults in over 160 countries.
Partners: The ITF’s member National Associations.
Key facts: The campaign has proven very successful, with 160+ nations introducing programmes using slower balls and smaller courts or adopting Tennis Play and Stay as their national participation programme.

For inspiration: www.tennisplayandstay.com
Summary

In 2007 the ITF officially launched a global campaign aimed at increasing tennis participation worldwide. The Tennis Play and Stay campaign aims to promote tennis as easy, fun and healthy, and to ensure all starter players are able to serve, rally and score from their first lesson. Fundamental to the campaign is the use of slower balls by coaches working with starter players, ensuring that their first experience of tennis is a positive one, where players are able to play the game. The programme consists of a series of supporting programmes, which introduce tennis to the starter player, and club-based programmes to retain and encourage increased activity. These programmes include Tennis10s for children aged 10 and under, 11-17 tennis programme for young people and Tennis Xpress for adults, and are all characterised by the use of slower balls.

Keys to success

MAKING TENNIS MORE ACCESSIBLE
At the 2010 ITF Annual General Meeting, a new rule was introduced for 10-and-under competition impacting coaches and junior players worldwide. This was only the fifth occasion that the ITF Rules of Tennis have been changed in the history of the sport. The new rule came into effect in 2012 and states that 10-and-under competitions can no longer be played using a regular yellow tennis ball, with the mandatory use of slower red, orange or green balls. This rule change is a key part in the development of the ITF’s efforts to make tennis easier to take up. Through the various supporting programmes, the coaches are now using the slower balls for all starter players.

A FOCUSED EVENT
In 2013, the ITF and StarGames launched the inaugural World Tennis Day to further support the promotion of tennis and increase participation among players around the globe. In its inaugural year, the ITF encouraged its member National Associations to focus on Tennis10s and staging organised activities for players aged 10 and under. In 2014, the second World Tennis Day was held with already a wider focus encouraging all ages to get involved in the sport. With 90 nations in full support of World Tennis Day in 2014, 79 countries organised specific activities and events to raise the profile and increase participation in tennis.
There can be little doubt that in the past seven years the campaign has had a big impact and has proven extremely successful with 160+ nations introducing supporting programmes using slower balls and smaller courts or adopting Tennis Play and Stay as their participation programme at the national level.”

Dave Miley – Executive Director Development – International Tennis Federation

**Sport for All objectives**

**PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT**
One of the main aims of the Tennis Play and Stay campaign is to encourage people of all ages to play tennis as a leisure or sporting activity. This is further facilitated by the ITF’s supporting programmes.

**INCREASE HEALTH**
A Health Benefits of Tennis taskforce has been established to help better position tennis as a healthy and model sport for life. The taskforce is made up of 10 leading experts from the medical, tennis research and coaching fields across the world and will be driving a number of research projects and develop a campaign to support the objective.

**PROMOTE SPORT DEVELOPMENT**
Coaches are at the heart of the Tennis Play and Stay campaign and are being educated and encouraged by the ITF to introduce the use of the slower tennis balls within their day-to-day coaching programmes for starter players.
How is the programme communicated?

The main channel of communication for the ITF is always through the member National Associations, who then disseminate the information directly to their registered coaches and clubs. In addition, the programme is promoted via a dedicated website and various social media outlets.

How is the programme evaluated?

Beginning in 2014, 24 member National Associations will be taking part in a global participation survey funded by the ITF and the Tennis Industry Association. The outcomes of this research will focus on general participation and interest in tennis as well as detail the impact of racket and ball sales globally, providing insight in the global picture of tennis.
MAGIC BUS

DRIVING CHANGE IN INDIA’S POOREST VILLAGES AND SLUM SETTLEMENTS

A unique programme where local community leaders use sports and activity based modules to deliver vital learning to other children, changing their lives along the way.

Organisation: Magic Bus.
Start-end date: 1999 – ongoing.
Target group: Children (ages 7-15) and youth (ages 16-25).
Reach: Over 250,000 children to date.
Partners: Individual donors, corporations, foundations and events such as fundraisers and galas.
Key facts: 77% of Magic Bus children attend school more than five days a week and 9 out of 10 of Magic Bus children are first-generation learners getting into higher education or jobs.

For inspiration: www.magicbus.org
Summary

Magic Bus enables some of the world’s poorest families to move out of poverty. Through the use of a mentoring model and a sport-based curriculum, it engages children and ensures that they make the right choices so that they have a constructive journey from childhood all the way through towards better and dignified livelihoods as adults. To achieve this vision, Magic Bus works in the areas of education, health, gender, leadership, livelihood, right to play and socio-emotional learning. A child’s journey with Magic Bus begins at age 7 and continues till the age of 18, when the child moves into the world of livelihood. Through the journey, information is shared, attitudes are questioned and engaged with and perspective is built. As a result, when children have gone through a decade-long journey with the organisation, they emerge as confident, competent young people with greater control and choice in their lives.
“Magic Bus gives the children a lot of fun while they’re learning — that’s the best scenario for knowledge transfer.”

Pratik Kumar – CEO – Magic Bus

**Keys to success**

**ACTIVITY BASED CURRICULUM**

The Activity Based Curriculum (ABC) is a unique model that uses games and sport to make change. The curriculum comprises 40 sessions per year — each with a lesson — and teaches children about education, gender, health and key issues affecting them through playing sport. The games excel in building physical, social and personal skills, and the children learn to rethink several attitudes and behaviour related to gender difference. Each session also contains specific metaphors that encourage children to think in a focused manner on a particular area — either education or health or livelihood. The curriculum is divided into three structured modules that correlate to each of the development stages of childhood, from middle childhood through to young adulthood, to address the specific skills required by each age group.

**LEADERS FROM AND FOR THE COMMUNITY**

Young people from the communities in which Magic Bus is active are trained over an extended period of time to emerge as able Community Youth Leaders. They function then as Mentors for children in the community, with whom they conduct the weekly sessions from the ABC. As Mentors they become enablers of learning not only during sessions, but also as role models for children across the community. As a result, children emerge as adults who have more control and choice in their lives, and who contribute confidently and constructively to a better society. The young people who mentor them move into respectable livelihoods, continuing to function as role models in their communities.
Sport for All objectives

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
The main mission of the programme is to engage children in sport and teach valuable life lessons through play.

IMPROVE HEALTH
Participation in the Magic Bus programme equips children with the necessary information to make positive changes in their health and hygiene habits.

SUPPORT THE DISADVANTAGED
The programme is specifically targeted at India’s poorest villages and slum settlements to support children and their families moving out of poverty.

RAISE AWARENESS THROUGH SPORT
Breaking existing gender-based stereotypes is a major goal of the programme and, after participation, 96% of Magic Bus children believe that every child, regardless of gender, should get the opportunity to play.

How is the programme communicated?
Magic Bus works with both mainstream and regional media organisations in India and abroad to mobilise supporters, donors and volunteers to be part of the cause. It also organises an annual conference for practitioners and policymakers to come together around topics such as using sport for development and peace. In addition, Magic Bus uses a variety of PR tools including relationship building strategies, press releases and press conferences, to make sure the media is aware of Magic Bus’s activities. Finally, Magic Bus manages an active online presence via its Facebook, Twitter, LinkedIn and Google Plus accounts and the programme’s blog and dedicated website.

How is the programme evaluated?
Rigorous monitoring and evaluation mechanisms are integral to all Magic Bus’s activities. A baseline study is conducted at the start of the programme, followed by monitoring the children’s progress throughout the programme through annual surveys with random samples of children, youth and parents to gauge progress. For community youth leaders, employability, activities in the communities and what youth are doing in leadership roles are tracked.
RBC SPORTS DAY
A NATIONAL CELEBRATION OF SPORT IN CANADA

The event is an opportunity for all Canadians to celebrate the power of sport, build communities and national spirit and facilitate healthy and active living.

Organisation
ParticipACTION.

Start-end date
2010 – ongoing.

Target group
All ages.

Reach
Thousands of Canadians through over 1,800 events in the 2013 edition.

Partners
Federal government, provincial governments and corporate funders, including RBC, CBC and True Sport.

Key facts
47% of Canadians were aware of Sports Day in 2013, and 24% of Canadians aware of the programme participated in at least one way (e.g. playing a sport, attending an event, watching the broadcast).

For inspiration
www.participACTION.com
www.cbcsports.ca/sportsday
RBC Sports Day in Canada is a national celebration of sport, from grassroots to high-performance levels, in communities across Canada. The event was presented by Canada’s national sports broadcaster CBC, ParticipACTION, True Sport and RBC as title sponsor. The objectives of Sports Day are to create a more robust sport culture, encourage greater participation in sport and raise the appreciation level for the role that sport plays in fostering a better, stronger society. In order to support and promote local sport and recreation opportunities with the intention of increasing long-term participation, communities in every province and territory are engaged and mobilised to host events.

“Boxing is great for improving fitness and with the popularity of mixed martial arts competitions and boxing, it is an activity that youth are excited to participate in. Thanks to the support of Sports Day in Canada, the Youth Centre is able to offer a regular boxing program to youth living in an isolated Northern community. A sport they might not otherwise have had the opportunity to try.”

Ali McConnell – Executive Director – Inuvik Youth Centre
Keys to success

**AN EVENT FOR ALL**
The vision of RBC Sports Day is to reach out to all Canadians, young and old, to build, solidify and celebrate the role of sport in Canada. By engaging national and provincial sporting organisations and their networks of coaches, athletes and volunteers, school communities, recreation facilities, families, workplaces and community leaders, over 1,800 events are held annually.

**A WIDE VARIETY OF EVENTS**
In the week leading up to, and including RBC Sports Day, local organisations, communities and schools across Canada throw open their doors to celebrate sport at the local level, and help build momentum for Sports Day. On the ground, in communities across the country, organisers hold a blitz of “RBC Sports Day in Canada” events, with community-wide festivals, try-it days, open houses, games, competitions, meet-and-greets, tournaments, fun runs, spectator events and pep rallies.

Sport for All objectives

**PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT**
Over the past two decades, sports participation rates in Canadian youth and adults dropped significantly. RBC Sports Day aims to create momentum to combat inactivity and promote physical activity.

**IMPROVE HEALTH**
RBC Sports Day seeks to connect Canadians with their local sport and recreation offerings with the intention of long-term participation and improving health.
How is the programme communicated?

The programme is promoted using a variety of communications channels, including television, radio, print, public relations, social media, e-newsletters, promotions, presentations, webinars, marketing collateral and community outreach. The programme also engages other sectors and organisations, such as the sport, physical activity, recreation and education sectors, workplaces, National Sport Organisations, Provincial Sport Organisations, municipalities and public health, to get involved and help promote the programme.

How is the programme evaluated?

The evaluation includes both process and outcome measures. The process measures provide information on programme delivery and reach to be used for ongoing improvements. The outcome measures evaluate what has occurred as a result of the programme and determine whether the programme has achieved its objectives.
WORLD GIRLS’ ICE HOCKEY WEEKEND

AN OPPORTUNITY FOR GIRLS OF ALL AGES TO TRY ICE HOCKEY

The World Girls’ Ice Hockey Weekend is a global opportunity for girls to try out ice hockey as a new sport and learn about opportunities to play ice hockey in their community.

Organisation: International Ice Hockey Federation (IIHF).
Start-end date: 2011 – ongoing.
Target group: 5-12 years old.
Reach: Thousands of girls in 2013.
Partners: IIHF member federations, national leagues, clubs and teams.
Key facts: In 2013, 341 events were organised in 31 countries.
For inspiration: [www.iihf.com/iihf-home/sport/women/world-girls-hockey-day.html](http://www.iihf.com/iihf-home/sport/women/world-girls-hockey-day.html)
Summary

With information and material provided by the IIHF and Member National Associations, ice hockey clubs all over the world organise one-day events in the local ice rinks to provide an opportunity for girls to try ice hockey for free. The programme bring girls from their community together on the ice so they can be introduced to basic skills in hockey in a positive, fun and safe environment, and learn about opportunities to play ice hockey in their community. During the day, the girls learn about fair play, sportsmanship and teamwork, meet new friends and have a chance to fall in love with a new sport. Girls only need to bring skates and some type of helmet and gloves. The local coaches and administrators ensure that there is a day full of action.

“It showed our organisation that girls’ hockey has a big future if we continue doing the girls’ day and maybe try to offer some other practices only for girls.”

Anja Ramajzl – Coach – Hamburger SV (Germany)
**Keys to success**

**EVENTS OF ALL SIZES**
Member National Associations, leagues, clubs, teams or any group that has a passion for sharing the sport of ice hockey with the next generation of female hockey players are eligible to register as hosts. It is not a difficult event to hold and organisers can make the event as big or small as they wish – the main goal is to give girls the chance to play. Organisers advertise the event in their community and organise an ice time and arrange some coaches to run some very basic and fun drills. In order to make the event as accessible as possible, organisers also provide pucks and sticks, and possibly arrange to have skates available if they are in an area where the sport of ice hockey is not common.

**ASSISTANCE FROM THE INTERNATIONAL FEDERATION**
As the initiator of the project, the IIHF provides assistance to those wishing to organise an event during World Girls’ Ice Hockey Weekend. For promotional assistance, the IIHF provides a poster template that can be printed anywhere, and hosts can add their specific event information in their own language. Further, a sample of a practice plan can be downloaded from the IIHF website that shows what drills to use and how to organise the ice time. Guidance for general event planning is offered for first time hosts of a girls’ hockey event. Finally, a World Girls’ Ice Hockey Weekend Toolkit is being prepared which will contain very detailed instruction on how to organise a World Girls’ Ice Hockey Weekend event, all the way from marketing to running the actual event and following up with the results.
Sport for All objectives

**PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT**
The programme aims to promote participation in ice hockey for girls and encourage them to try a sport that is not often specifically promoted to girls.

**PROMOTE SPORT DEVELOPMENT**
The main goal of the World Girls’ Ice Hockey Weekend is to recruit girls to play ice hockey and also to grow the sport beyond traditional ice hockey nations.

How is the programme communicated?
The IIHF utilises its dedicated website and directly communicates to Member National Associations. The IIHF and the Member National Associations promote the event on a larger scale whereas the local clubs can display posters at local schools, shops etc., and inform local newspapers. In addition, the IIHF covers some of the events on the website and thus provides further information that is accessible to anyone.

How is the programme evaluated?
The IIHF summarises the numbers of events and countries involved and collects feedback. For future editions, the evaluation will also include the number of players and information on how many of the first-time players come back and start playing.
DREAM BUILDING EL SALVADOR

OFFERING A HEALTHY AND SUPERVISED SPARE-TIME ACTIVITY FOR CHILDREN AT RISK OF GANG ENGAGEMENT IN RURAL AREAS.

Uses table tennis as a vehicle to promote positive individual and social change in communities that lack opportunities and to promote the sport among groups that traditionally would not have access to table tennis.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>El Salvador Table Tennis Federation (FESALTEME).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start-end date</td>
<td>2012 – ongoing.</td>
</tr>
<tr>
<td>Target group</td>
<td>6-18 years old.</td>
</tr>
<tr>
<td>Reach</td>
<td>1,800 participants across 16 venues.</td>
</tr>
<tr>
<td>Partners</td>
<td>International Table Tennis Federation (ITTF)</td>
</tr>
<tr>
<td></td>
<td>National Sports Institute (INDES)</td>
</tr>
<tr>
<td></td>
<td>Japanese International Cooperation Agency (JICA)</td>
</tr>
<tr>
<td></td>
<td>Local community youth centres.</td>
</tr>
<tr>
<td>Key facts</td>
<td>Between 2012 and 2014, the programme has seen steady growth, moving from 11 to 16 venues and from 300 to 1,800 participants in 2014.</td>
</tr>
<tr>
<td>For inspiration</td>
<td>fesalteme.org</td>
</tr>
</tbody>
</table>
Summary

The programme starts with the El Salvador Table Tennis Federation, in cooperation with the National Sport Institute, identifying suitable venues in the countryside where there are not many supervised activities available for young people.

The ITTF then provides equipment for these venues through sponsors, as well as delivering technical coaching courses and social education to the programme coaches.

The Japanese International Cooperation Agency and the Japanese embassy provide financial support and Japanese volunteers to the programme, underpinning the programme with operational security for the future. Coaches for each venue are hired to deliver weekly table tennis lessons at the venues. At the same time, social education is provided to the participants on a different value or topic every month.

Each venue regularly hosts exhibitions where national junior team members perform exhibition matches. These players act as role models for the participants and allow them to witness the sport being played at a high level in their own personal surroundings.

At the end of each year, the programme culminates in a weekend festival where all participants gather together, meet one another and play table tennis.

“We are receiving lots of phone calls from municipalities willing to join the programme, more than we can manage. We are reaching the kind of communities that normally we could not.”

Dream Building General Coordinator
Keys to success

**FOCUS ON AREAS WHERE THERE ARE NO SPORTS OPPORTUNITIES**
This project specifically targets the countryside areas in El Salvador where young people have little or no access to sport. Table tennis lends itself well to being played in small spaces and where people can gather in a community setting. By giving participants an alternative recreational option, the programme aims to guide them away from the more dangerous lifestyle choices that have been commonly associated with the youth of these communities in the past.

**INCLUSIVITY AND SOCIAL ENGAGEMENT**
The programme places a high emphasis on bringing as many local youngsters in the community together as possible. In the El Salvadorian countryside, it can be difficult to find a communal gathering place for young people where they can meet and socialise. Furthermore, the sporting and social programmes that are put in place by the coaches and staff focus on engaging as many of the participants as possible in an equal way, regardless of their sporting ability. By making participants feel welcome and engaged, the likelihood of them going down a more dangerous path is reduced.

**COMBING SPORTS EDUCATION WITH VALUES FOR LIFE**
The project is split between delivering sport-orientated programmes and delivering social education programmes. The sports programmes focus on delivering table tennis coaching and practice from trained coaches, as well as continually providing new and updated equipment for venues and participants. The social education programmes are delivered at the venues at the same time as the sport programmes. This ensures that participants are fully engaged with the social aspect of the programme and not only the sporting one. This is critical to teaching participants about the dangers of anti-social lifestyle choices.
Sport for All objectives

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
El Salvador has the 14th highest mortality rate in the world and the prevalence of diabetes is continually increasing, with El Salvador now in the top 25% of worst affected countries globally. The promotion of physical activity is critical to tackling these problems and the project aims to do just that. By giving participants the ability to not only become physically active, but also to engage with their peers in a communal and safe environment, the programme is promoting the use of physical activity as a beneficial vehicle for these at-risk youngsters across the country.

PROMOTE THE OLYMPIC VALUES
Alongside the physical benefits of engaging participants in sport, every month the coaches work on a different social topic or value with the group, such as respect, empathy or tolerance, for example. This education is delivered through chats, games, stories or inviting experts. This makes the educational side of the programme less daunting for participants and has proven to be an effective method of delivery since the programme’s inception.

SUPPORT THE DISADVANTAGED
El Salvador is one of the poorest countries in the Americas and the countryside areas are particularly disadvantaged in terms of the level of poverty, crime and anti-social behaviour. For this reason the programme focuses specifically on these areas. Aside from promoting physical, social and mental well-being of the at-risk youth of these communities, the programme also delivers new and functional equipment to the programme venues, giving participants access to a quality sporting experience – an opportunity that they otherwise would never have had.

PROMOTE SPORT DEVELOPMENT
The programme specifically focuses on areas where there is little or no access to sport for the community. The topology and weather of the El Salvadorian countryside prohibits the practice and enjoyment of many sports by its inhabitants. One of the unique advantages of table tennis is the ability to play the sport without the need for large open spaces, suitable weather and large numbers of participants or capital investments. The programme leverages these advantages to promote the sport of table tennis throughout these communities, focusing on improving participant skills and opening them up to role models and higher standards of the sport through national team exhibitions and invited guests.
How is the programme communicated?

The programme promotes itself to potential participants through community channels such as local youth centres or schools. This is the most effective form of communication for the project as all venues are in small villages in the countryside. The project also engages in some social and print media communications.

How is the programme evaluated?

The programme is evaluated quarterly by the General Coordinator who is joined by a Sport for All representative from the national government. The ITTF also quantitatively monitors the programme on an annual basis by employing template evaluation sheets.
BOXGIRLS KENYA

USING BOXING TO PROMOTE YOUNG WOMEN’S RIGHTS.

Boxgirls Kenya is a small, youthful, interactive and dynamic organisation operating in the disadvantaged areas of Kariobangi, Nairobi, that works towards creating a world where uprooted, marginalised and excluded young girls are supported to lead dignified lives in secure communities.

Organisation
Boxgirls Kenya.

Start-end date
2007 – ongoing.

Target group
8-23 years old (some young boys aged 9-15).

Reach
Between 2007 and 2014, the programme has reached 900 girls.

Partners
African Women Development Fund, Match Women Fund Canada, Ford Foundation, and fiscally supported by Comic Relief through the Women Win initiative.

Key facts
The programme involves more than 900 girls and young women who meet weekly for boxing training on self-defence, building self-confidence, self-esteem, body fitness and leadership.

For inspiration
www.boxgirlskenya.org
Summary

Boxgirls’ motto is “Strong girls, safe communities.” Using boxing and working with selected schools, Boxgirls trains participants in boxing in order to break gender stereotypes related to girls and sports. Boxing is used as an entry point for promoting leadership and increasing personal security (emotional, physical, relational, spiritual and mental). All training is play-based, girl-friendly and effective. Boxgirls fight every minute of every day to imbue girls’ lives with hope, strength and joy. Access to sport is a right for every human being, as well as being an entry point to other fundamental rights.

Boxgirls uses sport to build a world where young girls enjoy their childhood, are free to speak, move around and be themselves without fear of sexual molestation. Boxgirls envisages a day when young girls and young women can run joyfully in the wind, letting the body stretch to its full height. Boxgirls wants to see a world in which girls can trust their teachers, parents, neighbours and their community without fear of being abused, a world where they can explore who they are without being constrained by poverty and other deprivation.

Boxgirls Kenya is a founding member of the Boxgirls International Network (www.boxgirls.org).

“Boxgirls has shaped me to be confident leader who understands the importance of negotiation, analysis of issues and how to find solutions.”

Sarah Ndisi – East and Central African Featherweight Champion
Keys to success

TAILORED CURRICULUM
Boxgirls has built a comprehensive life skills training curriculum that is integrated with sport training. The curriculum provides participants with confidence and direction in carrying out their training programmes. Boxgirls has trained its teachers to use the curriculum and worked to make it available via its online platform, www.tools.boxgirls.org. This curriculum has enabled Boxgirls to uniquely access the leadership potential of under-privileged girls and to build their capacity.

INTERNATIONAL PROMOTION AND EXPERIENCE
Boxgirls was invited to speak at the UNESCO World Youth Forum on Sports, Culture and Peace in Nanjing, China. Boxgirls shared with the audience the innovative practices used to promote the sport of boxing in the community through the programme. Boxgirls’ coaches are members of the Kenyan National Boxing Team and have represented Kenya at the Olympic and Commonwealth Games. The programme was featured on U.S.A. Global News Channel (PBS) and CNN as one of the few organisation using sports to equip girls with self-defence and survival skills. This international promotion of the programme allows Boxgirls to increase its recognition and its ability to further develop the programme for the benefit of the girls taking part.

LOCAL INFLUENCE
Boxgirls is a grassroots organisation whose leaders and coaches are drawn from the communities that they serve. Utilising local networks and generating trust from parents and community leaders makes it easier to engage girls with sport programming. Community activation through parades, street clean-ups and tournaments ensures that messages about girls’ rights and fighting gender-based violence are transmitted to the wider community.
**Sport for All objectives**

**EDUCATE ON THE IMPORTANCE OF SPORT AND PHYSICAL ACTIVITY**
Boxgirls uses sport as an essential component of health and wellbeing. The programme educates and informs girls on their rights to participate in sport and the value of doing so.

**PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT**
Boxgirls focuses on creating strong and confident girls to challenge gender stereotypes in sports and to actively socialise through sports participation. Boxgirls trains coaches to a very high technical level, as shown through their participation in the Kenyan national teams and participation in Commonwealth and Olympic Games. This technical skill helps them act as role models and further support and develop the sport of boxing.

**PROMOTE THE OLYMPIC VALUES**
Boxgirls Kenya had the honour of developing the first female Olympian to represent Kenya in boxing. As a current Boxgirls coach, she inspires younger girls and teaches them determination and perseverance in reaching their goals. Participants in the programme are taught to become role models who promote the Olympic values of friendship and respect among younger girls.

**INVOLVE SCHOOLS**
One of the core objectives of the Boxgirls programme is to create partnerships with the local schools in the community. By forging strong relationships with these schools, it allows a more efficient working relationship with the communities in which the programme is active in order to collectively tackle issues affecting girls and young women there.

**SUPPORT THE DISADVANTAGED**
Boxgirls is working with some of the poorest children in Kenya and their parents in order to increase girls’ rights, as well as participation in school and community development from the ground up.
How is the programme evaluated?

The programme has been evaluated externally by Comic Relief which shows that boxing is a suitable instrument to sensitize the girls and community about gender-based violence and girls’ rights. The evaluation also praised the values of Boxgirls being rooted in the community and working with a social justice perspective for the uplifting of the entire community. Boxgirls International has been evaluated by the German Sport University and has shown the girls participating became more confident, tolerant and challenging of discrimination. In addition to commissioning these external evaluations, Boxgirls Kenya is a learning organisation and gathers data for its own use and planning. There is a parents’ committee and captain structures with the girls to provide timely feedback to the programme leadership and make sure the programmes fit community needs.

How is the programme communicated?

Awareness of the programme is achieved through visiting schools and engaging in face-to-face conversations with young girls and parents. Boxgirls Kenya also welcomes journalists and international students to visit its programmes. Boxgirls Kenya maintains a website online and also shares its curriculum over the [www.tools.boxgirls.org](http://www.tools.boxgirls.org) platform. Boxgirls Kenya and Boxgirls International share their experiences through participation in international conferences and through partnerships with UNOSDP (United Nations Office on Sport for Development and Peace) Youth Leadership camps.
FIRE FIT

UTILISING ROLE MODELS TO PROMOTE SOCIAL EQUALITY THROUGH PHYSICAL AND CULTURAL ACTIVITY.

Fire Fit expands the role of the local fire service beyond its traditional boundaries in order to make the local community safer, stronger and healthier through the promotion of sport and physical exercise.

Organisation: Merseyside Fire and Rescue Service (MFRS).
Start-end date: 2010 – ongoing.
Target group: All ages.
Reach: In 2014, Fire Fit Schools reaches over 400 children (aged 10), through engagement at the Fire Fit HUB in Toxteth. In addition, there are over 1,000 memberships and links to other recreational groups.
Partners: Liverpool City Council, the Department of Education, the Health and Wellbeing Board.
Key facts: MFRS was the first Fire and Rescue Service to reach the “Inspire” participation mark set out by the Local Organising Committee for London 2012. Fire Fit went on to encourage 17 other UK Fire and Rescue services to achieve the same recognition.

For inspiration: www.firefithub.org.uk
Summary

The Merseyside Fire and Rescue Service (MFRS) identified the strong link between the threat of fire and the levels of social inequality in the fields of education, housing and income. The incidence of anti-social behaviour, crime and other risk factors directly related to fire are far more prevalent in areas that suffer under these aspects of social inequality (English Indices of Multiple Deprivation ranks Liverpool 1st & Knowsley 5th in terms of levels of deprivation).

The Fire Fit initiative was born out of the need to tackle this inequality within these communities through sport, exercise and physical education, leveraging the expertise and social status of the local fire and rescue service. Fire Fit encompasses sport, healthy eating, volunteering, and cultural and community cohesion activities. It uses the fire service, firefighters and other staff as role models to increase participation in physical and cultural activities.

The entire Fire Fit brand can be divided across five main activity areas – Schools, Communities, Activities, Events and HUB. The Schools facet focuses on engaging the youth of the city before they leave primary school, preparing them for a physically and mentally healthy lifestyle. It acknowledges data provided by health officials through the National Weight Management Programme (correct engagement and targeting).

Communities and Activities focus on the promotion of events and initiatives across different communities and the city at large. Fire Fit Events are themed activities run in conjunction with the Schools component over the course of the year, one in each district where the programme is active. Finally, HUB revolves around the running of a world-class youth zone centre in the city.

Operating costs for Fire Fit Schools and Communities are approx. USD 40,000 per annum. Costs for the HUB exceed USD 100,000 per annum while the facility has a bespoke income generation business model.
Keys to success

**MAJOR EVENT PLATFORM**
The need for a social programme of this type was first conceived during the hosting of the World Firefighter Games in Liverpool, as part of the larger celebration of Liverpool as the European Capital of Culture in 2008. The legacy of this event to the city was a primary concern and the momentum it generated helped in getting the project off the ground and running with the backing of key stakeholders. This effect was bolstered by the approach of the Olympic Games in London in 2012, as the programme was launched in between the two events, giving it a huge level of exposure and coverage.

**PHYSICAL LOCATION**
As part of the “HUB” component of the Fire Fit programme, a GBP 5 million state-of-the-art, world-class facility for young people was built in Liverpool with the assistance of the Liverpool City Council and the Department of Education. The centre caters for sports, music, culture and other diverse activities, all of which are specifically designed for young people. The HUB also generates revenue by hiring out its facilities to other users. Having a physical centre or “HUB” from which to deliver many of the great initiatives underneath the Fire Fit brand, as well as having a dedicated focal point where the community can gather, assists a great deal when trying to connect with people from the local community and bring them together.

“We are delighted that our school is part of the Fire Fit programme. It is highly engaging and the children look forward to the sessions with enthusiasm. The Fire Service adds real value to the school.”

Kath Honey – Head Teacher – Blueberry Park Primary School
**SUSTAINABILITY**
Fire Fit is focused on delivering sustainable programmes in the local community. This involves hiring out facilities at the HUB when they are not in use to generate revenue. It has also seen the introduction of a new innovation in the form of the social impact bond scheme. Under this scheme, workers or volunteers within the Fire Fit programme receive bonds for time they have spent in service. These bonds have a financial value in that they can be exchanged for certain goods such as new football kits or the use of a mini-bus for a community programme, for example. The scheme has also seen staff commissioned on a voluntary basis with the provision of a bursary to support travelling expenses and subsistence, thereby delivering the service on a lower cost model than in previous years. This innovative approach is a first for a Fire and Rescue Service. As a result of these initiatives; each team member who provides support for a community-based activity does so in the knowledge that they are personally putting something back into the community.

**OUR PEOPLE**
Fire Fit's own people are the engine room of the programme. They are its future. The programme looks to support them by encouraging participation in sports events such as the “Race for life” or “Santa dash”. Fire Fit also provides opportunities for coaching qualifications as part of its own Continued Professional Development; this investment brings benefits to both the individual and community.
Sport for All objectives

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
The programme’s core vision is to better the community through the vehicle of sport and physical exercise. This has involved initiatives focusing on active participation as well as the construction of facilities to provide a venue for the practice of exercise and physical activity.

INCREASE HEALTH
Besides the physical benefits that Fire Fit aims to impart to the community, additional health benefits such as improved confidence and self-esteem are integral to the design and delivery of the programme. All activities are centred on instilling a sense of achievement among participants.

INVOLVE SCHOOLS
A key objective of the Fire Fit programme is to increase attendance and behaviour at school. An individual member of staff is embedded into individual participant schools to deliver the programme and act as an enabler for the MFRS to deliver the prevention message.

SUPPORT THE DISADVANTAGED
The Fire Fit model improves social capital and develops community cohesion in the locality. The ultimate aim of the programme is to reduce the level of inequality in disadvantaged communities in order to make them safer, stronger, healthier places.
How is the programme communicated?

On the ground, the programme is communicated through community outreach programmes, particularly in local participating schools, relying heavily on the social status of the MFRS as community leaders. The programme also runs its own website, Twitter and Facebook accounts.

How is the programme evaluated?

The MFRS has a dedicated officer that oversees the overall governance of the programme. Outcomes are reported internally within the MFRS with a full annual report being produced. The strength of the Fire Fit brand can be measured by its reputation and visibility.
WATERLOO WELLINGTON ADULT DAY SERVICES

SUPPORTING HEALTH AND WELLNESS IN LATER LIFE.

Adult Day Services promote wellness and dignity to older adults with physical, cognitive, social, medical and health issues through day services that offer recreation and socialisation.
Key facts

With a rapid increase in the aging population, it is important that services such as these proactively plan to meet the social and recreational needs of this group to support their health and wellness. The Older Adult age group comprised 28% of the population (194,800) in Waterloo Wellington in 2005 but will grow to 34% of the population by 2015 (273,300). Population projections for individuals with Dementia/Alzheimer indicate that in 2011 there were 9,450 people living with dementia in this region, representing a 28% increase from 2008-2011. By 2016, this is expected to increase to 10,942.

For inspiration

Each partner organisation has its own website specific to the programme site. For general information on day programmes in Waterloo Wellington please visit: www.wwhealthline.ca/listServices.aspx?id=10347

“My mother so enjoys this programme and the company of the staff and other participants. She thrives in this programme from the interaction and activity she receives. It has become an important part of her life and of mine.”

Caregiver of a programme participant
Summary
As individuals age, the need to participate in social and recreational programmes becomes of great importance in maintaining one's physical and emotional health. Regardless of an individual's ability, older adults require opportunities to meaningfully participate in activities, but may require support to be successful in these endeavours. The Waterloo Wellington Adult Day Services Network is a collaborative group of agencies working in partnership with older adults who have complex needs to provide supported social and recreational activities that assist individuals to remain living in their home. Recreational activities that are provided in these programmes daily include SMART exercises, sports-related activities and interests, and cognitive activities that aid in maintaining their cognitive functioning.

Keys to success

**PARTNERSHIPS**
Developing partnerships has strengthened the ability of these programmes to provide enhanced support and services to programme clients. One such partnership has been with the VON SMART programme. This programme is an exercise programme that supports safe and effective exercises that are geared to the needs of older adults, but also specifically focus on exercises that strengthen key muscle groups that support participants to maintain their activities of daily living (dressing, bathing, walking, etc.). All Adult Day Service staff were trained in SMART exercises and facilitate these programmes on a daily basis.

**QUALITY IMPROVEMENT FRAMEWORK**
The Best Practice Guidelines for the Waterloo Wellington Adult Day Services is a tool that was designed to assist in developing practices that support a quality programme experience for all people served, as well as their families. Additionally, these guidelines support a standardised approach to adult day service provision in Waterloo Wellington to ensure that the same standard of care and support is delivered across all programmes.
Sport for All objectives

PROMOTE PHYSICAL ACTIVITY AND PARTICIPATION IN SPORT
Adult Day Services provide at least a half an hour of facilitated physical exercise daily. Additionally, programmes also provide sports-related activities that can be modified to accommodate their physical needs. This supports an individual’s ability to participate in activities that they might perceive are no longer possible due to advancing age and/or infirmity. It is amazing to see the look on a participant’s face when they accomplish a task they think has been long forgotten.

INCREASE HEALTH
Day services promote not only physical health but also emotional health. As individuals age it becomes of greater importance to participate in physical activity to maintain their health. Physical activities assist in strengthening key muscle groups that enable older adults to maintain their independence and prevent falls. As well, participating in day services strengthens an individual’s social connections thereby reducing social isolation, loneliness and depression.
How is the programme communicated?

Individuals are connected to Adult Day Services in a variety of ways, but most often this is achieved through the suggestion of a health professional.

How is the programme evaluated?

The Adult Day Service Network has designed and implemented a validated client and caregiver satisfaction survey. These surveys enable the programmes to gauge their effectiveness and assist in determining if they are meeting the needs of programme participants and their caregivers. Based upon the feedback received, programmes develop annual quality improvement plans which ensure that programmes are responsive to the interests and needs of participants.
SNOW-CAMP

ENABLING YOUNG PEOPLE THROUGH SNOWSPORTS TO GROW IN CONFIDENCE AND SELF ESTEEM, DEVELOP AS INDIVIDUALS AND MAKE POSITIVE CHOICES.

To engage inner-city youth-at-risk through snowsports and provide life-skills training and vocational opportunities to increase their motivation and aspirations, build relationships and gain qualifications and employment.

Organisation: Snow-Camp.
Start-end date: 2003 – ongoing.
Target group: Young people, aged 13-25, who would not otherwise have had access to snowsports.
Reach: By 2014, Snow-Camp has supported more than 4,520 young people since its inception in 2003.
Partners: Snow-Camp has over 250 partnerships with other youth organisations ranging from independent youth projects to inner city schools. It also has a wide variety of corporate and snowsport industry supporters.
Key facts: 85% of Snow-Camp’s programme participants have gone on to positive destinations, 78% improved their fitness, 98% felt that they had achieved something positive and 100% felt Snow-Camp helped them achieve their goals.
For inspiration: www.snow-camp.org.uk
Summary

Snow-Camp is the UK’s only youth charity that uses skiing, snowboarding and life skills to support young people.

The young people that Snow-Camp works with live in urban environments, where crime, gang violence, drug and alcohol use and anti-social behaviour go hand-in-hand with low incomes, unemployment, poor quality housing, educational challenges and a lack of quality outdoor space.

Snow-Camp has a number of different initiatives on offer, based on the amount of experience participants have within the programme. This ranges from two-day introductory courses all the way to accredited instructor courses, based in the UK with time away in top ski resorts.

By offering combined snowsports and life-skills training, the programme enables young people to grow in confidence and self-esteem, develop as individuals and make positive choices for their lives while at the same time enjoying themselves learning a new sport. This helps participants to develop new skills to support their futures.

Snow-Camp is favourably geared towards crafting future careers in the snowsport industry for participants. Many of the programme participants have gone on to secure part-time and full-time employment in the snowsport industry and some have even gone on to become youth workers for the Snow-Camp programme itself.
**Keys to success**

**CONNECTING SPORT AND LIFE-SKILLS EDUCATION**
After each slope session, participants spend time in the classroom. Snow-Camp’s life-skills sessions are based upon round-the-table group discussions facilitated by trained youth workers, social workers, industry leaders and peer mentors. These sessions are designed to help young people reflect upon the skills they are demonstrating on the slopes – perseverance, commitment, listening, teamwork, patience and overcoming fear, as well as how to respond to challenges, deal with peer pressure and setting goals for the future.

**SUSTAINED INVOLVEMENT**
Snow-Camp offers four initiatives that cater for participants based on their previous experience in Snow-Camp. This begins with “First Tracks” - a two-day beginner course during the school holidays which incorporates life-skills sessions focusing on independence, responsibility, confidence and self-esteem. The second stage, “Graduate” is a more comprehensive six-day, higher-level snowsports training course combined with sessions on vocational opportunities within the ski industry. The third stage, “Excel” is an eight-day advanced snowsports training with sessions on the theory of teaching snowsports, assessment by Snowsport England and 20 hours shadowing. The final “Apprenticeship” stage provides five young graduates with full-time employment for one year with Snow-Camp and incorporates a range of vocational experiences with snowsports industry partners.

All young people who have been through the Excel stage of the programme have the opportunity to join the Snow-Camp Youth Forum (SCYF), where young people can get more involved with Snow-Camp’s work. Snow-Camp is passionate about giving young people a voice and is committed to empowering young people to be creators and not just consumers of our services. The SCYF develops and maintains links between Snow-Camp’s management team (Board of Trustees, staff etc) and the young people Snow-Camp supports. It is run entirely by its members, with Snow-Camp staff attending for support.

**USE OF PATRONS AND AMBASSADORS**
Snow-Camp has engaged numerous high-profile figures from the world of British snowsports to act as patrons and ambassadors for the programme. Their profile and ability to communicate Snow-Camp’s work has had a hugely positive influence on the growth of the charity. All of these ambassadors are British nationals and include television presenters and British Winter Olympic medallists.

“If I hadn’t been doing this, I know where my life was going. I would have ended up getting more involved in the gangs and all the stuff that goes on. I’m so grateful this gave me a way out.”

*Skevvy* – Former participant and now a youth instructor

---

**HOW TO MANAGE A SPORT FOR ALL PROGRAMME?**

**CASE STUDIES**

---
Sport for All objectives

**EDUCATE ON THE IMPORTANCE OF SPORT AND PHYSICAL ACTIVITY**
Snow-Camp helps young people develop an interest in physical fitness and learn a sport which increases their motivation while also increasing their fitness and promoting a healthy lifestyle.

**INCREASE HEALTH**
Snow-Camp places equal importance on promoting physical activity and the mental health of participants by incorporating life-skills classes which are designed to transform attitudes and behaviour through increasing self-esteem and self-confidence.

**SUPPORT THE DISADVANTED**
Snow-Camp offers apprenticeships, work-experience, volunteering and employment opportunities within the snowsports industry and at Snow-Camp throughout the delivery of the programmes. Many of the relationships formed with the young people participating lead to seasonal, part-time and full-time employment. Participants can gain AQA, ASDAN, BASI and Snowsport England qualifications, improving their CV and credentials.

**PROMOTE SPORT DEVELOPMENT**
Snowsports are out of reach for many young people across the UK. Snow-Camp tackles this by providing highly subsidised programmes and bursaries to cover tuition fees and to bring access to snowsports to participants. Taking young people out of the city and to the slopes increases their prospects noticeably while at the same time promoting snowsport in new markets across the UK. Furthermore, in taking young people from novice to qualified snowsport instructor, Snow-Camp facilitates the organic growth of the snowsports industry throughout the UK.
How is the programme communicated?

Snow-Camp has worked in partnership with more than 250 youth organisations since it started; from youth services to small independent youth projects and from national youth programmes to inner city schools. Snow-Camp also uses well-known figures in the world of domestic snowsport in the UK as patrons and ambassadors to spread the Snow-Camp message. It has an active website and social media channels and an electronic newsletter. Snow-Camp also hosts a variety of large fundraising activities to raise money for its programmes and promote its activities to wider audiences.

How is the programme evaluated?

A comprehensive evaluation and impact assessment is utilised. An evaluation framework was developed with local partners to capture the impact of the programme in a cost-effective manner. This framework incorporates a range of qualitative and quantitative measures to track progress towards programme goals, whilst also using additional questionnaire-based monitoring for participants and partners.
<table>
<thead>
<tr>
<th>INFORMATION</th>
<th>PROGRAMME OVERVIEW</th>
<th></th>
<th>Marketing/PR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisation</td>
<td>Summary</td>
<td></td>
<td>What channels are/were used to promote the programme and/or mobilise the audience?</td>
</tr>
<tr>
<td></td>
<td>Project aim</td>
<td></td>
<td>Evaluation/outcomes</td>
</tr>
<tr>
<td></td>
<td>Target groups</td>
<td></td>
<td>How is/was the programme evaluated and what is/was the outcome?</td>
</tr>
<tr>
<td></td>
<td>Partners/funding</td>
<td></td>
<td>For inspiration</td>
</tr>
<tr>
<td></td>
<td>Annual budget</td>
<td></td>
<td>Any lessons learnt for next time? (Including quotes, feedback, pictures, videos, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Key facts and statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Key figures/facts and/or statistics that can be used to highlight the programme</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Links</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To organisation, programme, or other information in relation to the programme</td>
</tr>
</tbody>
</table>

**INFORMATION**

**Organisation**

Name of organisation leading programme

**Place**

City, region, country where programme takes/took place

**Start**

Date the programme started

**End**

Date the programme ended if not still ongoing

**Website and contact info**

Main programme contact info

**PROGRAMME OVERVIEW**

(Additional material can be add to the email as attachment)

**Summary**

Summary of the programme

**Project aim**

What is/was the main objective of programme?

**Target groups**

Who is/was the main target audience the programme is/was designed to reach?

**Partners/funding**

How is/was the programme funded/supported?

**Annual budget**

Approximate annual budget/annual programme spend

**Marketing/PR**

What channels are/were used to promote the programme and/or mobilise the audience?

**Evaluation/outcomes**

How is/was the programme evaluated and what is/was the outcome?

**For inspiration**

Any lessons learnt for next time? (Including quotes, feedback, pictures, videos, etc.)

**Key facts and statistics**

Key figures/facts and/or statistics that can be used to highlight the programme

**Links**

To organisation, programme, or other information in relation to the programme
Help for Viewing this Document on Screen

This interactive PDF document offers you several functions that are only viewable on screen to allow each reader to easily move between the sections and have access to additional useful content.

NAVIGATION ICONS

The four icons on the top left of each page will link you directly to the individual sections of the document. Roll your mouse over these icons to see the section name.

I

How does the IOC support Sport for All?

II

How to manage a Sport for All programme?

Useful Project Management Tools

Case Studies

The four buttons on the top right are functions to display:

🏠 Main summary page

いただいて Help page (this page)

✉️ Form to send a Case study

打印机 Automatic print management

ADDITIONAL USEFUL CONTENT

Many kinds of additional content is included within this document. You will find boxes on several pages marked with a pink ribbon, these include links to “Learn more”, “Templates” and “Websites”.

🔗 / 🔗 Open a web page

ダウンロード / ➕ Download a file

🔗 / ➕ Displays a page inside the document

BACK
YOUR TURN NOW?!